

Baldrige Newsletter

Our fingerprint on
**WORKFORCE
READINESS**

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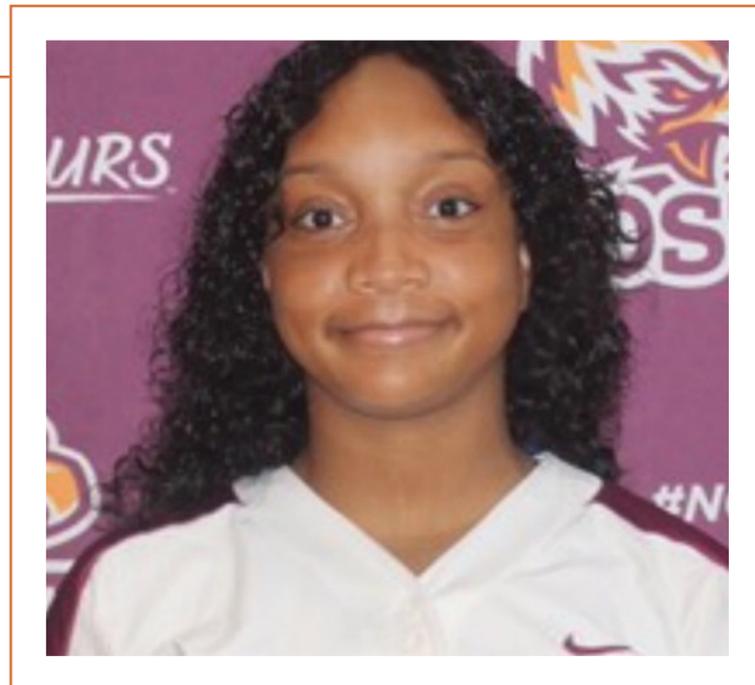
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...there are multiple definitions of workforce ready...In the end, all definitions can be boiled down to ensuring the workforce is prepared to tackle the challenges of today and the problems of tomorrow.

- Dr. Jeremi Bauer

Greetings everyone,

By the time this edition of the Baldrige Newsletter lands in your hands, we will be in the midst of conversations about the future of work and education as the variants of COVID-19 continue to bombard our desire to find normal. This edition highlights our focus on Workforce Ready and how students and alumni must prepare for the new labor market.

I am asked regularly by students, alumni, and business partners to define workforce readiness. I wrote a piece in this edition of the Baldrige Newsletter speaking to my definition. I say that to make a point; there are multiple definitions of workforce ready, and depending on whom you talk to, you might get a slightly different response. In the end, all definitions can be boiled down to ensuring the workforce is prepared to tackle the challenges of today and the problems of tomorrow.

The Malcolm Baldrige School of Business has been deeply involved for years in preparing our graduates to enter the workforce and be meaningful contributors from their first day. When we developed our 5-year strategic plan three years ago, we titled the plan – Engaging the Future – purposefully. One of the key tenants of our strategic plan is to drive initiatives that will ensure our graduates have the demonstrated knowledge, skills, and abilities to impact their chosen profession.

As students progress through their academic journey, they will find opportuni-

The Dean's Corner

ties abound to earn additional credentials in the form of badges and certificates. These “micro-credentials” represent both soft and hard skills that augment their degree and allow them to demonstrate their ability to apply what they have learned. We have developed partnerships with industry-recognized organizations like the American Management Association to offer these credentials at no additional cost to the student. I strongly encourage all students to take advantage of those opportunities as these credentials will help students differentiate themselves from others seeking the same job or position.

Until the proverbial crystal ball is discovered, no one will ever truly know what the future has in store. What we can do is look at the data, listen to the experts, and evaluate the trends to determine what the future might look like. I can confidently say that the future of work will look very different than it has for the past century. Thanks to the University administration and the faculty, the degree students are pursuing in the Malcolm Baldrige School of Business will give them every opportunity to meet that future prepared to make a difference.



My journey at Post started in 2011 after I completed my Associate's Degree and played two years of college baseball at Dodge City Community College. At Post, I enrolled in the Sport Management degree program and played baseball. Unfortunately, after two years at Post, I used up all my baseball eligibility, had arm surgery, and didn't complete my degree. Life happened; I moved to Denver, began working in the restaurant and bar industry, and stopped taking classes. Before I knew

student representative of the diversity committee. I didn't think I had much chance to be selected since the other nominees were working on their Master's and Doctoral Degrees. However, I did win the election. It was truly a great honor to be selected!

I was looking to combine my love of baseball and my desire to help others, and at the end of 2020 an opportunity presented itself. Through social media, I was able to connect with Arsel, a nineteen-

STUDENT SPOTLIGHT

Author: Joe Diaz

it, nine years had passed. I was successful working, helped open two bars, and became general manager of one of the bars. I also started coaching baseball at both the youth and high school levels and became very involved in the local baseball community.

While living in Denver, I reconnected with Alexandra, a girl I knew from high school. We really hit it off, moved back home to Albuquerque, NM (where I currently work for a packaging and solutions company), were married, and have twin three-month-old boys.

Fast forward to 2020. I realized something was missing in my life, and I wanted to complete the degree I started many years ago. I contacted Post and began taking online classes. After a long academic journey, I'm happy to report; I am on track to graduate with my Sport Management degree in May of 2022.

An unanticipated experience that coincided with my return to university was Dr. Grabel, Program Chair of Sport Management, introducing me to the North American Society for Sports Management (NASSM). I enjoyed the organization and applied to be the NASSM

year-old young man from Cameroon, Africa. Arsel started the Harmony Baseball Academy. His goal is to provide the youth in his community with a safe environment to learn the game of baseball and help spread the game in Africa. He once posted that he could use donations of shoes, cleats, or sandals for his players. I felt compelled to help him. I just happened to be coaching at the largest baseball facility in the Denver area at the time. I knew I could do more than just provide footwear, so I put together a huge donation drive to help. I was hoping to collect a few boxes of shoes and other baseball equipment. As it turned out, the charity drive ended up receiving donations of over \$70,000 worth of equipment, footwear, and uniforms. The logistics of getting all the donations to Cameroon was a challenge. The solution was to start a fundraiser to ship everything. We raised over \$6,000 to help offset the shipping costs, and the journey to Cameroon began. First, the donations were moved

from Denver to Maryland. Then the shipment set out. It took two months to get to Cameroon, but it was well worth the wait.

The donated equipment supplied the Harmony Baseball Academy with everything they needed, and excess gear helped start another baseball academy in a neighboring town. Some extra funding, initially designated for shipping costs, was donated to help start the inaugural "baseball championship tournament" for two different age groups at the Academy. Pictures from the championship tournament were amazing and showed the joy these children had playing baseball. Some of the pictures went viral, and I was contacted by current and ex-major league players about getting involved. I was named an official ambassador of the Harmony Baseball Academy. My ultimate goal is to help build the first baseball fields and stadium in Cameroon while helping to grow the great game of baseball worldwide.





Interview with Tariq Bhatti, Global Goodwill Ambassador and Strategic Planning Specialist

Terrence Simon, Ph.D., Program Chair - Business Administration, Melissa Santos, Program Chair – Management and Ashley Balogh, BS in Management Honors Student

In a recent interview with Post University Business Administration student Tariq Bhatti, the Global Goodwill Ambassador and Strategic Planning Specialist of Connecteds, offered real world advice to our Malcolm Baldrige School of Business students on how to be career-ready now and in the future.

What does workforce readiness mean to you? What advice would you give students to be workforce-ready upon graduation?

It is essential not just to have a paper that shows you're a college graduate, but rather; you need to possess the fundamental skills. Critical skills are crucial and required to be qualified for the position. These skills are part of your occupational profile. There are many skills needed for the marketplace. Most important for a college student is written and oral communication, whether it is an essay, an assignment, or writing a thank-you note after an interview.

Another critical skill involves leadership capabilities, which are imperative for your future career in any field. Students need to gain fundamental skills, such as teamwork, collaboration, and problem-solving skills for the workforce. You need to understand how to attack and solve a problem. When you enter the workforce, it is crucial to possess this skill.

You have a lot of international work experience. How did you prepare yourself for the workforce in your career?

I started my career in the US and then worked overseas in different countries. This experience allowed me to learn about different cultures and learn another way of doing things since every country operates differently. I learned that one of the most critical areas is communication and that I had to vary my communication style from only my home country. The keys to my success became learning how to communicate with different cultures and

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value diversity and social responsibility. In addition, I had to be prepared to make decisions, work under pressure, and be self-motivated. It was not easy to leave my family in the US, which took self-motivation to preserve at the time. I continued to build my leadership qualities and teamwork and problem-solving skills throughout my journey.

What do you see as the most critical soft skill for the workforce in the next ten years?

First, don't ever stop learning. Keep learning because there are new things to develop every day and if we do not understand, and do not prepare ourselves for the future. Make a goal to learn something new every day, and this will help you grow as a person. Also, it would be best if you were motivated to learn soft skills because they are essential in today's workforce.

You mentioned diversity and social responsibility. How will these areas be key for leaders and organizations in the future?

Diversity and social responsibility are important. Companies with diversity have shown more revenue than those that are not diversified. Organizations with employees from different races, genders, and religions have an advantage. You need to be open-minded. If you secure a job with a diverse organization, you're lucky because you will now learn from different cultures and viewpoints. Also, we need to be socially responsible

What was the most helpful advice you ever received from a mentor in your career?

I strongly believe in mentorship and have been mentored for many years throughout my career. About 40 years ago, my first mentor stressed not stopping learn-

ing and keeping growing as a person. He also had the foresight to know that there would be a time when the world would get smaller. Levering this, I have personally learned so much about diversity and have confidence that I can work with different cultures.

My advice to students is to give 100% in all they do. A graduate must have soft skills; essential soft skills include oral and written communication, self-motivation, teamwork player, ability to solve problems and ability to work under pressure are a must in a business career. Students must be motivated to learn and seek opportunities to learn these soft skills. Students must be open to learning every day and learning from mistakes; it is better not to dwell on mistakes but to leverage these as opportunities. Keep yourself motivated to grow and learn.



Martina Stanchi

Groundbreaking Partnership with American Management Association

Melissa Santos, Program Chair Management and Associate Professor

When posed with the question, what does workforce readiness mean, our students taking MGT435 Independent Study in Management went to a credible source for answers. Honors Program students Juliana Rigano, Catherine Proulx, and Martina Stanchi reflected on and explored the topic in an interview with KC Blonski, Senior Vice President of North American Sales from the American Management Association (AMA). Blonski credited Post University's Malcolm Baldrige School of Business for their innovativeness to bridge the gap between academia and industry. The partnership between AMA and the School of Business allows students to earn micro-credentials in soft skill areas critical to workforce success.

These soft, or human, skills have become much more important in today's workplace. Organizations are seeking employees who can professionally engage and interact with internal and external customers. In addition, employees need the fortitude and mental strength to handle extreme changes, like those



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posed by the COVID-19 pandemic. In turn, self-motivation, conflict management, problem solving, and emotional intelligence rise to the top of the "in-demand skills" list for job seekers. Honing these skills, therefore, is critical to career success.

Students in the Malcolm Baldrige School of Business curriculum learn that leaders need to adapt to effectively manage change, like hybrid teams brought on by COVID. Effectively adapting to fluid environments allows leaders to maintain their organizations' key values and culture while remaining flexible to workforce and customer dynamics. The partnership between AMA and Post University positions graduates with the skills and knowledge to answer difficult management challenges like:

How quickly can we onboard new hires to be productive and support the organization?

How do I maintain the values and culture when the environment changes?

How motivated are my employees to get the job done?

AMA and Post University are working together to help prepare students and future employees for the workforce of tomorrow. The Malcolm Baldrige School of Business has incorporated workforce ready credentials into their degree offerings in an effort to allow students to hit the ground running after graduation. Blonski revealed that AMA is addressing a current skills gap in the areas of creativity and innovation, conflict management, and problem solving. Dr. Jeremi Bauer,

dean of the Malcolm Baldrige School of Business, believes this partnership with the AMA creates a competitive advantage for students entering the workforce, looking for a promotion, and looking to change careers.

The partnership between AMA and Post University positions graduates with the skills and knowledge to answer difficult management challenges

Here is what the three Honors students had to say about their interview with KC and their perspective on being workforce ready.

Catherine Proulx, Honors student, and Business Administration major, believes that workforce readiness requires having the right "tools" to be successful in an organization. "You should have a large skill-set that will benefit you when completing projects and the knowledge to accomplish what your manager asks you to do" says Proulx.

To incoming freshmen, she offers workforce readiness advice, "always be prepared before entering a new place of employment. First, do your research and have some questions ready in case you are faced with a challenge, even on the first few days. I believe it is better to be overly prepared for something rather than under-prepared. I wish someone would

have given me this advice before starting my first internship." When Proulx reflected on her personal goals, she focused on her development plans, stating, "the skill I'd like to improve to be workforce-ready would be my critical thinking. Sometimes, when I face a challenge, I forget to look at all sides of a problem. I must be able to analyze and evaluate all circumstances of an issue before making a decision. I believe that improving my critical thinking skills will allow me to become more open-minded and a versatile leader."

Juliana Rigano, an Honors student and Business Administration major, defines workforce-ready as "prepared to take on a new task, class, and/or job even if you have done something similar in the past. Stay organized, be open to exploring options for your elective classes, and get involved with extracurricular activities. Being organized is important and will prepare you for future endeavors. Exploring your options and being involved in extracurricular activities will help build decision-making skills and shows your willingness to be open to trying new things", advises Rigano to incoming freshmen. She reflected on the skills she most wants to develop while at Post, "I want to develop a few different skills to be workforce-ready. A skill I think that would help me most is time management. This skill is essential to develop because we constantly meet deadlines and due dates, which continues in the workplace. I also want to develop stronger communication skills because even though I work well with people, I want to speak in a more professional way, as well as rewrite in a professional tone."

Student profile

Jazmin Andrews -
BS in Finance
and Accounting,
Honors Program.

By: James Loughran
Program Chair -
Graduate Business
Programs Malcolm
Baldrige School
of Business

What is your major at Post?

I am graduating in May of 2022 and am an Honors Program student. I am pursuing a double major in Accounting and Finance with a minor in Mathematics and Management with a concentration in Financial Planning and Analysis.

You have been very involved with various organizations and the student government at Post. How have your positions as President of the Accounting Society and Vice-President of the Black Student Union helped you develop your career?

Being a part of student government through the various clubs has allowed me to practice my networking. These clubs have allowed me to build relationships with people I most likely would not have otherwise. Also, I know that any leadership experience will benefit me to reach my career goals.

What are your short and long-term career goals?

My short-term career goals are to pass all four CPA exam sections within one year after graduation. I know I want to be in auditing, and I am looking to find an industry that would be a good fit for me. I want to be an entrepreneur; I have a passion for opening a gym tailored for athletes as a long-term goal.

How did golfing in the tournament benefit you?

At the CTCPA golf tournament, I had the opportunity to experience a different side of the professional world and network with many professionals. When I first arrived, I was nervous because golfing was entirely out of my element, but I soon learned that it was something that I should learn quickly. I was lucky to be with Dean Bauer and two Post Alumni who helped me throughout the day on the golf course. Even though I was not very good initially, I began to get the hang of it. Since I played softball for 15 years, it turned out that my golf swing was not too bad. This event has taught me that no matter how uncomfortable you are in a situation, it is worth exploring because you will benefit from it. From this experience, I networked and found my hobby for when I finish my softball career at the end of the school year.



WORKFORCE READINESS PERSPECTIVE

Charles Carroll: MBA Graduate



As a recent Post University's MBA program graduate, I often found myself "comfortably uncomfortable." The MBA program prepared me to be workforce-ready in several ways. First, I found Post courses relevant to my personal goals, which helped shape and change my career plans.

My most significant growth was in my Capstone project. When I ponder the relationship between my Capstone project and workforce readiness, I recall how we were brought together as a team of working professionals. Our team came together from different disciplines and backgrounds to ultimately develop our own simulated company where our business decisions had a direct financial impact in the short and long term. One week we had less than optimal output in performance. After this setback, we focused on collaboration and collectively moved forward. I am proud when I reflect on this experience of how diligently we worked together. Ultimately critical thinking and collaboration were keys to our project's success.

Beyond the Capstone, each course and professor challenged me not only as a student but also as a working individual. My greatest takeaway from the MBA Program was realizing that I set the boundaries and limitations I have long experienced. My previous educators or employers did not create these limitations. I especially value the advice of my professor Dr. Keith Wade. He shepherded me through the online learning experience, shared his expertise, and provided helpful resources in several different courses.

With my Post University MBA degree now in hand, I have opted to vigorously explore a new career path. The combination of almost two decades of industry experience, newfound self-confidence, and broadening my horizons following a very successful and top-notch education contribute to a higher degree of workforce readiness. My career goal is to expand my sales expertise into other venues and markets. In my case, Post University has allowed me to move on from my past accomplishments and look for bigger things in my future!

Workforce Readiness MBA Capstone Class

Dr. Wayne Emms, Dr. James Loughran,
Dr. Prakash Menon

Workforce readiness is a focus of our MBA Program; our MBA Team asked our Program Chair, James Loughran, and two of our esteemed Associate Faculty, Dr. Wayne Emms and Dr. Prakash Menon, to reflect on how our capstone meets the workforce readiness needs of our students. Our Capstone class is unique in it combines two critical com-



Dr. Wayne Emms

ponents - a simulation and a project. One benefit of the real-life simulation is that it teaches students what it takes to run their own business. Students also work on a project that involves analyzing how to improve processes, examining ways to take advantage of opportunities at their current employer, or developing a business plan for starting a new venture.

Dr. Loughran reflected, “We have had various students develop a wide variety of projects, which have created some real wins for their employers. We have also explored many new business opportunities, such as restaurants, food trucks, micro-breweries, coffee shops, and consulting companies. Each project has enabled students to develop workforce-ready skills and build their resumes.

“We have had students who have created various nonprofits, such as working with homeless veterans and disadvantaged



Dr. Prakash Menon

youth. Many of the student’s business proposals increased productivity, improved employee engagement, enhanced marketing efforts, and created innovative strategies for different types of organizations. For example, a student addressed low employee retention rates based on a poorly developed compensation plan. Over the term, the student continually refined their project, resulting in creating a solution that would be a win-win for both the employees and the organization.” Dr. Emms stated.

Dr. Menon added, “Another example of an exciting project included creating an Office of Sustainability for a scientific discovery organization. This organization had many resource-intensive spaces, from high airflow requirements to ultra-low temperature freezers. The organization had no stated environmental goals or directives. Creating an Office of Sustainability required a steady stream of innovation.”

These real-world projects and learning opportunities support the goal of the MBA Capstone - to build workforce readiness skills for our graduates. Students gain valuable skills and apply the skills they have learned to various business plans and proposals in multiple industries.

Can You Swim?

Dr. Jeremi Bauer, Dean

Workforce ready refers to the knowledge, skills, competencies, and teachability required of today’s labor market. As technology advances at ever-increasing speeds and businesses evolve, new competencies and skills are necessary to maintain organizational viability. As a result, employers are looking for new hires with those knowledge, skills, and abilities to contribute to their organization beginning on the first day. While a college education will remain a required credential to enter the workforce, the degree no longer differentiates potential candidates as it once did.

Employers are now, more than ever, curious to learn how a graduate has applied the knowledge from their degree and what results they achieved. This means that employers are looking for tangible skills to augment the knowledge gained from the degree. The difference between knowledge and skills is best represented in an analogy I recently heard from a colleague in a Fortune 200. The analogy goes like this;

“a person can learn all they want about swimming by listening to coaches, watching videos, and reading books. However, an employer wants to know whether the person can swim and that only comes from getting in the water.”

Why should you care; because being

workforce ready will directly impact your chances of getting the job you want. Many of you reading this article will have years of work experience already; some of you will be starting your career. In either case, your ability to demonstrate your skills, abilities, and competencies as they relate to the job you are pursuing will be paramount to your success. To this day, internships are one of the greatest means

“a person can learn all they want about swimming by listening to coaches, watching videos, and reading books. However, an employer wants to know whether the person can swim and that only comes from getting in the water.”

of developing workforce-ready skills. Internships allow students to demonstrate the knowledge they’ve learned in their degree in a practical setting.

But internships are often highly competitive and may not be suited for all students. An alternative to internships is simulations built into the curriculum. Simulations are often role-based games that allow students to demonstrate their decision-making skills and receive immediate feedback. Simulations provide a safe environment where students can make mistakes without catastrophic outcomes. And most learning happens when mistakes are made! Not all classes



are designed with a simulation, leading to project-based learning as another way to demonstrate competencies and skills.

With project-based learning, students are given a real-world challenge currently faced by an organization, and they’re asked to solve the problem. Project-based learning can trace its lineage to Case-Based Learning (CBL) pioneered by Harvard Law School in the late 1800s, followed by Problem-Based Learning (PBL) pioneered by McMaster University in Canada. In both the case method and problem method, there is historical context. The case or problem already occurred, had an outcome, and is now being studied. Project-Based Learning utilizes

the techniques of case-based and problem-based methods; however, the techniques are applied to a project with an unknown outcome. When done correctly, students develop myriad novel ideas for businesses to consider while addressing the problem.

The bottom line is this, your degree is still required for entry and elevation in the workforce, but employers are looking for more in the form of skills and competencies. Knowing something is no longer sufficient in a job interview, graduates are now being asked to prove that what they know works. They’re being asked if they can swim.

Workforce Readiness in Marketing and Advertising

Angela Smith, CFO

“Marketing courses teach you how to think,” said Roger Chiocchi, vice president of marketing at Signature Brand Factory in Milldale, CT, “internship experience teaches you how to do.”

Nowhere is the connection between thinking and doing more evident than at Signature Advertising & Design.

“We have welcomed [Baldrige] interns into our agency, especially the last few years,” said Angela Smith, CFO, “and they obtain solid real-world experience.”

Interns are put to work right away. Recent intern assignments have included being a production assistant on a documentary video the agency produced for a city’s economic development program, putting together a training program for a medical device company, developing and posting social media memes for a variety of clients and assisting with media plan development.

“Generally, we are ready in terms of marketing thinking,” said Chiocchi, “but to bridge that gap they have to learn the day-to-day tasks of getting the workout. But that daily work is only relevant if they understand what they’re doing within its marketing context and purpose.”

According to Chiocchi, practice without theory is mere “order-taking” and theory without practice begets an “ivory tower.”

“Our interns have always played an important role at Signature,” said Bruce Staebler, Signature’s Founder and Chief Creative Officer. “In fact, they actually help us, giving us insight into what’s on the mind of the Gen Z generation. It’s an interesting group that grew up with mobile phones, social media, personal computers as a life necessity, and content-on-demand & interactive gaming as an important pastime. They take for granted things that were major innovations for previous generations.”

Without a doubt, well-designed internship programs can be a win-win-win situation for the students, the academic institution, and the sponsoring company. Staebler summed it up by saying, “We consider our internship program an investment in the future of our industry.”



Angela Smith, CFO

The Importance of Career Readiness in Gaming Education

Jonathan Martin - E-Sports Coordinator - Student Life



Gaming and esports education is still a relatively new field. Born out of necessity due to the explosive growth of the esports industry in the United States and internationally, the gaming and esports education space is unique in playing catch up to the industry. For the most part, in gaming and esports history, especially in the United States, organizations and job applicants have had to lean heavily on their real-world experience to land positions in the industry. Usually, this experience was obtained through volunteer or per diem work, hoping that the resume points will help land a job interview for a full-time position with an esports company. However, more and more universities are popping up around the country with gaming and esports management degree programs, providing an alternate path to employment. This article will offer some practical advice and layout on being career-ready in the gaming and esports industry.

Known simply as Denny, my gamer tag, I am the Varsity Esports Coordinator for Post University. I have also just started teaching undergraduate classes in the gaming & esports management degree program here at Post while simultaneously working towards my master’s degree in gaming & esports management. Through

my passion for gaming, ever since I first picked up a controller at five years old, I have been building my resume for the gaming & esports industry, unbeknownst to me. As an avid gamer my entire life, I latched on like a barnacle when esports started to rise in popularity. I became a voracious consumer of esports (regarding my favorite games, of course): Smash Bros, League of Legends, Hearthstone, Overwatch, and World of Warcraft. I became embedded in the community, watching matches on Twitch and YouTube, following my favorite teams and players, staying up to date on each game’s META (Most Effective Tactics Available), and of course, playing the games. I authored

one of the most viewed threads on the popular Smash Bros site Smashboards, then used that experience to help me

I wrote this not because I wanted to make a ton of money and become famous but because I wanted to share my knowledge and techniques with the world

write my first book, a guide to improving at Smash Bros.

I wrote this book not because I wanted to make a ton of money and become famous but because I wanted to share my knowledge and techniques with the world. After the announcement of World of Warcraft Classic, I immediately formed a guild with my friends. Not because I wanted to have power over others, but rather, the desire to lead the best casual guild on the server and help as many of my friends as possible experience this classic in a positive way. Before that announcement occurred, I continually strived to reach

high ranks in my favorite games, simply because I loved that feeling of mastery and learning a new game or skill. All of this happened before it occurred to me to look for a career in esports. I was way too old and not skilled enough to become a professional player; I did not want to take on the considerable financial risk of starting my own esports company. However, I did not see the door opening right in front of me. Luckily one day, my wife spotted the job posting for an Esports Coordinator while she was looking for a job for herself – pointed it out to me and convinced me to apply. The rest, as they say, is history. As to my utter disbelief, I received a call to schedule an interview, came up with a detailed plan for launching an esports program, and got the job! My point in going through this mini life story is that I was offered this position by utilizing a resume that I had no idea I was building up until I needed it. Today, job applicants have the advantage of knowing that these positions are out there and can build and tailor a resume specifically suited for obtaining that job, whether it is in esports, gaming, or gaming education.

If you are passionate about esports and gaming, I have good news for you, building your resume will not feel like work! You do not want to make the same mistake I did though, find some job postings that are ideal for what you want to do, whether to educate in the gaming and esports space, join a professional organization, or start your own. Once you find a few job postings that speak to you, work backward to create the ideal resume for that position. For instance, if you find a job as a collegiate esports coach,

then study and play the games mentioned on the application. Hopefully, you already

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have some experience with the games mentioned. Look up general training regimens for esports players and think about how to adapt that to the collegiate space. Finally, research that specific school and make a tailored plan to meet the needs of that school.

As for teaching in the collegiate esports space, you will want to be ready for a wide variety of interviews depending on what classes are available to teach. Generally, you will want to obtain a working knowledge of all the major esports titles: League of Legends, CS: GO, Starcraft, Smash Bros, Valorant, Overwatch, DOTA 2, Hearthstone, etc. By working knowledge, I mean researching the professional leagues for these games and the teams, organizations, and players involved. Focus on learning about games you are not as familiar with before solidifying your knowledge about games you already enjoy.

Combining everything here to fill out your resume with what you are passionate about – gaming and esports – will help tremendously prepare to start or expand your career into the esports and gaming industry.



A Force In Business

From: The Center for Entrepreneurship & Innovation



Karla Sanchez De La Rosa Carolina Sibrian

One of the most crowded industries today is the apparel business. With the widespread availability of technology platforms like Etsy, TeeSpring, and Canva, millions of everyday people can launch a t-shirt business for less than one hundred dollars with a tap of their finger. Karla and Carolina shared their vision for a new apparel brand called The Peony Collections with Brandon Monti, Center for Entrepreneurship & Innovation Coordinator. He shared the same concern with them as he does with his other students, “this will be very hard, and you need to differentiate your business from the million other brands out there.” Not deterred by this blunt warning, the two entrepreneurs went to work and began fleshing out their story and discovering why The Peony Collections needed to exist.

At the Center for Entrepreneurship & Innovation, the first step towards building a business is starting with “the why.” This question is vital to the early days of the venture and is often the one question missed. Asking why and then writing down this why helps new startups narrow their focus, create the right products, reach the right customers, and aid them through inevitable difficult times ahead. After serious consideration, Karla and

Carolina decided that The Peony Collections exist to empower themselves as woman entrepreneurs to empower other women around them. They came up with the tagline, “empowered women empower women.” This focus drives the founding team and plays a role in their product development and the messaging in their advertising. It is impressive how the founders use their personal experiences in life and motherhood to tell an authentic story very relatable to others.

No one is ever truly prepared for starting a business. Elon Musk has stressed that beginning a business is like “staring into an abyss while chewing glass.” The Center leans into fundamentals found in the Business Model Canvas to help entrepreneurs develop a solid business model for the best chance to succeed. The nine blocks of the BMC are customer segments, value propositions, channels, customer relationships, revenue streams, key resources, key activities, key partnerships, and cost structure. When asked, the two founders shared that they initially struggled with where to start and how they could get the word out once they started. Beginning with the fundamentals allows entrepreneurs to slowly understand who their customers are and their value proposition before they can start running to-

wards growth and sales. Students spend a few weeks talking about why, customer segments, and their proposed value, then they launch right into talking with customers and selling their products. Once they start talking with customers, they complete the rest of the seven blocks within the Business Model Canvas.

Karla and Carolina rapidly advanced through the first two blocks within two weeks and launched their business online through their website and Etsy. Within days, they received orders and started shipping out nationally. They currently have shipped to over ten states so far. Karla and Carolina would have started their business with or without the Center. However, we are thankful they used it to speed up their launch process and continue to use it as a resource while they grow.



Dr. Alisa Hunt, Assistant Dean

Career Advancement and Transition Plan

Most people know that you can get internships in many fields, from accounting to marketing to sport management in the Malcolm Baldrige School of Business. Still, many are unaware that we also help with job placement or, as we prefer to call it, career advancement and transition.

At the MBSOB, we have various resources designed to assist our students at all levels and in all modalities to advance or transition in their careers. Our program chairs and our deans meet with students to review resumes and introduction letters. Our Human Resource Management program offers the opportunity for mock interviews to help with presentation, especially when someone is transitioning to a new career.

In addition, we work with our business partners on several levels to help place our students. When our business partners have opportunities, they share with us, and we start a search for students with the right skills who are interested. These opportunities cover everything from introductory jobs to supervisors and advanced placements.

We utilize our advisory boards and our alumni for opportunities for current students and provide our alumni with job

placements as they work to move up or over in their careers. We also have the Center for Executive and Workforce Development to help with any upskilling anyone needs for their desired position.

We try to see our work as helping people with their careers versus just a job. We may not always succeed, but our goal is to place people with organizations to find fulfillment. And of course, the organization needs to be happy too! We do this by learning about each student and understanding what they are looking for in their career. Recently, a student shared that we asked questions that helped them focus on what they wanted and needed to be happy in a job. That is our goal – making the right fit. We also research with our business partners to understand their cultures and make them a good fit. Looking at this from both perspectives helps us get it right more often.

We offer these services to our students, alumni, and business partners free of charge. We want the best for our students and our partners and consider making a good match to be a win/win situation. It is just one of the ways the MBSOB works to make it personal.

Double Feature with Dr. Alisa Hunt

Center for Executive and Workforce Development

Workforce ready – what does it mean? While it might mean different things to different people, the Malcolm Baldrige School of Business believes it is part of a lifelong learning adventure. Earning a degree is a massive step towards being workforce ready. Our courses are designed to implement what students learn in the workforce; however, what about after you leave? We believe there is always a need to polish current skills, learn new skills, get licenses or continuing education credits. These do not always require another degree.

In response, the MBSOB team has developed skills-based courses. Working diligently with our business partners, we develop and design courses to meet our partner's needs. These courses are between four and eight weeks long, virtually synchronous, and designed with the working person. We have also worked closely with our instructional design department at Post University to create these unique experiences.

Usually, when one learns these skills courses, they might take a whole day from their busy schedules to attend a seminar. They acquire many things and often go back to the office to implement some ideas, but quickly become overwhelmed daily, and little gets done.

Considering this issue, we created something more meaningful to impact each attendee. We break the courses into topics, and each week, there is a virtual synchronous presentation that generally lasts about an hour with a skilled professional. Participants can ask questions and participate in various activities to help them absorb the concepts. Then, there are activities that participants can do during

the week ahead to practice some of what they were taught. These ungraded activities are useful and effective. For example, "This week, try getting to all of your meetings on time and prepared – see how much more productive you are and how much less time gets wasted."

By Incorporating research on adult learning, a weekly reflection allows for sharing and introspection. And finally, there is a short quiz to assess the learning. Our skills training includes courses to help students prepare for and pass the PMP exam for project managers and the CMP (Certified Management Professional) exam with the American Management Association. We are also adding continuing education credit courses for CPAs.

The overall response to this method has been very positive. Participants have said that they liked practicing the material as they went along and that the reflection interaction with the professor was like having a coach. In addition, participants have loved learning concepts they could implement right away to make a difference in their work lives.

As we stay committed to Executive and Workforce Ready Education in the Malcolm Baldrige School of Business, we will continue to enhance this model, add courses that our business partners and our alumni need, and offer skills training that makes a difference.

If you are interested in learning more about skills-based courses, please contact me at ahunt@post.edu

IT'S TRUE:

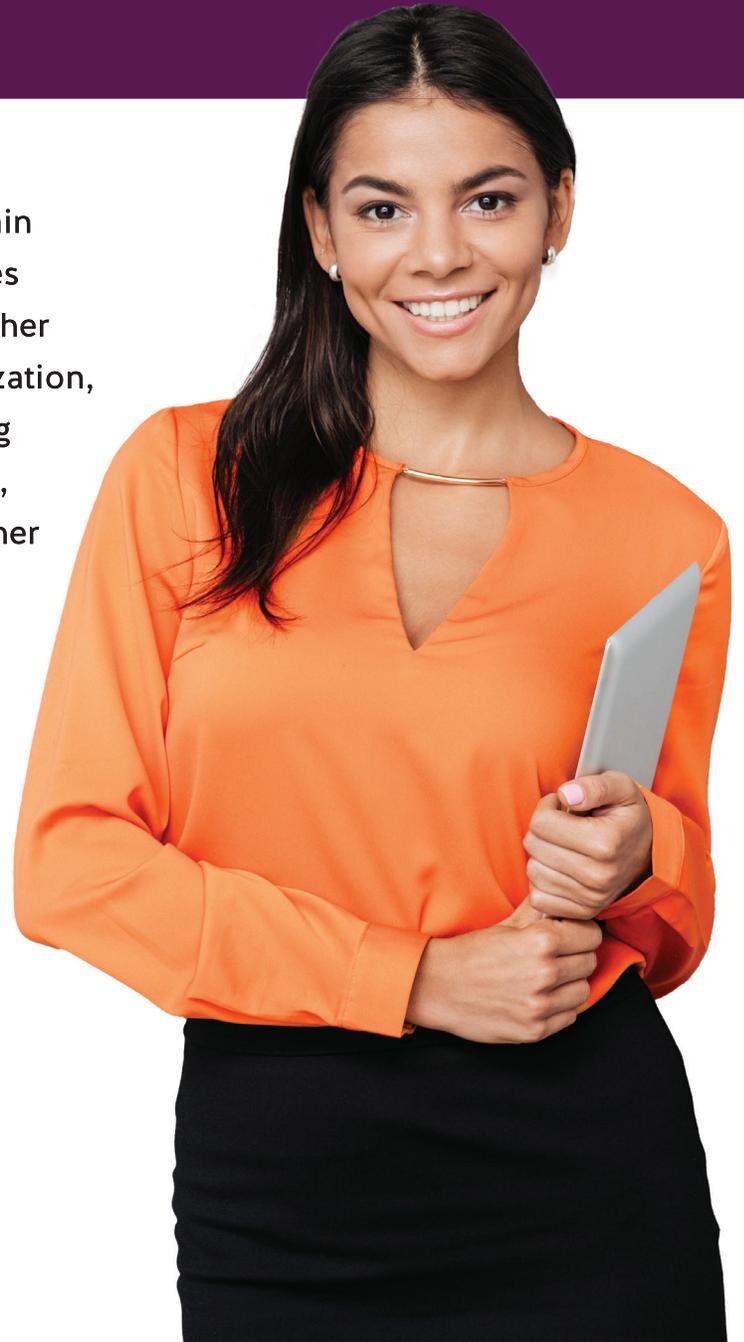
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