On July 1, 2013 the Business Administration & Economics Department welcomes Dr. Ali Nazemi as the Department chairperson. Dr. Nazemi will be taking over from Dr. Chris McCart.

Ali A. Nazemi, Ph.D. is professor Business Administration & Computer Information Systems and received his B.S. Electrical Engineering from the University of Illinois, the M.S. Electrical Engineering, the M.S. Engineering Management, the M.B.A., and the Ph.D. from the Florida Institute of Technology.

Prior to joining the department in 1988, he was employed by Computron Computer Systems, Flagship Bank of Florida, and American Pioneer Asset Management, Inc.

Professor Nazemi has also taught at Florida Institute of Continuing Education and Florida Institute of Technology.

Dr. Nazemi teaches:

- BUAD 233 - Marketing Management
- BUAD 258 - Info Systems
- BUAD 338 - E-Business
- BUAD 433 - Marketing Research
- BUAD 438 - Systems Analysis & Design

As reported in the Spring 2013 edition of this newsletter, the advisory board, chaired by Dr. David Robertson serves in an advisory capacity to the Business Department.

In 2012, this board established the BUAD advisory board endowment fund which will collect contributions and donations that will be used for departmental projects, programs, and scholarship specifically related to the Business Administration department.

Consider contributing to this fund either directly or by directing your Roanoke College Associate contributions.

Contact Mrs. Erin W. Reid ’12, Coordinator for gifts management in Resource Development.

Phone 540-375-2234
eried@roanoke.edu

In addition, the results from the Advisory Board Election are in and we would like to congratulate our new Advisory Board Chairman, Greg Richards and Vice Advisory Chairman, Michelle Crook.

Greg graduated from our department in 1994 and he is senior VP for Corporate Lending at Bank of America.

Michelle graduated from our department in 1993 and she is CFO for Bank of Botetourt.
Salary Information for Business Majors

The April 2013 Salary Survey produced by NACE contains employer-based data (from approximately 400,000 employers) gathered from government and other sources, and the data are actual starting salaries, not offers. National association of colleges and employers | www.naceweb.org

Business - “as a group, the business fields saw their overall average salary rise 7.1 percent from $50,633 to $54,234. That large increase was driven primarily by double-digit increases for three majors: finance, hospitality services management, and international business”.

Average Salary

<table>
<thead>
<tr>
<th>Field</th>
<th>2013</th>
<th>2012</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering</td>
<td>$62,535</td>
<td>$60,151</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science</td>
<td>$59,977</td>
<td>$57,529</td>
<td>4.3</td>
</tr>
<tr>
<td>Business</td>
<td>$54,234</td>
<td>$50,633</td>
<td>7.1</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>$49,713</td>
<td>$45,442</td>
<td>9.4</td>
</tr>
<tr>
<td>Communications</td>
<td>$43,145</td>
<td>$41,550</td>
<td>3.8</td>
</tr>
<tr>
<td>Math &amp; Sciences</td>
<td>$42,724</td>
<td>$41,430</td>
<td>3.1</td>
</tr>
<tr>
<td>Education</td>
<td>$40,480</td>
<td>$38,524</td>
<td>5.1</td>
</tr>
<tr>
<td>Humanities &amp; Social Science</td>
<td>$37,058</td>
<td>$36,371</td>
<td>1.9</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Award</th>
<th>Description</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alpha Kappa Psi Key and Certificate</strong></td>
<td>This award recognizes and rewards the scholastic achievement of a student of the senior class in the Department of Business Administration and Economics. The Award goes to the student with the highest overall GPA.</td>
<td>Katherine Thornton</td>
</tr>
<tr>
<td><strong>Financial Executive International award</strong></td>
<td>An award given by Financial Executives International to students who are recognized as outstanding students in finance and accounting. The recipients are selected by the Business and Economics Department faculty.</td>
<td>Tyler C. Lackey / Lacey D. Bristow</td>
</tr>
<tr>
<td><strong>Lowery Scholarship in Economics</strong></td>
<td>This endowed scholarship will be awarded annually to one outstanding rising senior in Economics. The recipient will be chosen by the Economics faculty each Spring semester for the following academic year.</td>
<td>Theodore L. Ellis</td>
</tr>
<tr>
<td><strong>OMICRON DELTA EPSILON AWARD</strong></td>
<td>This award goes to an Economics major who has made an outstanding contribution to undergraduate education. The recipient is chosen by the Economics faculty and receives an Omicron Delta Epsilon gold key pin.</td>
<td>James B. Bradshaw</td>
</tr>
<tr>
<td><strong>Outstanding student - Accounting</strong></td>
<td>Awards are presented annually to seniors in Business Administration and Economics who have excelled in their concentration or minor.</td>
<td>Taylor L. Davis</td>
</tr>
<tr>
<td><strong>Outstanding student - BIS</strong></td>
<td>Awards are presented annually to seniors in Business Administration and Economics who have excelled in their concentration or minor.</td>
<td>Mahmoud A. Thaher</td>
</tr>
<tr>
<td><strong>Outstanding student - BUAD</strong></td>
<td>Awards are presented annually to seniors in Business Administration and Economics who have excelled in their concentration or minor.</td>
<td>Canaan T. Penland</td>
</tr>
<tr>
<td><strong>Outstanding student - Business Leadership</strong></td>
<td>Awards are presented annually to seniors in Business Administration and Economics who have excelled in their concentration or minor.</td>
<td>Matthew S. Brown</td>
</tr>
<tr>
<td><strong>Outstanding student - ECON</strong></td>
<td>Awards are presented annually to seniors in Business Administration and Economics who have excelled in their concentration or minor.</td>
<td>Zachary N. Birtsch</td>
</tr>
<tr>
<td><strong>Outstanding student - Finance</strong></td>
<td>Awards are presented annually to seniors in Business Administration and Economics who have excelled in their concentration or minor.</td>
<td>Tiffany D. Ingram</td>
</tr>
<tr>
<td><strong>Outstanding student - Global Business</strong></td>
<td>Awards are presented annually to seniors in Business Administration and Economics who have excelled in their concentration or minor.</td>
<td>Canaan T. Penland</td>
</tr>
<tr>
<td><strong>Outstanding student - Health Care Administration</strong></td>
<td>Awards are presented annually to seniors in Business Administration and Economics who have excelled in their concentration or minor.</td>
<td>Canaan T. Penland</td>
</tr>
<tr>
<td><strong>Outstanding student - Human Resource Management</strong></td>
<td>Awards are presented annually to seniors in Business Administration and Economics who have excelled in their concentration or minor.</td>
<td></td>
</tr>
<tr>
<td><strong>Outstanding student - Marketing</strong></td>
<td>Awards are presented annually to seniors in Business Administration and Economics who have excelled in their concentration or minor.</td>
<td>Dayla Raths / Katie dEsterhazy</td>
</tr>
<tr>
<td><strong>Richard deOlazarra Award</strong></td>
<td>This award was established to honor Richard deOlazarra who taught marketing for 30 years. The prize will be awarded annually to an outstanding and deserving rising senior in the marketing concentration.</td>
<td>Katie E. Lentine</td>
</tr>
<tr>
<td><strong>Senior Scholar</strong></td>
<td>Annually, the department may recommend to the Dean as Senior Scholar a student whose work in each of our majors has been exemplary. In order to be considered, students must have at least a 3.2 cumulative grade point average and must have completed at least 25 units of credit, of which a minimum of 17 units have been earned at Roanoke College. Eligibility is determined from among currently enrolled students on the basis of their academic records as of the end of the fall term. Senior scholars are recognized at the annual convocation on Family weekend and receive a certificate at the Spring honors convocation.</td>
<td>Taylor L. Davis</td>
</tr>
<tr>
<td><strong>Virginia Society of Certified Public Accountants Award of Achievement</strong></td>
<td>The Virginia Society of Certified Public Accountants Award of Achievement is awarded annually to the most outstanding student in accounting.</td>
<td>Anna D. Noble</td>
</tr>
<tr>
<td><strong>Wall Street Journal Award</strong></td>
<td>The &quot;Wall Street Journal&quot; Award is presented annually to an outstanding graduating transfer student (20 units or less earned at Roanoke College) in Business Administration or Economics. The recipient receives a year's subscription to the &quot;Wall Street Journal&quot;, the &quot;Wall Street Journal&quot; Medal, and will be honored by having his or her name inscribed on the &quot;Wall Street Journal&quot; Plaque.</td>
<td>Danielle K. Whitman / Kara Kayrouz</td>
</tr>
<tr>
<td><strong>William A. Sandridge Award</strong></td>
<td>This prize is given annually in honor of Dr. William A. Sandridge and is made possible by the faculty of the Business Administration and Economics Department. The recipient is selected by the department faculty from those graduating seniors who have demonstrated outstanding leadership qualities both within the department and in the campus community. The recipient is honored by having his or her name inscribed on the William A. Sandridge Plaque.</td>
<td>Zachary N. Birtsch</td>
</tr>
</tbody>
</table>
Course Spotlight—BUAD 210

SPOTLIGHT ON - BUAD210 ENTREPRENEURSHIP

This course is offered in the Business Administration curriculum, but it is truly a course which can be taken by any student who one day wishes to take over an existing business from a family member, or desires to fulfill their dream of starting their own business. Whether it is the art major who one day wants to open an art studio of their own, or the chemistry major who one day wants to run a pharmacy, or the health and human performance major who will buy into a physical therapy business; this course gives the tools to understand the basic concepts of starting and operating a small business.

Professor Greg Shaff

Entrepreneurship covers the general areas required in any business, but is focused on the needs of someone starting and operating their own small business. The course explains the different forms of organizing your business, as well as the various ways of owning a business, such as starting a new business from scratch, purchasing an existing business or buying a franchise. It explores the various forms of financing the business and the pros and cons of using debt versus equity. Entrepreneurship discovers how best to develop a marketing plan and pricing strategies in this ever changing media world; as well as how to employ leadership skills to manage human resources and the legal implications of running any small business. The value of any business is assessed using financial tools such as financial statements, cash budgets and ratio analysis based on those statements, and this course gives an introductory, but essential overview of those topics.

The Entrepreneurship course uses experiential learning to help students get a real life feel for running a small business. Speakers from the community are brought in each semester to give their personal and professional perspectives of starting or running a small business. We have had numerous local entrepreneurs who are selling their products locally, nationally and internationally, inventors who are selling their products in national chain stores, bankers who discussed financing, business brokers who explained how to buy or sell a business, and attorneys who explored the various legal issues of operating any business. Finally, the students learn hands on by developing a business plan, the essential document needed by any small business owner for planning and obtaining financing. Their business plan is presented to the class at the end of the semester as if presenting to a group of potential investors.

The course is taught by Greg Shaff, CPA, who gained first-hand knowledge of what made successful businesses by auditing numerous companies during his early career with KPMG. In 1995 he founded his own business, which he continued to own until selling it in 2012. The knowledge he gained in starting a business from scratch, obtaining financing, taking risks, learning from mistakes over 18 years of ownership in order to evolve into a profitable and successful small business and the lessons learned during the process of selling the business are all shared in his teaching of this class.
BUAD499 Business Policy. Something to fear? Those not yet seniors often quake at the mention of Policy and shudder to think about the mountain of work that faces them one day. A challenging opportunity? Often the response from those that have completed the course.

I sat down with five students who had completed the course in Fall 2012 and were willing to share their thoughts. I met Zach Birtsch, Mahmoud Thaher, Matt Kline, Clarke Manley, and Parker Talbot and found five young men who showed great pride in their project and who showed how the capstone course pulled their BUAD education together. I could see a sense of pride from the start of the discussion. They explained that their project was to develop the “idea” of a Food Truck for an outside investor who wanted the expertise of a policy group to develop his plan. The truck would serve the Roanoke and New River Valley. As with all policy projects there are many aspects to consider—Strategy, Marketing, Finances, Operations, Human Resources, and IT.

My interest was not in the specific project but in the challenges, what was learned, recommendations for future policy groups, and how they felt their work might impact their future.

The biggest challenge the group spoke of was “to take five different visions and make a cohesive plan”. This is where they felt they learned and practiced the concepts of team building. My experience is that success is achieved through teamwork and this group showed they believed this and that it was a factor in their success. I could tell without a doubt that this was a team effort. From the start this group agreed to meet every day of the semester at 7:00pm with the exception of Saturday night. The duration of the meeting varied depending on the amount of work needed to be done. They all knew they needed to be there and with few unavoidable exceptions followed the plan to meet. They practiced discipline, teamwork, communication, time management, planning and organization. All key factors in succeeding in the “real world”.

I asked for some advice to students who still have the course to take:

- Pick and know your own group
- Assume you will meet every day
- Set a plan of what you will cover at each meeting
- Do a project your group is excited about
- Divide the work but work collectively
- Watch your other course load in your BUAD499 semester—it is time consuming work
- Don’t forget about your other courses
- Keep your notes from all semesters—you will need them
- Be disciplined
- Create your own “to do” lists

When asked how they felt their work would impact them personally the response was “we have a better understanding of how the real world works and can see the effect one department has on another”. I worked with people who unfortunately did not understand this principle and as a result they and their business segments suffered. These students all mentioned teamwork and the ability to work in a group as things they gained. With the College emphasizing entrepreneurship it was also encouraging to see them speak of having the ability now to start their own business. No doubt some from this group will do just that. While they admitted they did not know what to expect once in the class, they felt that yes it was a lot of work but that it was “fun” and gave them a “sense of accomplishment”. To sum it up one said and all agreed, “Never been prouder of a grade or assignment. I did not ask their specific grade but they all said they did “very well”. 
INTERNSHIPS ARE IMPORTANT!

**Question:** What can make your resume unique? **Answer:** An internship. We know that approximately 1.9 million students will graduate in 2017 (having to find a job!). You need something that sets you apart from the crowd. An internship can be a valuable line on your resume, let you practice your interviewing skills, and tell you what you want (or do not want) to do in the future. Internships enable you to meet business men and women who can provide you a recommendation letter in the future. Internships tell you where you should not be dressing as you would for a class. Dress for a work environment. Dress professionally and be seen as a professional.

**Write formal emails** - Follow professional email etiquette. Use a formal greeting (i.e., Dear Ms./Mr. X, ), complete sentences correct punctuation and capitalization, and a formal salutation. Emails are saved and revisited frequently, so a proper positive professional tone is a must.

**Learn the office “culture”** - Office culture is the context around the specific work tasks. Watch and learn from the experienced staff. See how things are done. Observe the “pecking order”.

**Don’t be casual** - Long term employees may sit with their feet on the desk or joke with others. Others may swear or tell off color jokes. Resist the urge to join in. A bad joke or comment is rarely forgotten.

**Ask for feedback** - Always ask “how can I improve” and “what can I do better”. Don’t fear critical feedback. It is the only way you will learn.

**Thank the people that help you** - Two of the best words you can ever say are “Thank you”. People will appreciate your thanks and you will feel better for having said so. A “Thank you” will be remembered.

**Pay attention** - You are in a learning mode. Take every opportunity to learn from what is happening around you. You never know when you might be asked for your opinion and if you were not paying attention then a response will be difficult.

**Listen** - The workplace is not tolerant of having to repeat instructions multiple times. You are going to need to pay attention at all times so you do not miss what is being said or misinterpret what was said because you were not listening. People can tell who is listening and who is not.

**Stay in touch** - An internship is one more link in your network. Each one is valuable and steps should be taken to maintain them. A periodic e-mail to your supervisor keeps you in mind, shows interest, and helps build relationships.

**Use your resources** - Speak with your internship director immediately if something is confusing or has changed. Keep your internship director in the loop so that they can best assist you!

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**Internship Survival Guide:**

**Be enthusiastic** - Accept your assignments with enthusiasm even if you think the work is boring or that the assignment is too menial for you. Attitude is extremely important. Managers will note not only how well you do the specific assignments but also the attitude you take in performing them. It is easier to change your skills mix or learn new ones than it is to change your attitude. It is difficult to overcome a poor attitude that has been shown to others.

**Dress appropriately** - Ask at the start what is expected and then follow the suggestions. Do not assume what is appropriate. Even though the internship is considered a class, you should not be dressing as you would for a class. Dress for a work environment. Dress professionally and be seen as a professional.

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**Sources**

- http://www.collegeparents.org/members/resources/articles/why-your-college-student-should-consider-internship
- National Association of Colleges and Employers (NACE) http://internships.about.com/od/internshiptip1/a/internshipvalue.htm
- http://www.i-to-i.com/benefits-of-internship.html
- http://www.collegeparents.org/members/resources/articles/why-your-college-student-should-consider-internship
- http://internships.about.com/od/internshiptip1/a/internshipvalue.htm
- http://www.i-to-i.com/benefits-of-internship.html
The HRM concentration is being rolled out with a new look and updated course list focused on the needs and requirements of today’s workforce.

**CONCENTRATION**

**HUMAN RESOURCE MANAGEMENT**

Human Resource management involves the principles of employee selection, job design, performance appraisal, compensation, training and development, career management, safety and health, and labor relations.

**COURSES**

**Required**
- BUAD 237 Employment Law
- BUAD 274 Human Resource Management
- BUAD 344 Recruitment & Selection

**Choose either:**
- BUAD 254 Organizational Behavior
- PSYC 250 Industrial/Organizational Psychology

**Choose 1**
- BUAD 324 Training & Development
- BUAD 334 Compensation & Benefits
- ECON 267 Labor Economics
- PSYC 300 Tests and Measurement

**Choose 1**
- BUAD 211 Global Management
- BUAD 364 Team Dynamics
- BUAD 374 Negotiations
- BUAD 416 Internship

**CAREER**

**Career Opportunities**
- Labor Relations Manager
- Benefits Analyst
- Interviewer
- Equal Employment Opportunity Manager
- Employee Assistance Programs Manager
- Mediator
- Recruiter
- Industrial Relations

**Human Resource Management Skills**
- Interpersonal and Communication skills
- Ability to understand people
- Integrity and common sense and patience
- Counseling and teaching skills
- Assessment, recruitment and interviewing skills
- Knowledge of legal compliance and resources
- Ability to manage conflict and change

**CONTACT**

Dr. Julie Lyon
Extension 4939
MAY TERM 2013  SUSTAINABLE OPERATIONS: THE RIGHT ROAD TO PROFITABILITY

Instructors: Dr. Chris McCart & Prof. Mike Hutkin

This course goal was to dispel the notion that profit can only be maximized at the expense of environmental and societal concerns. According to our author, “Business people do not have to be transformed into tree-hugging environmental activists to reap these benefits (environmental and societal benefits). They can remain just what their shareholders expect them to be – hard-nosed executives who evaluate proposals on their bottom-line merits. Saving the world and making a profit is not an either/or proposition; it is a both/and proposition. Good environmental and social programs make good business sense.” (Willard) This course examined the positive correlation between sustainability and profitability. 25 students participated.

Clemson Windturbine test facility  
Charleson, SC

BMW factory  
Greenville, SC

MAY TERM 2013  WOMEN, WORK, & LIFE

Instructors: Dr. Julie Lyon (Business Administration) & Dr. Denise Friedman (Psychology)

The goal of this on-campus May term was to examine the work-life issues faced by women. The twenty-nine female (and one male) students applied the course material to their lives by journaling, negotiating, and creating a video story of their strengths and plans for life and work. Course discussions were framed around three books: Facebook COO Sheryl Sandberg’s (2013) Lean In: Women, Work, and the Will to Lead, Rath’s (2009) Strengths-Based Leadership, and Babcock and Laschever’s (2009) Ask for It: How Women can use the Power of Negotiation to Get What They Really Want and included additional lectures on pregnancy, childbirth, and parenting as well as videos such as the documentary Makers: The Women Who Make America. We also learned a lot from guest speakers Dr. Larry Lynch (on financial planning) and Dr. Jennifer Berenson (on sexual assault). More information on women, work, and life at leanin.org and makers.com

LEAN IN  
Sheryl Sandberg

ASK FOR IT  
Linda Babcock

MAKERS  
Sara Laschever

Stories From The Women Who Make America
WEST HALL RENOVATIONS

West 210 – renovated through a grant from Norfolk Western

Computer labs – 2 new 1st floor labs

Classroom desks – several rooms received new, configurable desks and tables
ROANOKE COLLEGE
221 COLLEGE LANE
SALEM VA, 24153

EDITOR: Michael S. Hutkin     mhutkin@roanoke.edu

Strictly Business is written for Roanoke College students, alumni, and friends of the Business Department. We welcome you comments and feedback. Please contact the editor at mhutkin@roanoke.edu with any comments, feedback, or suggestions for future content.

The mission of the Roanoke College Business Administration program is to prepare academically and professionally well rounded students capable of continual independent learning and development in an ever changing global economy. The program focuses on the technical, theoretical, and practical components of a liberal arts curriculum. Students will be given multiple opportunities to practice and improve their writing, oral presentations, ethical reasoning, and critical thinking skills in order to be better prepared for a competitive job market. All will be implemented through a strong core course program to establish the fundamentals, selected concentrations to provide focus areas of interest, extensive experiential projects and programs to provide a connection to “real world” practice, and a broad set of global enrichment and international opportunities to prepare graduates for the global economy.