College of Business
THE Business School of Silicon Valley

Student Handbook
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UNIVERSITY

Preparation is Key to Getting the Most Out of College

Welcome to the College of Business! Congratulations on embarking on what could be the most significant learning experience of your life. This handbook was designed to assist you with building the necessary basic "survival skills" for getting the most out of your time at CoB. Getting a college degree is not just about getting a piece of paper that says you spent the requisite number of semesters and completed the recommended number of hours. It represents the opportunity to build skills and knowledge that will prepare you for a smooth entry into the workplace and give you a strong start on a fulfilling career. The skills and knowledge you learn at CoB are the very ones you will need to succeed in the workplace. As will be evident when you read through this handbook, your mastery of these skills and knowledge is largely dependent on the investment you make in preparing for your classes. What you do outside of the classroom strongly influences your performance in the classroom, and eventually, your performance when you have graduated from the classroom and the college.

This handbook contains information and recommendations on many of the foundational skills you will need to do well in your classes. By publishing them in one central repository, we hope that you will have a ready resource to consult, whichever class you might be taking. Your professors will assume that you have read this material and that you will be applying it to guide your completion of class activities. Do, however, pay attention to the material in the greensheets that your professors will distribute in class. They will often contain additional information that will augment or adjust the information provided in this handbook. Your professors' greensheets take precedence over the information provided herein.

We recommend that you read this manual thoroughly early in your tenure at CoB. It contains many valuable tips that will help you be a more efficient and effective learner. Links to websites are invaluable for providing additional information, details and examples. Each topic includes a Test Yourself section that suggests activities to help you practice and apply the suggestions provided. Keep this handbook within easy reach, as a reference to guide you in completing your class requirements. The skills described in this handbook will be relevant beyond your time at CoB, not only to your careers, but also as a basis for a lifetime of learning.

True to our mission statement:

The SJSU College of Business is the Institution of Opportunity Providing Innovative Business Education and Applied Research for the Silicon Valley Region.

We aspire to create an environment of Innovation, Opportunity and Relevance at the CoB. This handbook will provide you with the knowledge and skills to make the most of this environment.

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Your University

To achieve success at the CoB, it is essential that you understand the University which you have just joined. SJSU can be a complex and confusing place but there are many resources in place to help you figure it out and make the most of the many opportunities and support available to students. Excellent online places to start are the CoB's Student Services page (http://www.cob.sjsu.edu/cob/5_STUDENT%20SERVICES/Student_SV.html) and the student gateway to the campus website http://www.sjsu.edu/students/ which bring together in one place all the resources available to you. First and foremost is to understand the University's mission, as stated below and published online at: http://www.sjsu.edu/about_sjsu/mission/:

The Mission of SJSU

In collaboration with nearby industries and communities, SJSU faculty and staff are dedicated to achieving the university's mission as a responsive institution of the State of California. To enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship.

Goals

For both undergraduate and graduate students, the university emphasizes the following goals:

- In-depth knowledge of a major field of study.
- Broad understanding of the sciences, social sciences, humanities, and the arts.
- Skills in communication and in critical inquiry.
- Multi-cultural and global perspectives gained through intellectual and social exchange with people of diverse economic and ethnic backgrounds
- Active participation in professional, artistic, and ethnic communities.
- Responsible citizenship and an understanding of ethical choices inherent in human development.

As you can see, the University has goals beyond just preparing you for your career. The goal is to help you attain the knowledge and skills to be competent in the workplace, engage in lifelong learning, and become a responsible citizen. While this may seem irrelevant as you focus on doing well on an exam, getting your career started, and enjoying your time at the university, keeping these goals in mind will help you understand the importance of activities and requirements that go beyond your major field of study. Paying attention to these goals will help you build a course of study at SJSU that will serve you well both as you start your career and in the long term.

Even while you keep these goals in mind, it is important to remember that the University does have some strict procedural requirements. You need to adhere to these if you want to remain in good standing as a student. To make sure you meet your academic requirements, the CoB has a Business Student Advisement Center in the Boccardo Business Center (BBC 0008). The Center is your one-stop resource for all matters related to your major and academic planning. The Center's web site summarizes its services and allows you to make an appointment with an advisor (http://www.cob.sjsu.edu/cob/5_STUDENT%20SERVICES/BSAC_1.html). A quick, 24/7 resource for important University procedures and forms is the Office of the Registrar's pages for current students (http://www2.sjsu.edu/records/Current_students.htm).

If you are having difficulty with classes or want some extra help with your study skills, there are several resources that you can turn to on-campus. First, the CoB Tutorial Center in Boccardo Business Center 0008 (http://www.cob.sjsu.edu/studserv/tutorial/) provides resources focused on the needs of business students. The University's Learning Assistance Resource Center (http://www.sjsu.edu/larc/) is a place where you can get help with honing your academic skills. You can also visit Counseling Services (http://www2.sjsu.edu/depts/counseling/) in the Administration Building for educational and psychological advice.

Managing Your Time

An essential skill to develop is the ability to manage one's time. As a student you will be juggling several commitments at one time – not only to several classes but most likely also work, friends, and family. To maximize your ability to set reasonable expectations and meet them, you must plan how you will use your time over the semester. Often, students tend to over-commit themselves and then are surprised when they do not do as well as expected in their courses. The two main pitfalls are not paying attention to the full range of activities necessary to do well in a class, and not doing a good job of prioritizing your commitments.

To help you avoid these pitfalls, it will be helpful to go through the following 3-step process at the beginning of every semester:

- Identify and prioritize your goals
- Identify the activities you need to engage in to achieve your goals
- Allocate time to each activity throughout the semester

Identify and Prioritize your Goals

To start off, spell out the different goals you have for the semester and for the long term. Are you aiming to get straight A's this semester? Do you have to put more energy into your courses or job work to build your credibility? Will you need to work more hours at a part time job in order to pay your bills? Are you about to have a child? Questions such as these help you sort out the 3-5 things that you need to achieve in the coming semester and how they might impact your longer term goals such as graduating in 4 years or purchasing a house before you reach 30 years of age.

After listing your short and long term goals, look them over and identify how they rank in terms of priority. Which ones do you absolutely have to meet in the coming semester if you are to meet your long-term goals? Which ones cannot be ignored or negotiated? Answering these questions will help you not only in building your initial schedule but also in setting the right expectations at home and at work. If you are aiming to get straight A's in any given semester, you will have to allocate less time to your job and home. It will be to everyone's benefit if you inform folks at home and at work that this is your objective, up front.

Identify the activities you need to engage in to achieve your goals

Once you have set your goals, break them down to the actual activities that you need to perform in order to achieve them. For example, if you are aiming for straight A's, you'll need to look through the greensheets for all your classes to make sure that you have the time to do an excellent job meeting all the requirements. This means not only allocating time to work on tangible assignments like papers and exams, but also allocating time for studying throughout the semester so that you don't end up cramming. Also, studying throughout the semester is essential to being able to participate intelligently during class discussions, thereby aceing the participation grades in each class. A good rule of thumb is allocating at least 3 hours of non-class time for every 1 ½ hours of classroom time.

This is also the step you will use to make sure that you have enough time to meet all your goals for the semester. After you have identified the activities you need to undertake, estimate the amount of time each activity will take per week. Now, multiply each estimate by 1.5 to provide yourself a margin for unexpected delays or estimation errors. Total up the number of hours that you require. See how this number compares to the total number of hours in a week (7 days x 24 hours =168 hours). Make sure that you allocate time for sleeping, eating, physical health activities (e.g. exercise, bathing), socializing, and entertainment. If you have overshot the number of hours per week, you will need to consider cutting back on some of your activities – including dropping a class or two if you cannot fully commit to them.

Allocate time to each activity throughout the semester

Now that you have a general plan for time allocation throughout the semester, it is time to map out activities for the entire semester. Take a calendar and your greensheets first and note down all deadlines listed on the greensheets. Block off all time slots allocated to in-class time and work. Lastly, allocate time slots for study time, resting, and entertainment. Keep in mind that if you don't list the activity, you are likely to forget it, so be as comprehensive as possible.

After going through the above exercise, you should have a pretty good overview of the things you'll have to do during the course of the semester to meet your goals. Make sure that you check your schedule at least once a day so that you remind yourself of essential tasks that need to be done. Also, update the schedule as the semester goes along – deadlines and goals do have a tendency to change. Keep your professors, employers, classmates (especially teammates) apprised of your schedule and availability as well as you can. They will appreciate it and can help you sort out how your priorities best mesh with their own priorities.

Additional Tips:

1. A useful tool for managing your time is Microsoft Outlook. By using a computer based tool, you can easily edit your schedule as well as view it in different formats. Your goals can be listed in the Tasks folder, while your schedule can be listed in the Calendar Folder. You can configure Outlook to start up by giving you a Today screen that lists your Tasks and the activities in your calendar for the next few days.
2. Go to the following sites for more useful ideas for managing your time:

    a. [Time Management for University Students](http://www.yorku.ca/cdc/lsp/downloads/time.PDF)
       http://www.yorku.ca/cdc/lsp/downloads/time.PDF
    b. [Time Management Principles](http://www.d.umn.edu/student/loon/acad/strat/time_man_princ.html)
       http://www.d.umn.edu/student/loon/acad/strat/time_man_princ.html

Test Yourself

Fill out Table A to assess your time management needs for the semester. Use it as a basis for mapping out a schedule for your entire semester in a computer- or paper-based calendar.

Table A Instructions. List your top 3 goals for the semester in order of importance in the first column of the table. List the activities that will help you reach these goals in the middle column. Allocate hours you expect to spend each week for each activity in the middle column. Allocate hours for resting, eating, physical health, and entertainment. Total up the hours per week. If the total is above 168, make the necessary adjustments.

Table A. Goals and Time Allocation

Goals	Activities to Achieve those Goals	Time Allocation (hours per week)
Resting		
Eating		
Physical Health (exercise, bathing)		
Entertainment		
Total		168 hrs/week

Professionalism

Your time in the university is a safe training ground for your working life after graduation. One of the most important sets of skills you should develop while in school relates to professionalism. If you pay attention to developing these skills at the university, they will become a natural part of your behavior and smooth your entry into the workforce. We will discuss professionalism in terms of etiquette and honesty. How you apply this in the classroom setting is a good indicator of the grace with which you will relate to your co-workers in a business setting.

Classroom Etiquette

San Jose State reflects its Californian and Silicon Valley location with its informal, friendly, and diverse culture. However, it is important to set some guidelines that help create an atmosphere conducive to learning, especially when we come together as a group to share knowledge in a classroom setting. While a certain level of informality creates a relaxed atmosphere that encourages participation, it is important to balance this with a few rules that can help make the learning environment comfortable for everyone – from professors to students. Here are a few to keep in mind:

1. Come to class on time and do not prepare to leave until the professor has indicated that the class is over. Walking in late or walking out early is distracting for everyone in the classroom, no matter how quietly it is done. Also, missing portions of the class means that you will miss important announcements or get points off for classroom activities and participation.
2. Minimize absenteeism. If you feel that you will be missing class on a regular basis because of work or other obligations, you should consider dropping the course. Keep your professor informed of the reason for any absences, preferably before the class meets. Be prepared to provide proof to support your reasons for being absent – e.g. doctor's certification. Most professors will tolerate only 1-2 excused absences per semester.
3. Avoid behaviors that are disruptive, such as engaging in sidebar conversations, browsing Internet sites on your laptop, letting your cellular phone ring, answering your cellular phone, or having your pager go off.
4. Submit your assignments on time. Most teachers do not accept late assignments or will take points off for tardiness.
5. Do not eat or drink in the classroom – it is distracting and spills can damage furniture, carpets, and expensive computing ports.
6. Prepare your assignments according to the professor's requirements. Follow formatting guidelines diligently. Make sure to spend time studying the readings assigned for a given class session so that you can participate intelligently in class discussions.
7. Do not try to dominate the class conversation. Respect other students' views and do not try to argue against each idea that does not match your own views. If you are feeling left out of the conversation, ask a question that relates to your views on the topic being discussed. This can spark your interest and move the class conversation in a useful direction. To do well with this rule, you must of course make sure you pay attention to rule number 6.

8. Avoid using classroom time to ask your professor questions that do not pertain to the topic for discussion assigned for the day. Questions about your class performance or asking for extensive help with class concepts can be disruptive, especially if they take time away from the class discussion and/or they take the professor's attention away from setting up before the class starts. It is best to ask such questions during your professor's office hours. These are generally posted on the class greensheet and at the department office. If your schedule does not allow you to go to your professor's office during office hours, make an appointment to visit his/her office at another time.

9. Keep in mind that the final grade you get in the class is based on your performance on the requirements listed in the course greensheet. Do your best to perform well in these requirements and do not rely on the possibility of extra credit work to improve your grade. Also, note that your grade is not only a reflection of the amount of effort you put into a given assignment but also a rating of the quality of your work. No matter how much effort you put into an assignment, it does not always follow that you will get a grade of "A" for your effort. Grades of "A" are reserved for truly outstanding work that display not only great effort but also creativity, clarity and mastery of the course material.

Read the following for more tips on Classroom Etiquette: What is Proper College Classroom Etiquette? available at: http://www.suite101.com/article.cfm/college_success/41072

Academic Honesty

SJSU has widely published and clear-cut definitions regarding academic honesty and the consequences of dishonest actions like cheating and plagiarism. These rules are published online (http://www.sjsu.edu/senate/f88-10.htm and http://www.sjsu.edu/senate/s98-1.htm), in the University Catalog and the Schedule of Classes. You must familiarize yourself with this statement and make sure that you are aware of the definitions of academic dishonesty. The statements also outline the consequences of dishonest actions. These include a failing grade for the specific assignment that you cheated on, failure in the course, and further disciplinary action. Your rights are also outlined in the same statement. The following excerpt provides the definitions of Academic Dishonesty based on statements developed by the Academic Senate (combining statement numbers F88-10 and S98-1, that are available at the URLs and other sources listed above):

Academic dishonesty defrauds all those who depend upon the integrity of the University, its courses, and its degrees. In a broader sense the public is defrauded if faculty knowingly or unwittingly allow dishonest acts to be rewarded academically. Faculty should make every reasonable effort to foster honest academic conduct. Specifically, examinations should be appropriately proctored or monitored to prevent students from copying or exchanging information, and examinations and answers to examination questions should be secured in such a way that students cannot have prior access to them. If a faculty member believes that there is evidence of academic dishonesty on the part of a student, it is the faculty member's responsibility to take action against the student in accordance with this policy. Students at San José State University have the right to know what constitutes academic dishonesty in each course in which they are enrolled. Faculty members should apprise their classes of the ethical

standards required in their courses and the permissible procedures in class work and examinations. If feasible, this information should be presented in the course outline (green sheet), and/or on examination questionnaires. Any deviation from this policy on Academic Dishonesty should be included in course outlines. Students also should be informed of the consequences of violation of ethical standards, their rights of appeal, and the procedures to be followed in the appeal.

1.0 Definitions of Academic Dishonesty:

1.1 Cheating:
At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:
1.1.1 Copying, in part or in whole, from another's test or other evaluation instrument;
1.1.2 Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy.
1.1.3 Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by the department policies of both departments.
1.1.4 Using or consulting during an examination sources or materials not authorized by the instructor;
1.1.5 Altering or interfering with grading or grading instructions;
1.1.6 Sitting for an examination by a surrogate, or as a surrogate;
1.1.7 Any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting any of the actions noted above.

1.2 Plagiarism:
At SJSU plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:
1.2.1 The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work; and
1.2.2 Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawings, sculptures or similar works as one's own.

You should also be aware that some professors at SJSU are currently using web-based software such as that provided by turnitin.com to detect instances of plagiarism. To make sure you adhere to the rules regarding plagiarism, read the sections on Term Papers included in this handbook for a useful methodology for writing original papers based on thorough, well-documented research. A great resource on plagiarism provided by the King library can be found at:
http://www.sjlibrary.org/services/literacy/info_comp/plagiarism.htm.

Test Yourself:

1. Next time you are in class, note your reactions when one of the 9 rules of classroom etiquette listed above is violated by one of your classmates.

2. Diligently read through the assignments for a given class and note down the 3 main points in the readings and 3 questions that you would like to ask or that you think the Professor will ask in class. Use these main points and questions as a basis for your participation in class. Note how this makes you feel about your participation in the class. Was it motivating? Did you feel that you learned more from the class because you prepared and participated?
3. Which of the following are instances of cheating or plagiarism:
    a. Submitting the same paper to two classes without first discussing it with the professors from both classes.
    b. Cutting and pasting material that you found on the web onto your term paper without identifying your sources.
    c. Having your best buddy take your exam for you because you were too sick to study.
    d. Quoting a whole paragraph from your best friend's term paper and citing the paper as the source of the quote.
    e. Changing the grades on your transcript and submitting them to your instructor as proof of meeting the pre-requisites for the course.
4. Which of the following are NOT listed as sanctions for cases of academic dishonesty:
    a. Failing a course
    b. Referral to a counselor
    c. Referral to the Office of the Vice President for Student Affairs
    d. Expulsion from the University
    e. Probation

Know Yourself

Being aware of your goals and tendencies can go a long way towards easing your experience at the university. As already mentioned in the section on Time Management, being aware of your goals will help you prioritize tasks and set realistic expectations. Another useful exercise is to be more aware of your tendency for a particular learning style or temperament using easily accessible online tests. Although these measures are not 100% accurate 100% of the time, particularly because learning style and temperament are affected by many factors, they can still provide useful information that can guide the way you study and the way you relate with your classmates and professors. Knowledge of your learning style can help you create a learning environment that best matches it. For example, if you learn best using concrete examples, you might be more proactive in class and ask the professor to provide real-world examples to illustrate concepts that are being discussed in class. Similarly, being aware of your tendency towards a given temperament can help you work better with your classmates, say, in a group assignment. Your temperament can help you determine which part of the group assignment might be the best one for you to take on. Furthermore, this knowledge is key to successfully entering the job market and building a fulfilling career path.

We recommend using two online tests that help you determine your learning styles and temperament and then provide recommendations for how to use this knowledge as an aid to learning or for smoother interactions with other people:

1. The 44-item Learning Styles Questionnaire (http://www.engr.ncsu.edu/learningstyles/ilsweb.html) gives you instant feedback on your learning style and recommendations for how you might alter or create a learning environment that best suits your tendency towards a given learning style.
2. The 70-item AdvisorTeam Temperament Sorter II (http://www.advisorteam.com/temperament_sorter/register.asp?partid=) gives you a quick method for identifying your tendency towards a given temperament. It is similar to tests used in many Fortune 500 companies and Career Centers for helping individuals make career decisions. After you take the test, you will be give a short profile of your temperament which you can then use as a guideline for career decisions and interactions with your classmates, co-workers, professors, and others.

Career Planning

The SJSU Career Center provides testing services to further your understanding of yourself, both in preparation for your studies at the CoB and career after graduation. Go to http://careercenter.sjsu.edu/careerplanning/toolsexercises.html for a list of the extensive testing services available to you through the career center. The list includes paper based tests that are commonly used by corporations (e.g. Myers-Briggs Type Indicator) to help employees gain self-understanding that generally leads to greater job satisfaction and success. Explore the career center site (http://careercenter.sjsu.edu/index.html) to find out about the job search services available to you – including online job postings, resume feedback and workshops, and career fairs. Plan to sign up for the career center services from day 1 of your time at the CoB. It is never too early to explore your career preferences and beef up your resume. An early start will allow you to select the CoB and SJSU courses and opportunities that will best prepare you for the job market and your career. It will also increase your chances of landing a resume- and experience- enhancing internship during your early semesters at the University.

Test Yourself

1. Take the Learning Styles Questionnaire and read the recommendations regarding your learning style. Write down 3 things you can do to make sure your learning environment most closely matches your preferred learning style.
2. Next time you have a team assignment, have everyone on the team take the Keirsey Temperament Sorter. Spend some time discussing the temperament portraits of the team members. Talk about how you might work together better given your different temperaments. Split up the group assignment as best you can so that each person is assigned a task that best matches his/her temperament.
3. Go to the resume pages of the Career Center Web Site (http://careercenter.sjsu.edu/jobsearchtips/resumes/resumes.html) and use the online tips to build an initial version of your resume. Bring your resume to the Career Center

(http://careercenter.sjsu.edu/aboutus/hourslocation.html) to have it critiqued and get advice on your job search and career planning.

Study Skills

As we have been emphasizing throughout this handbook, your success in school is largely dependent on how much time you invest OUTSIDE of the classroom to prepare for what happens INSIDE the classroom. This section provides a brief overview of three fundamental study skills that are key to your preparation and success with any class that you sign up for – reading, note-taking, and exam preparation. Many of the ideas presented here are based on the book, *Study Power: Study Skills to Improve Your Learning and Your Grades* by William R. Luckie and Wood Smethurst (Brookline Books, 1998). If you are struggling in your classes, it will be useful to get more in-depth guidance from a book devoted to study skills such as *Study Power*.

Reading

The book *Study Power* recommends the following five-step process for reading textbooks and other reading assignments. If you will be reading a case study, you should refer to the additional case study reading guidelines provided in the B-School Assignments section of this handbook.

1. Previewing – Quickly view all titles, subtitles, figures and graphs and a summary paragraph to identify some key points that are being made by the chapter or article. Familiarize yourself with any study questions provided by your professor or listed in the back of the chapter.
2. Skimming – Read the first and last paragraphs and the first sentence of every other paragraph. Read any summaries or abstracts provided.
3. Active Reading – Highlight important items, and note them down on cards or a separate sheet of paper. You might want to organize your notes by categorizing them according to issues or questions you identify or those provided by your instructor. To help you sustain active attention to the material, it may be helpful to divide the reading into chunks – read a few paragraphs or pages at a time and then make some notes.
4. Summarizing – After completing the reading, summarize the material in your own words. Answer any study questions that were assigned.
5. If you have a chance, discuss the reading with your classmates. Help each other clarify different points and work through different perspectives on the reading.

This five-step process is typical of most recommendations regarding the reading task. It is always helpful to be clear about your purpose and have a good overview of an article or chapter's main points and structure before actually delving into in-depth reading. Try it next time you have a reading assignment and notice how it affects your ability to concentrate on the task and your retention of key points.

Note-Taking

Note taking involves more that just writing down as much of the Professor's lecture as possible. To have truly useful notes you should be actively listening to understand the main points that are being discussed. Often, this means that you cannot write down much of what is said word for word while the class conversation is going on. If you put all your effort into noting down all the details in the class lecture, you are likely to miss the truly important points. Again, preparation will be key to your ability to absorb the most from classroom discussions.

1. To be prepared to take useful notes, make sure that you have done the assigned readings and exercises before coming into class. Download any advance class notes and materials provided by the professor and bring them to class with you.
2. Make sure you note down any announcements made by the teacher pertaining to deadlines, changes to the class schedule and the like.
3. While the class discussion is going on, focus on participating in the class discussion rather than on getting all the details down on paper. Most of those details will be available from the readings. Write down key points that answer any study questions that were assigned or that your professor emphasizes
4. As soon as possible after the class time, go back to your notes and summarize the key points of the class discussion or lecture in your own words. If you were actively listening in class, you may be surprised at how much you have actually retained.

There are two other useful things you can do to improve your notes. First is to discuss them with a study partner to work through different perspectives on the class discussion and to fill in gaps in each other's notes. Second, if you tape the lecture, you can listen to the tape during your "down" times – e.g. commuting to and from school, waiting in line. By the way, you can find more ideas for making the best use of such down time by reading the article "Time Management for University Students" available at: http://www.yorku.ca/cdc/lsp/downloads/time.PDF.

Exam Preparation

If you want to do well in an exam, you have to take the attitude that you are studying for it from day one of the semester. If you are very talented, cramming may help you pass an exam or even do a decent job at it, but it does not lead to long-term retention of class concepts. Plus, the lack of sleep and anxiety will make it even harder to relax when taking the exam. Some of the best preparation for exams has already been discussed. Use the suggestions regarding reading and note taking above to make sure that you understand and retain material presented in the readings and in class. Other useful suggestions based on material from the book *Study Power* are:

1. Find out as much as you can about the test. Work through tests from previous semesters, if the teacher makes them available.
2. Review all materials that the test will cover.
3. Match your learning approach to the kind of information you are trying to learn. Use study cards to help you memorize specific details. To improve your understanding of general concepts, try to tell someone else about the material in your own words. Develop a picture, diagram, or outline of the material you are trying to learn.

4. Create a practice test that matches the content and format of the exam you are preparing for.

Suggestions 3 and 4 are based on the adage that you learn the material best when you have to communicate it or teach it to someone else. Working with study partners can reduce the time required to put together practice exams and other study aids. You will also benefit from being exposed to different perspectives on the material, and the camaraderie will go a long way towards reducing everyone's anxiety over the coming exams.

Test Yourself

1. Practice your study skills during the time when school is not in session. Read an article from the paper using the guidelines for reading provided above. Follow the tips on note-taking next time you attend a meeting at work or in your community.
2. Try out some other methods of note taking such as mind maps. Information on this tool is available at http://www.mindtools.com/pages/article/newISS_01.htm.
3. Develop a system for marking your books. Use different colors or symbols to differentiate concepts according to importance or other categories. Suggestions are available at http://www.byu.edu/stlife/cdc/learning/txt-mkg.shtml .

Information Competency

Information Competency is an essential survival skill for just about every person nowadays, but it is especially important for someone like you who will likely enter the workforce with a knowledge intensive position. What this means is that your success in your career is dependent on your ability to obtain, process, organize, and present information in a professional and intelligent manner. This task is made more complex due to the large volume of information available nowadays, and by the accelerated rate of growth of this volume. The Association of College and Research Libraries defines five standards for information competency. The information literate student:

- Determines the nature and extent of the information needed.
- Accesses needed information effectively and efficiently.
- Student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- Individually or as a member of a group, uses information effectively to accomplish a specific purpose.
- Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Details related to these standards can be found at: http://www.ala.org/acrl/ilstandardlo.html. In today's environment, proficiency with web based and productivity software is a necessary basis for information competency. Rather that discuss these proficiencies in a separate section, this handbook has integrated suggestions regarding computing proficiency where appropriate. We have also included a discussion of the technology tools available on campus at the end of this section.

The King library (on 4th and San Fernando) provides a rich array of resources that you can use to build information competency. The King library is the first ever joint University and City Library. As such it brings together the resources available from both libraries and provides you with access to them. Additionally, the King library is part of several library networks that allow you to access materials that may not be available at the King Library but may be provided by other libraries, including those of other CSU campuses and California colleges. Two services that make this possible are Link+ (info at http://www.sjlibrary.org/services/request/linkplus.htm) and Interlibrary Services (info at http://www.sjlibrary.org/services/request/ill.htm).

A good approach to getting the most from these resources is to get very familiar with the library's web site, http://www.sjlibrary.org , which you can access using any computer with an internet connection and browser. The site is your portal to the numerous databases and guides that can help you improve your information competence. To get full access to the databases and services provided by the site to SJSU users, you will have to establish your library account number and PIN. Since the King library is both a University and City library, you will need to get a San Jose Public Library Card by going to the check-out counter on the ground floor (http://www.sjlibrary.org/about/locations/king/floors/floor1.htm?G-1) of the King library. You will also establish your PIN number when you get your library card.

Your library card will allow you to borrow items from the King library and libraries affiliated with it. You can find these items – including books, e-books, books on tape, movie DVDs, and music CDs – via the library catalog, http://mill1.sjlibrary.org/screens/opacmenu.html. The number on the back of your library card in combination with your pin will allow you to access information on your library account online via the login page found at http://mill1.sjlibrary.org/patroninfo/. Your library card number and pin will also give you access to a listing of passwords that will allow you to use all the capabilities of the library website (including all databases) from off-campus. See the Staying Well-Informed section below for more information on this.

The Reference Librarians at the SJSU library have created two very useful documents that can start you off on your quest for information competence. The first, Business Research Guides (http://www.sjlibrary.org/research/databases/sguide_subjectList.htm?subID=151&getType=5), summarizes the most useful sources for business research. This is a good place to start any research project. If you need additional help, contact information for the appropriate Library Subject Specialist is provided at the bottom of every Resource Page in the Guide. Another useful document is Evaluating Resources (http://www2.sjsu.edu/leap/eval/eval.htm). This can help you assess the usefulness and validity of the information that you have gathered via your research. Lastly, the SJSU library provides a range of documents that can help you make sure that you are properly integrating the information you gathered into your written work. These resources can be found at http://www.sjlibrary.org/services/literacy/info_comp/citing.htm. Once you have become familiar with the resources listed here, make sure you explore all the links provided in the library site, including the tutorials provided at http://www.sjlibrary.org/services/literacy/info_comp/ . There are plenty of useful tips that can help you achieve the information competence necessary to communicate effectively at school, the workplace, and beyond.

Staying Well-Informed

Being well informed is quite possibly one of the best things you can do to enrich your university experience, enhance your ability to obtain a good job, and build a foundation for lifetime learning. This involves keeping track of developments in society, the economy, and your local environment in addition to trends in the business and technology worlds. While subscribing to receive paper copies of newspapers has its advantages, as a student at San Jose State, you also have free online access to the most respected sources for reporting on these trends. Aside from keeping you informed, reading these well-written texts is invaluable for helping you build an instinct for writing well. There is simply no excuse for neglecting to spend a few moments every day scanning news sources for latest developments. Spending just 10 minutes a day on this activity will provide you with enough information to carry on a meaningful conversation on the most important issues of the day. It's a good way to start a job interview and will help you relax and ease into it.

As mentioned above, the library provides access to various Business Related Databases. One of the best resources is ABI/Global. It not only gives you indexed access to all the top business publications, it also indexes articles from newspapers such as *The Wall Street Journal*, *The New York Times*, *Los Angeles Times* and *The Washington Post*. These four newspapers have long established reputations for providing best quality reportage and writing. They are considered the newspapers of record for the United States, being the most trusted sources for daily news. Another useful database is Factiva. It has a feature called "news pages" that links you to the top stories from major newspapers. To get to this feature, click on the News Pages tab once you are in the Factiva database pages. Both ABI/Global and Factiva provide advanced search capabilities that allow you to easily search for articles on a specific company or industry. Both also allow you to email or print a full text version of the articles that you find. You can access both of these databases by clicking on the links provided at http://www.sjlibrary.org/research/databases/index.htm?getType=3 (the ABI/Global link is close to the top of the list and you can click on the "F" link in the alphabetical index to quickly get to the Factiva link). Once you've become familiar with ABI/Global and Factiva, you will want to explore other databases such as Business Source Premier, Lexis/Nexis Academic Universe, Standard and Poor's Publications, and Safari Tech Books Online. The latter database – Safari Tech Books Online, gives you access to a wider range of e-books (full text) on top technologies from publishers like O'Reilly, QUE, SAMS, and Microsoft Press.

More database suggestions for business research can be found at: http://www.sjlibrary.org/research/databases/index.htm?catID=2&getType=1. Note that if you are accessing these databases from off-campus via the web, you will be asked for the proxy username and password. *The Library changes the proxy username and password every semester*. To obtain the current username and password, go to http://www.sjlibrary.org/gateways/academic/ and click on the Get Passwords link (under Find Articles & More).

The web provides additional resources that ease your ability to track these trends on a daily basis. The Silicon Valley's local paper, *The San Jose Mercury News* (http://www.mercurynews.com/mld/mercurynews/) is available online. The paper is your best

source for local news and has excellent sections on technology. A nice time saver is a free service provided by *Slate* (http://slate.msn.com/), called Today's Papers that summarizes and compares the top news stories from the 4 newspapers of record (*The Wall Street Journal*, *The New York Times*, *Los Angeles Times*, and *The Washington Post*) and USA Today. You can access the service by going to the Slate home page and selecting the "today's papers" items from the News & Politics menu. Alternatively, you can opt to receive an email version of "today's papers" and other sections of the online magazine. To start email delivery, go to the Slate home page and select "email services" from the Output Options menu. Other great web resources are http://news.google.com and http://www.artsandlettersdaily.com/.

Technology Tools

With the explosive growth of the World Wide Web and digital media, mastery of information technology tools has become a key component of information competence. Fortunately, as an SJSU student, you have access to a wide range of opportunities for gaining this mastery. This section outlines many of the technology resources available to you on-campus. They range from open labs to equipment leases, hardware and software discounts and free access to e-books on software and hardware through Safari Tech Books Online (see the discussion of King Library online databases in the Staying Well Informed section, above). One of the best investments you can make is to purchase a portable device (laptop, tabletpc) for your use during your studies at SJSU. As you will see below, with the discounts available to you through the university, a device purchase will not be much of a hardship. With your own device, you can study more productively and build computing skills that are essential to your ability to be effective and to succeed in the workplace.

As an SJSU student, you can purchase top hardware and software packages at huge discounts. For hardware, check the Spartan Bookstore Computing Department in the Student Union. Online purchases are also made possible through the following site: http://www.spartanshops.com/bookstore/BTS/hardware.html. You will need your student ID number and pin to access the Apple and Dell online stores which provide special discounts to SJSU students. The bookstore also offers educational pricing for shrink-wrapped software. You can check prices for these online at http://www.spartanshops.com/bookstore/BTS/software.html but the Spartan Bookstore typically has a wider selection so it's worthwhile to go to the store itself. Through a CSU licensing agreement with Microsoft, students have access to Microsoft products at a significant discount. Visit or call the Spartan Bookstore Computing department (924-1808) for more information. Lastly, you may have access to Microsoft Developer products for use in conjunction with courses offered by some CoB departments. Ask your professor if the course you are taking from him/her is covered by a Microsoft Software Developer Network Academic Alliance (MSDNAA) agreement. If it is, then you are eligible for free downloads of Microsoft Developer products such as Visual Studio.net and SQL Server.

Aside from purchasing computers and software, you can access computers via rental programs and various labs on-campus. Information on the Associated Students laptop rental program is accessible at http://as.sjsu.edu/ascsc/lrp.jsp. You can check out laptops for use within the King Library at the lower level service desk http://www.sjlibrary.org/services/computers/laptop.htm#checkout). The King library also has an

online system for reserving computer stations and group meeting rooms at
http://libonline.sjlibrary.org/mainPage.htm.

The CoB has open labs available at the third floor of the Boccardo Business Center. They are for the exclusive use of CoB students. Aside from access to desktop computers, the BBC labs also offer printing services for a fee. Read the policies found at:
http://www.cob.sjsu.edu/cob/12_BUSINESS_C_S/BCS_policy_1.html for more information. As an SJSU student, you have access to other computing resources on-campus, including labs. Go to http://www.sjsu.edu/portfolio/students/technology/tools/ for more information on technology tools available across campus. Free wireless 802.11b access is available throughout campus (SSID=SJSU). Aside from the necessary wireless hardware (e.g. PCMCIA, CF, or SDIO Wireless Card) on your laptop, tabletpc, pda, or other portable device, you will need a Wireless account to log in to the campus wireless network. If you do not have an SJSU Unix or Wireless Account, go to http://www.sjsu.edu/sjsuone/# to set one up. Note that you have to be connected to the on-campus SJSU network (via a wired or wireless connection) to request an account.

Industry Interviews

Interviewing individuals who are currently working in a field or industry related to your class work or career aspirations is often a very effective means of gathering current information and expanding your professional network. This is a very efficient way of obtaining information that is difficult to access using published sources. Oftentimes this is the only way to obtain information on latest trends or operational procedures in an industry, company or technology. Keep in mind that the interview is an opportunity to create a good impression with a potential employer or colleague. It is therefore important that you prepare carefully for every stage of the interview process. Here are a few things to keep in mind:

1. Be clear about the questions and topics you would like information on before you try to identify or contact potential interviewees. Review course requirements and/or your career objectives. Conduct background research on the company, industry, or technology that you are interested in learning more about.
2. Identify individuals to interview. Typical sources are your professors, the alumni center, the career center, and individuals in your social or professional networks. If you are thorough, you will rarely have to make a cold call to request an interview. Prepare your request before calling the individual. Be able to state the purpose of the interview and your interests in a few, clear sentences. Be prepared to leave a message in voice mail or with a secretary. Generally, interviews will take 30 minutes to an hour with some flexibility. Be clear about your time requirements. Offer to make the interview anonymous – that is, your interviewee will not be identified in any write up or reports based on the interview.
3. If a person agrees to be interviewed, note down the appointment and determine the best place to conduct the interview. Most of the time this will be at the interviewee's place of work. Make sure that you take down the address of the meeting place and ask for directions. Ask about parking facilities if you will be driving.
4. Before going to the interview, type out the questions that you would like to ask. It is generally best to ask questions that require more that a "yes" or "no" answer. Open-

ended questions usually work best but you will have to craft them so that they are clear and short. Have a classmate or your professor look over the questions and give you feedback. To help you relax during the actual interview, you might want to practice asking the questions with a friend. Listen to your friend's answers and ask follow-up questions.

5. On the day of the interview, plan to dress professionally. You will be representing not only yourself but also the University and the CoB. Give yourself plenty of time to get to the meeting place – it is easy to get lost, and parking may be an issue. Plan to arrive a few minutes early for the meeting.

6. During the interview, take notes and, if possible, tape record the conversation to enhance your recall of the points made by the interviewee. Ask the interviewee for permission to record the conversation. Aim for a relaxed conversation rather than one where you quickly run through the items on your list of questions. Do not be afraid to ask follow-up questions if you do not understand an entire answer or would like to clarify certain points. Listen carefully so that you will not have to ask your interviewee to repeat answers.

7. When you are done with the interview, make sure you thank the interviewee before you leave. It is a good practice to follow up with a thank you note sent via email or post.

8. As soon as possible after the interview, write down as much of the interview as you can recall. Again, you may be surprised at how much you remember, if you paid close attention during the interview.

9. Analyze your interview notes and identify statements that pertain to your topic of interest. If there is something that you want to quote word for word, you can go back to your tape recording of the interview if you have one.

When including portions or ideas from your interviews in your paper, make sure that you document your sources, in the same way that you would document ideas that you gather from published sources. Refer to the resources listed in the information competency section for standard formats. If your interviewee requested anonymity, respect that by not listing his or her name as a source but do provide some information on your source that does not identify the interviewee. For example, you can identify the industry and provide a general idea of his/her rank and position – e.g. a senior manager in a leading CRM software vendor.

Test Yourself

1. Get into the habit of reading news stories using any of the methods outlined above. At least once a week, relate your knowledge of the news to the discussions in class. Participate in these discussions by providing your insights on how latest news developments might impact or otherwise relate to the subject matter being discussed in class.

2. Use the library research guides to prepare for a job interview. Instead of relying primarily on the information provided on the company web site, search the business resources databases to get a fuller assessment of the company's current and future situation. Based on this information, list 3-5 questions that you would like to ask the person that will be interviewing you.

3. Use the library's business resources databases to identify companies and industries where you would like to work. Read several articles on the companies and industries to narrow

your list down to the 3-4 places that you would like to pursue further. Arrange for informational interviews with individuals from the companies on your short list. Good sources of contacts are the Career Center, Alumni Office, professors, and your own social and professional network (including past classmates/teammates that have graduated and have jobs). Track these companies for future developments and for job opportunities.

How to Live Through a Group Assignment and Even Enjoy It
by Professor Marlene Turner

Why Groups?

You are required to work in teams because much of the work of managers and organizations is carried out in group settings. Thus, it is critical that you learn how to effectively manage work that is to be accomplished by teams. One of the objectives of your group project is to develop your skills in that area.

So What Will My Team Be Like?

You should realize that you will likely face a wide range of both positive and negative experiences associated with your team members. You should realize that the test of a good team is not whether things progress without argument or conflict. Rather, you should strive for effective performance and ultimate progress on the interpersonal side. You have several choices about how to respond to the inevitable difficulties you will face. The first is the easiest and the least effective. You could decide that you will ignore the situation and complain bitterly and endlessly to anyone you can find. This will get you some sympathy in the beginning. It will also get you a great deal of annoyance and provide very little useful information about management. Alternatively, you could decide to simply take complete charge of the group project and do everything yourself. This will get the project completed and allow you to feel martyred. It will also get you some initial sympathy but you will invest a great deal of effort and learn very little about managing and working in groups. Finally, you can analyze the situation, enlist your fellow group members to also analyze the situation (you may have misperceived the problem), and decide to gain something of value in your development as a manager and productive team member.

Understanding Teams

So, how can you help teams work more effectively? Teams can be affected by a variety of things but four seem to be especially important.
- Team composition
- Team task
- Interaction process
- Context

We'll discuss a few important aspects of each below.

Team Composition

Your teams will be composed of a variety of individuals who have differing goals, skills, abilities, and interests. Part of your challenge is to attempt to ensure that your team has a mix of the skills, competencies, and characteristics that are needed to accomplish your assignment. How you accomplish this will depend on the particular class requirements. You may be assigned to teams. In that case, you may need to inventory group members' skills and interests. If the group as a whole is missing some critical skills, you will need to develop some way to overcome that problem. Other instructors may request that you form your own teams. If so, then your first responsibility is to develop a team that has the necessary skills to accomplish the assignment effectively. Your analysis of the team task should help you.

Team Task

One of your first responsibilities is to analyze the group assignment. You might want to list all the aspects of the assignment (e.g., library research, collection of original data, analysis of data, writing a paper, making an oral presentation, etc.) and then decide what skills and tasks need to be done to accomplish each. Once you have done that, your team can make better decisions about how to allocate responsibilities and assignments. How you accomplish this will depend in part on your team members.

Team Process

How your teams works together can have a huge impact on both your experiences as a team member and on the success of your work together. As a team, you need to think about how to effectively manage members' motivation and work. One concern frequently raised by students is how to ensure that members equitably contribute to the group assignment. Below are listed a few ideas that you might consider.

Develop a Statement of responsibilities.

Develop a written list of responsibilities assigned to each group member. This list should detail exactly what is expected of each member (e.g., missing no more than one meeting, presenting the problem statement and causes in the case analysis, writing the introduction and the conclusion of the project, etc.). .

Keep Meeting minutes.

Keep minutes for each meeting your group conducts. The purpose of this is to both mimic the real world and to document the process and progress your group makes throughout the semester. To accomplish this, you should designate one person to be the recorder to keep minutes for the meeting. (This does not have to be the same person each time. You may rotate this job if you like.)

Minutes for each meeting should include at least the following information:

a. The members present at the meeting.
b. The date, time, location of the session.
c. Reporting of the reading and correcting the minutes of the previous session to ensure the accuracy.
d. Any announcements.
e. Reporting of the completion of old assignments including whom was assigned which tasks and the degree of progress
f. Reporting of the discussion of new business and new assignments.
g. Reporting of any other activities and discussions
h. The adjournment time and the date, time, and location of the next scheduled meeting (if any).

Develop Guidelines for Handling Conflict

Teams actually produce better work when they have what is called cognitive or intellectual conflict . Cognitive conflict refers to conflict about ideas – fully evaluating ideas, alternatives, etc. Your job is to find a way to structure this conflict so that it is indeed constructive. There are a variety of things you can do: use a devil's advocate procedure, systematically evaluate advantages and disadvantages of all alternatives, assign one member to present the "pro" approach and another to present the "con" approach, etc. You should also establish procedures for dealing with more emotional types of conflict. You might develop guidelines for handling disagreements. The key point is that your team should think in advance about how to handle these types of issues.

Develop Procedures for Handling Members Not Fulfilling Their Responsibilities.

To deal with group members who are not fulfilling their responsibilities, your group may have the option of firing irresponsible group members. One procedure might be that a group member who is not fulfilling his or her responsibilities must be issued one written warning signed by each remaining member of the group informing the individual that the remainder of the group feels that she or he is not fulfilling the responsibilities assigned to him or her. The written warning should be dated and detail the responsibilities that have been neglected.

The group may fire a group member who has received a written warning yet continues to neglect responsibilities. Again, a dated written notice signed by the remaining group members should be issued to the individual who is fired. What happens to the fired member will depend on the particular class requirements. Some classes may allow the individual to find another group. Others might have different procedures. You should check with the instructor to determine the appropriate procedures.

Team Context

One final aspect of your team is crucial: your team context. In a business setting, this will encompass the organization for which you work, your customers, vendors, etc. In a course, your team context is largely impacted by your instructor and perhaps your classmates. Your instructor

will set guidelines for the team and its work. Your job is also to manage that relationship effectively.

Test Yourself:

1. Use the scheduling recommendations in the Time Management section of this handbook to build a schedule for your team's work for the entire semester. You may want to use some of the tests in the Know Yourself section of the handbook before identifying goals and assigning tasks to group members. Make sure that each group member's individual schedule is well synchronized with the group schedules. Resolve all schedule conflicts as soon as possible.
2. Use an online groupware tool to manage your groupwork. An easy to use one is available at http://groups.yahoo.com/. Aside from using the site to share files and keep a group calendar, try using the chat feature to have an online meeting when not all of you can meet at the same place.
3. Brainstorm ideas for working with teammates who may not be fulfilling their responsibilities. Try to come up with incentives to motivate them to do be more responsible. For example, your team may agree on a way of discouraging irresponsible behavior in ways that are fun for the whole team – e.g. anyone who comes to a meeting late will have to buy everyone on the team a doughnut or a large latte. Try these means before taking steps to fire a teammate.

B-School Assignments

Case Study Analysis

Case studies are powerful tools for learning managerial skills. Often, a case will help you put yourself in the place of a manager having to deal with an important issue in the face of limited information and high risk. However, this knowledge does not come without effort on your part. What you learn from a case is dependent on how much work you put into analyzing it and participating in discussions of it. Ideally, this includes studying the case individually, discussing it with a group of classmates and then discussing it in class under the direction of your instructor. Prof. E. Raymond Corey, in his article, "A Note on Case Learning," suggests using the following procedure in your case analysis. You can get more details on this recommendation by reading Prof. Corey's Note, available from Harvard Business School Press (Product # 9-899-105, April 27, 1999):

1. Start by reading the case quickly to get a general overview of the issues involved and the major players in the case. Is the case one that brings up a managerial issue to be solved or is it being used as a tool for teaching a specific method of quantitative analysis. Look through the questions and instructions from your professor – what questions will you need to answer and does the instructor require you to take the perspective of one of the characters?
2. Read the case carefully to identify the key managerial issues that have to be dealt with and the data in the case that will serve as the basis for your analyses and recommendations. List the issues out in separate cards or sheets of paper.

3. Go back through the case and note the facts that relate to each of the issues you identified in step 2. Write these facts down under the appropriate issues on the sheets or cards you prepared in step 2. Work through any calculations that need to be done to the numbers. If you cannot find the information you need, make a reasonable assumption and note it down.

4. Steps 1-3 constitute your individual preparation for the case discussion. Once you get to this point, it will be highly beneficial to get together with a few of your classmates to discuss your ideas regarding the issues, data analysis, and possible solutions. This will provide you with a chance to articulate your ideas, support them in the face of challenges and misunderstandings from other students, and clarify your position on the various issues.

5. If you have done steps 1-4 diligently, you should feel well prepared and confident to participate in the class discussion of the case. While the professor is managing the classroom conversation, it is quite useful to bring up points that may be overlooked or under-discussed. Just be sure to avoid dominating the conversation or dismissing other students' ideas just because they differ from your ideas. Often, there are no right or wrong answers in a case study. The quality of your analysis and preparation will be evident in the strength and clarity of the evidence you present to support your ideas.

Additional recommendations for case analysis can be found at:
http://college.hmco.com/business/resources/casestudies/students/overview.htm

Term Papers
Writing term papers may be one of the most difficult tasks you will undertake while you are at the College. It is small comfort to know that just about everyone struggles with writing, including prize winning authors and even your professors! This should help you keep in mind that writing a good paper involves a long and difficult process – not one that can be undertaken on the last night before the paper is due. Make sure that you allocate enough time to do the proper research and editing in the weeks leading up to the paper's deadline. A properly written College level paper requires a sizable investment in background research, analysis, organizing, editing, and formatting.

Everyone can benefit from the rich array of resources on the writing process available on the web today. A good place to start to tap into these resources is Purdue University's Online Writing Lab (OWL), available at: http://owl.english.purdue.edu/. It is also important to do your best to pass the WST and complete the Bus 100W course as early in your college career as possible. The training that you get in Bus 100W will provide you with core skills that you will need in order to do well in all your other classes. Go to http://www.cob.sjsu.edu/mkt/100w/index.html for more information on Bus 100W.

Every writer has his or her own unique process for producing a piece of written work. It is, however, helpful to use one of the many descriptions of the writing process as a guide for your own process, particularly when you are just starting out or have built up strong resistance to the

writing act. A useful one is provided at the OWL site at:
http://owl.english.purdue.edu/workshops/hypertext/ResearchW/index.html. It describes the
writing process as a sequence of nine steps:

1. Genre – Determine who your audience is, who is going to read the paper? What type of
   paper will you be writing?
2. Topic – What is the assigned topic or question? If no topic or question is assigned, what
   would be a good thing to write about, given your interests and the course for which you
   are writing the paper.
3. Scope – Do some preliminary research to narrow down or expand your topic.
4. Thesis or Question – Develop a short, preliminary statement of your argument or the
   question you are planning to answer with your research paper.
5. Research – Find resources related to your topic, read them critically, and note down ideas
   that are relevant to the topic or question you have chosen?
6. Outline – Develop an outline that organizes the main points of your paper.
7. First Draft – Write the first version of your paper based on your outline.
8. Revisions – Allow time to elapse after writing a version of your paper, then critically read
   your first draft and work on its content and organization.
9. Proofread – Read through your paper to catch grammatical and stylistic errors.

As you can see from this nine-fold process, writing a paper involves many activities beyond just
typing out your thoughts on paper (or on a computer screen). Plan for this additional background
work and you will be rewarded with an excellent piece of work that will not only garner a strong
rating from your instructor but also serve as concrete evidence of your abilities to potential
employers.

Citations

A key part of writing a research paper is the documentation of references. This benefits a reader
who would like to engage in further research about your topic. It also gives proper credit to the
experts who have worked to provide you the valuable information on which you based your
ideas and writing. Failing to identify your sources can constitute plagiarism. See the section on
Academic Honesty for more information on plagiarism. The SJSU library provides a useful page
of information on how to cite different types of sources including those that are web-based. The
page can be found at: http://www.sjlibrary.org/services/literacy/info_comp/citing.htm. The
OWL site also provides a very useful resource on documenting sources, found at:
http://owl.english.purdue.edu/handouts/research/index.html. Both sites provide many examples
of reference citations that you can use as patterns for your own citations. For more complete
discussions of the 2 primary formatting guides for research papers and citations, you will have to
refer to published styleguides. These are available from the SJSU Main Library or you can
purchase them from bookstores that cater to the academic market. The 2 primary style guides
are the *MLA Style Manual and Guide to Scholarly Publishing* by Joseph Gibaldi (1998) and the
Publication Manual of the American Psychological Association: Fifth Edition (2001).

Collaborative Writing

Often, you will be writing your papers as part of a team. This can have its benefits and drawbacks. The best results come from making an effort to truly collaborate with your teammates, rather than just splitting up the work and binding them together when the paper is due. Teammates can be excellent sources of feedback for the ideas you are developing. Conversations among teammates during the first 6 steps of the writing process as outlined above can be valuable in clarifying and enriching your ideas and the content of your team's paper. The diverse perspectives in any given team can create useful creative tension and integrate a diverse set of ideas. Writing and revisions can involve peer editing among teammates. See the OWL site for a useful method for conducting peer editing --
http://owl.english.purdue.edu/workshops/hypertext/ResearchW/peeredit.html

You can use computer programs to assist you with collaborative writing as well. Many programs will allow you to track changes to a document, identifying which teammate did the changes at the same time. In Microsoft Word, you can turn on this option by selecting Tools>Track Changes>Highlight Changes and checking the "Track Changes While Editing" Checkbox. When you are ready to finalize the changes to your paper, select Tools>Track Changes>Accept or Reject Changes. You will move across the document to select the changes that you would like to keep and those that you would like to reject. Make sure that you go back in to Tools>Track Changes>Highlight Changes to uncheck the "Track Changes While Editing" checkbox when you are finished editing your paper.

Class Presentations

Many students dread the prospect of making class presentations and try to avoid it as much as possible. The reality is, if you are going to enter the business world, you are going to have to make presentations sooner rather than later, and you won't be able to avoid it then. So you might as well get over your fear of making presentations while in college, where your audiences are much more forgiving and understanding and the stakes are much lower. Just as with case study analyses and discussions, preparation is key to building up the confidence you need to do well. Practicing your presentation in front of your friends or teammates can also go a long way towards building your confidence and insuring a smooth delivery.

At the CoB, Microsoft Powerpoint is the primary computing tool for developing presentations. It provides many useful wizards and templates to help you format your presentation in a professional manner. For most of your classes, you will be able to project your slides onto a large screen using a laptop and the built in podium projectors. In some classes you may have to print your slides onto transparencies and use an overhead projector during your presentation. The Campus Print Shop can help you do the latter. Check with your instructor and/or the class greensheet to determine the preferred format for your presentation slides.

Beyond formatting your slides, you will have to make sure that you have a clear message to present. As with writing a term paper, the clear message comes from an investment in background research and analysis. Therefore, the nine-step writing process discussed above applies to presentation development as well. The only difference is that instead of writing and

revising a draft composed of paragraphs and sentences, you will be trying to get your message across using much more compact bullet points and graphics. How well you communicate your message using these compact symbols is a real test of the quality of your background work. Often, building a presentation of your ideas is a useful interim step to writing the first draft of your paper.

Assuming you have worked hard to build an exemplary presentation of your ideas, it is a good idea to pay attention to the entire picture you present to your audience. Your instructor and classmates will not only be looking at your slides, you yourself will also be part of the picture. How you dress and conduct yourself can go a long way towards projecting confidence and credibility. Practice will help your confidence. Dressing in a professional manner is also a good idea. For a list of questions that can help you prepare for a presentation, see the following web page:
http://businessmajors.about.com/gi/dynamic/offsite.htm?site=http://www.uchsc.edu/CIS/MkgPresntsChkList.html

Test Yourself

1. Take a news story of a company of interest to you and read it to identify the issues facing the company. List the data pertaining to each issue provided in the article. Think about what you would do to handle the issue if you were the Chief Executive Officer of the company. What would you do if you were the Chief Information Officer?
2. Next time you are in a class where you will be required to work on a paper as a team, schedule meetings early in the semester to discuss the ideas you are developing for each section. During one of your first few meetings, huddle around a computer and practice using Microsoft Word's tool for tracking changes. Determine if this tool is one that your team would be comfortable using.
3. Next time you are practicing for a presentation, practice it once through in very informal clothes (e.g. jeans, your pajamas). Then practice it again wearing full business attire. Notice any differences in your demeanor and confidence.

Additional Resources

This guide has focused on guidelines for building key skills you will need to do well in your classes at CoB. It does not come close to capturing the wealth of resources available to you as an SJSU student. The online Spartan Guide is a great way to find out about the university resources available to you. You can find the guide at: http://www.sjsu.edu/spartanguide/. Click on the Seeking Assistance link for links to resources that you can tap into if you need assistance with academic or personal issues.

Beyond SJSU, there are several sites that will provide useful tips for succeeding in your college career. A few useful ones to explore are:

Mindtools
http://www.mindtools.com
About.com Business Majors Pages
http://businessmajors.about.com
Suite 101 Pages on College Success
http://www.suite101.com/welcome.cfm/college_success
Purdue University's Online Writing Lab
http://owl.english.purdue.edu/