

Evolution of a Business Summer Camp Program: Admissions Implications

Elizabeth J. Yobaccio, Bryant University
James Segovis, Bryant University

Abstract

Launched in 2002, the L.G. Balfour Summer Leadership Institute at Bryant University offers select high school students entering their senior year an opportunity to learn about business, as well as to develop leadership skills. The grant-supported program targets women and minorities in an effort to stimulate interest in technical fields (like business) in students with this profile who are commencing the college search process. This paper describes the development of our program, as well as the role it plays in stimulating applications and enrollments among these target groups.

INTRODUCTION

Now in its fourth year, the L.G. Balfour Summer Leadership Program offers select students entering their senior year of high school an opportunity to participate in a six-day sleep-over program where participants can learn about business and develop leadership and creativity skills. The program features a business simulation competition along with associated classes and training; creativity and leadership exercises, activities, and competitions; field trips to local businesses; workshops; guest speakers; and activities designed for fun. Funded by the L.G. Balfour Foundation, the program is offered free of charge to participants, primarily women and minorities. Although our primary motivation in the program was to stimulate interest among women and minorities in technical fields in general, and business in particular, it was more than a coincidence that our university admissions efforts target these same groups for recruitment. With only 5% of our student population declaring non-business degrees, Bryant University is primarily a business school. However, of the more than 3,000 undergraduate students, women and minority students were woefully underrepresented.

Although back in the early 1990s women represented nearly 50% of our undergraduate student population, by 2002 this had eroded to 40%. Numerous efforts on campus have been implemented to turn this situation around. This includes launching new academic programs like our Minor in Women's Studies, as well as programs in fields that traditionally attract women, like Bachelor of Arts in Communications and Applied Psychology. It also included hosting programs like our Women's Summit held annually in March. Furthermore, opening of the Women's Center in 2002 provides additional evidence of commitment to this group.

With the proportion of domestic Caucasian students ranging from 85% in 1998 to 82% in 2002, recruitment of minorities, including international students, has been a perennial problem. New educational programs like Minors in Latin American and Latina/Latino Studies and Africana/Black Studies, development of foreign language minors, enhancing our Concentration in International Studies, as well as developing a Bachelor of Science in International Business are expected to provide enhanced appeal to this group. In addition, programs and support provided by the Intercultural Center, that among other things houses two prominent student groups (the International Student Organization and the Multicultural Student Union), is key to Bryant's ability to attract and retain students in these groups. However, as a private, primarily residential campus, perceived educational expenses may seem out of reach for some in this population, exacerbating the problem. It was our hope that exposing these groups to our campus might spur some to not dismiss our programs out of hand, but to apply and explore financial aid opportunities if needed. Table 1 shows demographic information of program participants.

Table 1 Participant Demographics

	2002	2003	2004	2005
Gender:				
Male		8		8
<u>Female</u>		<u>26</u>		<u>26</u>
Total	21	34	63	34
Ethnicity:				
African-American				10
Latin-American				6
Asian-American				7
Caucasian				10
Other				2
GPA	2.01	2.65	3.42	
Participant Schools	5		49	
Total Applicants				

Targeting underserved populations, a potential side benefit of this program may be increased applications and enrollments among women and minorities. Access to campus facilities, faculty, staff, and student counselors for the one-week period was expected to enhance this affect. This paper describes the development, implementation, and assessment of the program, as well as the impact of the program on university admissions

PROGRAM DEVELOPMENT

The inaugural year helped propel us up a steep learning curve in offering this type of program. A late start in the recruiting process resulted in an up hill battle marketing our new and unknown program to high school principals and guidance counselors of five high schools in the vicinity of our Smithfield, Rhode Island campus. In that year we admitted to the program virtually all who had applied. The result was recruitment of 21 students who, even if we were successful at stimulating interest in business, might not be able to meet our admissions standards. In subsequent years, as our program became better known, we cast a wider net and were able to

become increasingly more selective in the process. In 2003 we recruited 34 students from the entire state of Rhode Island. We became overly ambitious in 2004, recruiting 63 students from 49 high schools in Rhode Island, Connecticut, and Massachusetts. This scale of operation was difficult for us to handle, so in 2005 we cut back to a more manageable 34 students from the same tri-state area. As you can see in the table 1, increasing the target market along with establishment of a reputation for a quality program, we were able to substantially upgrade our standards and attract students with higher records of achievement.

PROGRAM IMPLEMENTATION

The program was designed to increase knowledge of business and interest in business careers, as well as to develop leadership skills in its participants. A difficulty that we still face is striking a balance between learning/developmental activities and those designed purely for fun. In our enthusiasm to maximize the learning opportunity and with access to these participants for an entire week, we had to guard against our tendency to provide a business boot camp atmosphere. For example, our original plan was to expect students to complete 8 quarters (2 years) of the business simulation. In addition, originally we had each student attend training sessions for all functional area roles. This resulted in information overload and decreased participant satisfaction. Although we still struggle with this issue, as the program developed we became increasingly more realistic about what we could do in the one-week period. Below is a description of the program that we currently offer.

Ice Breakers

During the entire week participants would be working in groups. In allocating participants our goal was to maximize the diversity on each team. As the proportion of males participating was substantially less than females, balancing each team for gender proved impossible. To the greatest extent possible, however, we tried to allocate at least one male to each team. Given the rich mix of racial and ethnic groups represented among our participants, generating culturally diverse teams was substantially less challenging. We also tried to avoid, whenever possible having more than one participant from a particular high school on the same team. The result was that each participant was on a team of complete strangers from diverse ethnic and cultural backgrounds. In order to reduce anxiety and have these groups perform effectively, it was necessary to provide some ice-breaking activities. It was truly amazing, with just these few activities, how quickly the participants got to know each other and bond as teams.

The ice breakers were designed to help the participants get to know each other through sharing personal information. As part of the application process, all participants were required to submit answers to the questionnaire shown in table 2. Three exercises related to this personal information were implemented.

Initially, each student was given an index card divided in four sections. Participants (including counselors) were asked to provide answers to the following four questions in the sections: favorite music artist, hero, favorite place to visit, favorite thing. Participants were divided into groups of four and given three minutes to share the personal information on their index cards with the other group members. Participants were regrouped twice more and the exercise repeated

with the new groups. In theory, each person would get to hear this information on all other participants.

In the second exercise questionnaires were reviewed to find interesting responses (or unique attributes) for each participant. A list was made of these responses that formed the basis of a scavenger hunt. Participants were given the list and twenty minutes to match the participants with the attributes. The only constraint was that each participant could only reveal their own personal information and could not share their findings on the other participants. The participant with the most matches was the winner.

In the third ice breaker participants were invited to identify their personal hero. They then had to explain why these people were heroes. This exercise drew on the first two but also would lead into a discussion and exercise on admired qualities of heroes. Typically, when

Table 2 Team Building Questionnaire

1. What is your favorite sport to play?
2. What is your favorite TV show?
3. What is your favorite snack?
4. What is your favorite hobby?
5. What book have you read recently that you really enjoyed?
6. What do you hate most doing?
7. What would you say is most unique about you?
8. What time, day of the week, and date were you born?
9. What place have you visited that you found interesting and why?
10. If you could do whatever you desired, what would it be?
11. If you could be whomever you desired, who would it be?
12. Who do you admire most and why?
13. What is your favorite type of music?
14. Who is your favorite music artist?

an exercise of this type is done with adults lists include Martin Luther King, Gandhi, Abraham Lincoln, etc. With the participants in this program, more often than not, heroes were family members who had great personal integrity, had sacrificed much for the family, or had persevered in the face of overwhelming adversity and had prevailed. Many of our participants were immigrants whose pathway to the United States was fraught with peril.

This discussion of heroes was a nice segue into a discussion of admired qualities and attributes of leaders. Participants were invited to make a list of these qualities and through discussion, a rank ordered listing was developed. Interestingly enough, this ranking correlated closely with that of Kouzes and Posner (2002,2003) including attributes such as honesty, forward looking, inspiring, competence, and fair mindedness.

Establishing the Charter for the Team

Following the previous discussion on admirable leadership attributes, participants were asked to develop a list of ten things good leaders are supposed to do. After a discussion of this list, participants were broken into their teams and asked to develop a team charter that reflected the rules and values necessary to make the team as effective as possible. The team charters were displayed on poster board and shared across teams. These charters could be amended if necessary. However, more typically they were used as benchmarks in debriefings after each leadership and creativity exercise as well as many of the business management activities. Participants and counselors were asked to share insights on how elements in the team charter were exemplified. Often when some inefficiency or ineffectiveness in a particular team was apparent, the root cause was a lack of adherence to the team charter.

Knowledge of Business

One of the goals of the program was to enhance knowledge of business. To assess this, students were pre-tested with a fifteen question multiple choice test of common business terminology and understanding of business functions. Near the end of the program, after completion of training and simulation exercises, students were post-tested. Our expectation was that results of post-tests would be significantly higher than pre-test scores.

The Simulation

A key feature of the program involves a business simulation game (BizSim). Participants previously were assigned to five or six member teams who assume executive roles of a manufacturing company. The teams compete against each other in a computer-simulated industry world for a virtual one year (or more precisely, four quarter) period. Each student selects his/her individual role after receiving a one-hour introduction to business followed by a two hour presentation on business functions and specifics of the simulation. Roles include Chief Executive Officer (CEO), Chief Marketing Officer (CMO), Chief Operations Officer (COO), Chief Financial Officer (CFO), Controller, and when available, Chief of Strategic Planning (CSP). After roles were selected, students received two hours of training in their role. The first hour offered general information on the business function and the second how their function is applied in the simulation exercise. Training of all participants concluded with a one-hour presentation on strategic planning followed by a one-hour discussion of how it is applied in the simulation exercise. All presentations and training activities were provided by Bryant University faculty members, offering participants a glimpse of some of our most engaging faculty.

Initially, each team under the guidance of its CEO and CSP (if available) was required to develop a business plan that, among other things, defined their key business strategy (market niche), as well as its implications for marketing and operating tactics. Routine decisions should be consistent with their business plan. Evaluation of the strategy would be made upon receipt of quarterly results and adjustments to strategy or tactics made as indicated. Given the limited experience of these pseudo-executives, even after the potential benefits that seven hours of training can provide, initial runs through the analysis and decision-making process required much hand holding and support. This was provided by counselors, all women or minority

students at Bryant University, and by the two faculty members coordinating the simulation exercise.

Initially the decision-making process was forced to be sequential, commencing with the Controller evaluating the prior quarters operating results with an eye toward strategic implications. After caucusing with their teams on insights gained from this analysis with modification of strategy or tactics as indicated, the CMO took over with development of the initial sales forecast. The final sales forecast would require coordination with the COO to address feasibility issues. Decisions regarding pricing, the advertising and promotion budget, hiring of salespeople, and product development budget would be made by the CMO. The COO developed the capacity plan and scheduled production. Decisions regarding scheduling of capacity, investment in capacity, and the total quality management budget would be made by the COO. The CFO's job was to assure sufficient but not excess cash balances to support planned operating and investing activities. They were in charge of decisions regarding loan additions (or repayments) and dividend distributions. With each subsequent quarterly run, teams became increasingly independent and required less support from counselors and faculty coordinators. By the fourth quarter teams completely managed the decision-making process.

This tight control of the process during initial quarters followed by increasing then total independence (in later quarters) tied in nicely with insights gained during the Mars Rover competition (see description in Creativity and Leadership Exercise section). Although satisfaction was lower in earlier rounds due to lack of transparency and participation for remaining team members, as well as loss of efficiency in this forced sequential process, students recognized that potential efficiency gains in later quarters would not have been attainable without the benefit of training that occurred in the earlier rounds.

Simulation software scored teams on relative performance and management skills. The latter measure was affected by indicators of poor planning like stock-outs or overdraft loans. Between quarters a discussion of results and their implications was led by faculty coordinators. Teams considered these implications in moving forward with the next round of quarterly decisions.

Each set of quarterly decisions was associated with a mini-case; a special situation involving ethical or logistical dilemmas, each with potential financial implications. Teams would be evaluated on the basis of their relative performance in the simulation, their strategic business plan, and their responses to mini-case situations. In the latter two components effectiveness of communication was key to success. The top three teams would be recognized for their demonstration of company management skills at the end of week banquet.

In addition, students were given an opportunity to evaluate their, as well as the other team member's performance. They were instructed to consider the contribution that each member made to the team's overall performance, demonstrated leadership ability, as well as the extent to which the team member adhered to team developed goals. Each member had \$100,000 in executive bonus money to allocate to the team. Theoretically, the higher the bonus the more the member was valued by the team. Although some team members just divided the bonus money equally, many took the task much more seriously; rewarding some and sending a clear message to others. There also seemed to be great consistency; individuals rating their own performance as

substandard tended to receive similar ratings by other team members, and visa-versa. Although, this was a secret process, with no two people from the same team completing the evaluation together, each participant was notified in the individual performance summary of their average bonus award.

Creativity and Leadership Exercises

Several creativity and leadership exercises were included in our program. These were designed to build on each other and to reinforce themes and leadership behaviors, such as creativity, collaborative teamwork, communication, vision, and supportive or enabling behavior. Lessons learned in these exercises were intended to carry over to the advertising campaign and business simulation. Debriefings after each activity were designed to assure that no lessons were left unlearned.

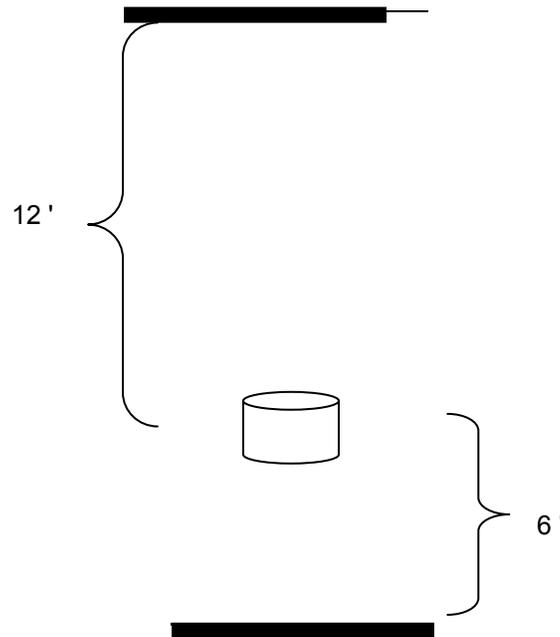
Bridge Building Competition

Teams were provided with newspapers, masking tape, and markers and given 45 minutes to design, build, and test a bridge. Bridges were judged on the basis of functionality, beauty, and creativity. Functionality tests included strength (each bridge had to support a minimum of five reams of paper) and clearance large enough for a box to pass through. Teams were provided a work space and could not remove their bridge from their work space. Team representatives could go to the supply table to get a sense of the weight of a ream of paper but could not take the reams to their work space. Faculty served as judges for the beauty and creativity elements for those bridges that passed the functionality tests. Since it was rare that a bridge would fail the functionality tests, all bridges would be in the final judging. In fact, typically there was a team that built a bridge that could support a team member. This exercise was typically followed the ice breaking and team charter activities, and served to build team cohesion. It was a fun and non-threatening activity that warmed the teams up for the team challenges to come.

Ball Bouncing Competition

Each team was provided a bucket and twelve tennis balls. The buckets were spaced two thirds of the way of an eighteen foot space, as shown in figure 1. Team members were designated as either tossers or retrievers, according to team strategy. The rules were simple: (1) only tossers who had to stay behind the line could toss the balls into the bucket after an initial bounce, (2) only retrievers could retrieve them, (3) the bucket could not be moved, and (4) balls could not be emptied from the bucket until all twelve balls were in. Teams were given a few minutes to devise their initial strategy and then tossers were instructed to stand behind their line. Teams were given 90 seconds to toss as many balls as possible into the bucket. This round provided a baseline. In the second round of 90 seconds, students were given a few minutes to develop a strategy to double the score their team received in the first round. At this stage some teams discovered that although we had instructed the tossers to stand behind the line, we had not been specific about which line, and several moved across court to the shorter toss. Others had strategies involving using articles of clothing as backboards, fully complying with the one bounce rule but in a more effective way than bouncing on the floor. Many teams had no difficulty in doubling their initial scores.

Figure 1 Ball Bouncing Exercise



In the third round the scores of the second round were summed over all teams and the goal was to develop a strategy where the entire group's score was doubled. This round was designed to encourage group interdependence. Clearly, to make this goal the stronger teams would have to share their strategies with weaker teams. This goal was rarely attained as some teams preferred to tweak their own failed strategies rather than to follow the more successful strategies of other teams.

The Mars Rover Competition

The Mars rover competition was designed to test leadership under pressure as well as the participant's ability to come together as a team. This was a two phase exercise involving assembly of a Mars rover from kits provided by HRD. In phase one team members were each assigned one step in a six step process. The assembled rovers had to be workable. There was no communication between team members consistent with a rigid linear planning approach followed by many manufacturing plants decades ago.

In phase two the teams were given the goal of designing and assembling a Mars rover that would be judged on speed and cost. The more components on each rover the higher the cost, and races were used for the speed component. This approach was similar to an interactive collaborative planning model often used in manufacturing today. Most teams were able to assemble a working Mars rover, but designing one that could win a race was a major challenge; some could not follow a straight path, some quit after a few seconds, and some had crashes with other vehicles.

Debriefing allowed participants the opportunity to compare and contrast the two approaches to planning. Clearly the second approach was much more satisfying than the first and did involve opportunities for creative problem solving.

The Logo & Jingle Competition

All teams were charged with development of a marketing campaign for their product, including: picking a key marketing strategy (luxury marketer, mass merchant, analytical, or opportunist approaches); naming and pricing the product consistent with key marketing strategy; and designing a logo and jingle to be used in product promotions and advertisements. Students were provided about six hours of access to computer labs, as well as to a musician who helped teams use the computer to develop and record the music for their jingles. All teams were given three minutes to present their marketing campaign at the end of week banquet. The overall effectiveness of the presentation was a factor in the Leadership/Creativity rankings, with top three teams awarded on overall leadership and creativity. Separate competitions for both the logos, and the jingles completed the awards with recognition given to top team in each category. In general the professionalism of the presentations, as well as the high quality of logos and jingles was surprising. In 2005, one team even developed an animated logo that was on the mark (for the product) and quite impressive. Judging these competitions was quite challenging as there were sometimes slim quality distinctions between the teams.

Workshops, Guest Speakers, and Field Trips

To round out the experience we incorporated several workshops, guest speakers, and field trips to area businesses and organizations. To the greatest extent possible we sought opportunities for our participants to interact with business professionals with diverse ethnic and racial backgrounds.

Workshops

Presenting and Marketing Self: Dress for Success

One workshop involved the role that appearance might have in marketing oneself. After a presentation and discussion on how our appearance (neatness, cleanliness, and wardrobe) may effect the way others perceive and evaluate us, and therefore may impact our ability to even get the job, for example, we shifted to a presentation on the role that color choices affect these perceptions. For instance, depending on things like hair color, eye color, skin tone, etc. certain color palettes may be more appropriate/for us, enhancing our effectiveness at self marketing. For instance, although people with dark eye, hair, and skin tones may be able to successfully wear the complete range of the color spectrum, those with light skin and hair and blue eyes might find the summer tones more flattering (soft hues with blue-based undertones); and should avoid vivid colors as they tend to overpower. Several participants volunteered for demonstrations and were draped with various color swatches to assess the impact that color has on overall appearance. This introduced much levity in the program, especially when the males volunteered to be draped. The intent of segments like this was to impress on the participants that success in business may involve more than just development of technical skills and abilities; that we might not get

opportunities to demonstrate those abilities if we don't pay attention to other factors, like dressing for success.

Discovering Dominant Personality Types

In order to help the participants better understand themselves, their team members, other program participants, as well as program staff, we offered a workshop in discovering dominant personality types. Each participant, as well as several staff members, completed an exercise where one of four adjectives was selected (by marking with a 1) for each of 20 sets of strengths and 20 sets of weaknesses (as described in Littauer and Littauer (1998), Littauer (2002)) Each of the four columns was totaled for both the strengths and weaknesses, as well as for the grand total. Subsequently, we were told that each of the four columns characterized a personality type and that columns with the highest total scores indicated the dominant personality type of the respondent. The four basic personality types were as follow:

1. Popular (Sanguine) whose strengths include being persuasive, enthusiastic, and capable of motivating. Weaknesses include inattention to detail, short attention span, and poor follow through. This type was characterized as the *Peacock*.
2. Powerful (Choleric) whose strengths include administrative ability, leadership skills, and ability to multi-task. Weaknesses include impatience, insensitivity to others, and being a poor listener. This type was characterized as an *Eagle*.
3. Perfect (Melancholy) whose strengths include the abilities to plan, organize, and systematize and weaknesses include tendency to be a perfectionist, overly critical, and unresponsive. This type was characterized as an *Owl*.
4. Peaceful (Phlegmatic) whose strengths include being a good listener, effectiveness at team work, and follow-through. Weaknesses include being over sensitive, slow to begin action, and poor at goal setting. This type was characterized as the *Dove*.

Clearly, no single individual fit exclusively in a particular personality type and it was common for respondents to be strong in two or more types. It was also not uncommon for some individuals to be equally strong in all four types. For example, as seen below in Table 3, in 2005 three participants indicated no dominant personality type. These were designated as Evens. The most popular dominant personality type was the Owl, with 32% of participants claiming this dominant personality type. What this implies about the type of student who is attracted to and admitted to this program is a topic for further study.

Table 3: Summary of Dominant Personality Types (2005)

Dominant Personality Type	Role on the Team					Total
	CEO	CFO	Controller	CMO	COO	
Eagle	1	3		1	3	8
Peacock	1		2	3	1	7
Owl	3	3	4		1	11
Dove	1	1	1	1	2	6
Even	1			2		3

It was not surprising to find that seven of these Owls, chose roles as either CFOs of Controllers. Similarly, the role of CMO was well represented by those declaring themselves as either

Peacocks or Evens. Although those describing themselves as Eagles would have been expected to self select roles as CEOs, this was not the case. With the exception of three Owls who ended up as CEOs, the rest of the personality types were evenly distributed in this role. Some of these results may be a bit distorted, however, as dominant personality type was not a factor in assigning participants to teams. For example, as seen in Table 4 below, two teams had no Doves,

Table 4: Distribution of Personality Types to Team (2005)

Type	Team						
	A	B	C	D	E	F	G
Eagle	1	1	0	1	2	2	1
Peacock	1	1	0	1	1	1	2
Owl	2	2	1	2	1	1	2
Dove	1	0	2	1	1	1	0
Even	0	1	1	0	0	0	0

and one team had no Peacocks or Eagles. On the other hand, four teams had two Owls, and two teams two Eagles. An interesting follow-up study would be to test how the distribution of dominant personality types across teams affects team harmony, efficiency, and effectiveness. For example, much discord and low satisfaction might be expected of a team over allocated with Eagles. In addition, teams with too many Owls, in their quest for perfection, might find it very difficult to complete tasks on time.

Admission

This program component was designed to instruct participants on how to get ready to apply to any college or university program. It focused on building the type of portfolio that would make an attractive applicant. It reviewed the steps and timeline associated with applying to college, in particular addressing issues of what to expect in the process. The program also addressed frequently asked questions (*FAQ*), particularly those related to financial aid. As stated earlier, many of our program participants came from financially challenged situations, so financial aid was of critical importance. Also, they needed to be assured that most if not all good colleges and universities had financial aid available, making attendance at high cost institutions feasible for this group.

Guest Speakers

Guest speakers were integrated throughout the program. Typically these speakers were women and/or minorities who exemplified the virtues and attributes discussed. It is always inspiring how these highly accomplished people will make time in their busy schedules to address student groups. These guest speakers would serve as role models, reinforcing once more that effective leadership and success are feasible to all.

Field Trips

One or two field trips were built into each summer program. Over the past they have included trips to Federal Reserve Bank of Boston, Fleet Bank, Citizens' Bank, General Electric Company,

Foster Grant. The sites would provide one or more speakers, typically women and/or minorities, again to serve as potential role models. They were also excellent opportunities to demonstrate how business practices and processes are implemented in real companies.

Activities Designed Just for Fun

Consistent with our increasing awareness that high school kids value greatly opportunities for fun, we have increasingly incorporated these opportunities in our program. As results of participant questionnaires indicate, however, we still have a ways to go on this element. Throughout the week we offer opportunities for participants to utilize our pool, gym, and wellness center. We also always plan to schedule movies. However, typically this is scheduled late at night after a full day of activities and sometimes doesn't happen. Some activities that originally were competitions (like the ice cream competition) have been converted this year to an ice cream social instead. This was in response to participant interest in having more activities just for fun.

We also plan an off campus fun event each year. The first year we went to Dave & Buster's (a restaurant/video arcade). This was not satisfactory since the venue tended to separate rather than unite us. For the last three years we have taken the Bay Queen cruise of Narragansett Bay. Like all quality cruises, this features the all you can eat buffet (that young participants particularly enjoy), plus live entertainment. For the first two years the entertainment consisted of a disk jockey, fully equipped with music only people of this age can truly appreciate. Most participants did not skip a beat as they danced the night away. Others went topside just to enjoy the cruise. For several, this was their first time on a boat. This year however, we were surprised to find a live band providing the entertainment. We were a bit concerned to find it was a Hawaiian style band, however. We had questions about whether our participants, mostly 16 and 17 year olds, would embrace this music genre. Our concerns were short-lived, however, as our participants found and appreciated the beat. Some of our male students held back a bit though. I approached them and was told that dancing really wasn't their thing--- that was until the arrival of the Hula dancers. They then became fully engaged in the activity.

The final fun activity is the banquet. Families are invited for a buffet luncheon where they get to watch each team present their marketing campaign (including logo and jingle), and then presentation of awards. This also gave program staff an opportunity to meet and talk with the parents who generally seemed delighted (and in some cases surprised) at how much their child enjoyed our program and how much they had learned during the six-day period. This should serve us well in our recruitment goals, as parent buy-in is extremely important in this process.

Results

Program assessment is an important component of the ongoing development of the leadership institute. Since our goals were to increase interest and knowledge of business, develop creativity and leadership skills, to increase satisfaction among program participants, and to stimulate interest in Bryant University, assessment efforts were designed to evaluate success at attaining those goals.

Pre/Post Test

Just as with many other aspects of this program, administration of the post-test was not without its problems. In earlier years, the tests were administered by each team's counselor. Motivated by the desire for their team to do well and a competitive spirit that developed among the counselors, some apparently coached their team through the post-test. This resulted in highly skewed and atypical results. During the last two years, participants took the post test without their counselor present. The results of the pre/post tests during the last two years are more realistic and are shown below in Table 5. On average, post test scores were 10 points higher than pre test scores, and typically each student's score increased. Some participants scores increased by as much as 40 points, however more typical were increases of 20 or 30 points.

Table 5 Knowledge of Business Test Results

	2004			2005		
	Pre-test	Post-test	Change	Pre-test	Post-test	Change
Mean	53	66	13	60	70	10
Std. Dev.	12.5	15.5	18.4	13	11	13
Max	80	93.3	53.3	86.7	86.7	40
Min	26.7	13.3	-53.4	33.3	46.7	-20
# students with change:						
> 50			2			
40-49			4			1
30-39			3			
20-29			17			10
10-19			10			5
0-9			17			12
<0			10			6

Individual Performance Summaries

For the first time this year (at the suggestion of a parent) we provided individual performance summaries to each participant. The summary included information on the individual participants increased knowledge of business (through pre/post test results), their demonstrated leadership ability and creativity (through executive bonuses and comments by the counselors). Information on relative team performance was also included, providing further evidence on the combined increase in knowledge of business, as well as development of creativity and leadership skills of the team. This included team awards in company management, creativity & leadership, the logo and the jingle competitions. Other information included company name, participant's role on the team, participant's dominant personality type, as well as counselor's name.

Participant Perception Questionnaire

Each participant completed a questionnaire where they were asked to rate each activity and program component on a five point scale with five indicating greatest satisfaction. A summary of

the survey results for 2002 and 2005 is presented in table 6. Note that as the program became more selective, the level of satisfaction increased, especially on the more academic components of the program. As to the program as a whole, 94 percent of the 2005 group indicated that they.

Table 6 Participant Satisfaction Survey

	2002	2003	2004	2005
Social Activities				
Ice Breakers	4.11	3.82		4.12
Ice Cream Social	n.a.	3.76		4.65
Pool and Gym Activities	4.55	4.64		4.18
Small Group Activities	n.a.	n.a.	n.a.	4.38
Tutorials				
Intro to Business	3.50	3.75		3.94
Intro to Simulations	3.53	4.00		4.47
Marketing	3.61	3.64		4.75
Operations Management	3.15	3.77		4.63
Finance	3.67	3.57		4.69
Accounting	3.55	3.65		4.43
Strategic Planning	3.71	3.58		3.03
Applications of Tutorials in the Simulation				4.28
Creativity & Leadership Activities				
Leadership	4.55	4.59		4.58
Bouncing Ball	4.29	4.47		4.32
Lunar Module	n.a.	4.21		3.71
Hollow Square	n.a.	3.85		3.27
Adv. Logo Jingle	3.76	4.00		4.53
Business Simulation				
Simulation Activity	3.50	4.00		4.48
Field Trips				
Federal Reserve Bank in Boston, MA	n.a.	n.a.		4.18
Fleet or Citizens Bank in Providence, RI	4.00	3.79		4.18
Plant Tour	3.05	3.35		
Counselors				
Displayed Leadership Qualities	4.67	4.65		4.67
Communicated Effectively	4.90	4.59		4.76
Demonstrated Enthusiasm	4.81	4.41		4.64
Ability to make you feel at ease	4.90	4.74		4.73
Overall Rating of Counselors	4.76	4.47		4.85
Recommend Program to Friends				
Yes	n.a.	85.5%		94%
No	n.a.	0%		0%
Maybe	n.a.	14.7%		6%

would recommend the program to friends and no one indicated that they would not. Six percent responded maybe to this question

Admissions Implications

The impact of this program on admissions of target groups is encouraging. For example, in 2005, for the University as a whole, 11.5% of inquiries applied, 57.6% of applications are admitted, and 33.9% of admitted students deposited. For the 34 students participating in the 2005 Balfour program, 44% applied, 80% of applications were admitted, and 33.3% of admitted students deposited. Increased selectivity in the program has resulted in improvement of admissions results through time. As can be seen in Table 7, of the twenty-one 2002 Balfour participants, 57.1% applied. However, only 50% of applicants were admitted with 1/3 of those depositing. And, although only 11.4% of the 34 students participating in the 2003 Balfour program applied, 75% of those applicants were both admitted and deposited.

Clearly, exposing select members of targeted groups to this campus program has had a positive effect on the admission rate. Increasing the yield of admitted participants to deposits is one of our goals as we move forward.

Table 7 Admissions Implications

	2002	2003	2004	2005
Applicants	12	4	17	15
Acceptances	6	3	13	12
Admittances	2	3	5	4

CONCLUSIONS

This paper describes the development of a summer camp program designed to develop leadership skills and abilities in participants. The targeted groups included minorities and women, two underserved populations at Bryant University. The paper further explores the admissions implications of a program such as this. Program participants were much more likely to apply, be accepted, and admitted than others making inquiries about the university.

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