Among the most important decisions you can make in your life, deciding whether to attend graduate school is right up there (along with “when?” and “where?”). Let me see if I can help you navigate that decision. While my comments are colored by the fact that I am a business school dean, many of these considerations are universal regardless of profession or discipline.

How you address the “if?/when?/where?” questions depends on the stage of your career, your values and life objectives, and the types of opportunities that graduate education can provide. For example, students entering the full-time MBA program at the Drucker School are often at the beginnings of their careers and seek a broad understanding of the core business functions that will allow them to start a business or social enterprise, enter the management track in a company or government agency, or run key programs in a not-for-profit. Some also hope to leverage their undergraduate studies to enter a particular industry niche. An example would be undergraduate art majors entering our Masters in Art Business program which focuses on the marketplace of art and the operation of related institutions (galleries, auction houses, etc.). Others seek to achieve specialization by concentrating their electives in a particular discipline (e.g., marketing, finance, etc.) or by pursuing a dual degree (e.g., MBA + Masters in Public Health, MBA + JD, etc.).

Another category of potential students already has a significant amount of work experience but has come to a bit of an impasse. He/she may have found that further advancement in their chosen occupation requires an advanced degree or that they need a different set of skills to entirely redirect their career. A related circumstance includes individuals re-entering the workforce after military service, raising children, etc. These people seek a shortened program which gives credit for their work experience and maturity and offers the possibility to study on a part-time basis. For this type of student, business schools like Drucker offer the Professional MBA. A key consideration for this group is making a decision between programs that are primarily online vs. onsite. That’s a matter of preferred learning style, one’s freedom to commute, and the perceived importance of establishing close personal relationships with faculty and fellow students.

Another cadre of potential student is highly seasoned, has supervisory experience, and may have sights on the proverbial corner office. These individuals, regardless of discipline or industry sector, are interested in honing their organizational leadership, strategic, and talent management capabilities. In business schools, such persons are often in the market for advanced certificates or an Executive MBA that affords the opportunity to interact with others in their peer group.

The “where?” decision looms large for every one. Obviously, a school’s reputation is an important consideration but it is important to ponder “reputation for what?” For some, this means reputation for securing a well-paid job. Given the high cost of graduate education, that’s a reasonable interpretation. But there are also a few caution flags that need to be raised including timeframe, i.e., are we talking first job or lifetime earnings? Also, while money matters, life is long and it is critical to wake-up every day with a strong sense of purpose. This might imply a school/program that allows one to do well while doing good. In other words, it prepares you to have a positive impact on society through your work and community activities.

Another consideration is best summarized by this famous Wayne Gretzky quote: “… skate to where the puck is going to be, not where it has been.” In other words, in choosing a school/program it is important to examine how it addresses developing trends that will shape the future workplace. In business, that would include such topics as big data and the internet of everything, the mindfulness movement, the digitally enabled supply chain, the socially networked organization, etc. And because the future is opaque, also consider the opportunities the school offers for lifelong learning in the form of advanced certificates and executive education.

Confused yet? Sure, the choices may seem bewildering but much can be gleaned from a school’s website (please visit ours at www.cgu.edu/druckerschool). For questions you cannot find answers to there, a phone call to an admissions counselor, attendance at an information session, a campus visit, or sitting in on a class should fill-in most of the blanks.

Larry Crosby is the Dean of the Drucker School of Management at Claremont Graduate University.
Getting Into Business School with a Great Application

By JOHN POLLARD

B usiness school students face a uniquely difficult challenge, because nearly every program requires a series of essays rather than a single, comprehensive personal statement. This fact alone should indicate the importance that business schools place on your written responses. Part of the reason for this extra required work is that business schools also place a stronger emphasis on practical experience. Academic ability may still be the number-one factor, but it’s not enough to get you into a school, just as it’s not enough to guarantee your success in the business world. Business schools pay close attention to personal qualities, including your leadership, communication skills, initiative, vision, and many more. Grades and scores do not explain this side of you, and neither does a resume. Thus your admission will depend largely on your ability to convey your experiences and goals in written form. Self-assessment is a significant step in the process, but a careful review of both your life and what you have done professionally. Many successful professionals start their transition from their career to their academic life by articulating their accomplishments before and now for the first time must communicate this information. By doing this, you can show the admissions committee what you have accomplished and what you plan to do with your academic experience.

Here are ten business school essay writing tips:

1. Do Use Company Jargon.

As a prospective business student, you have probably spent the past few years in a corporate environment and need to adapt to its language and culture. Your admission essay should reflect your understanding of the industry in which you plan to work. Use the jargon of your field to show your knowledge of the business world, and be sure to explain any industry-specific terms to the admissions committee.

2. Don’t Bore the Reader. Do Be Interesting.

Your essay should be engaging and compelling. Avoid generic statements and use specific examples to illustrate your points. Your admissions essay is your chance to stand out from the crowd and demonstrate your unique perspective and experiences.

3. Do Personal Detail. Show, Don’t Tell.

Good essays are concrete and grounded in personal detail. They do not merely assert “I learned my lesson” or that “these lessons are useful both on and off the field.” They show it through personal detail. “Show, don’t tell” means that you want to relate a personal quality, so do through your experiences without merely asserting it.

Before: If it were not for a strong support system which instilled into me strong family values and morals, I would not be where I am today.

After: Although my grandmother and I didn’t have a car or running water, we still lived far more comfortably than did the other families I knew. I learned an important lesson: My grandmother made the most of what little she had, and she was known and respected for her generosity. Even at that age, I recognized the value she placed on maximizing her resources and helping those around her. The first example is vague and could have been written by anybody. But the second example evokes a vivid image of something that actually happened, placing the reader in the experience of the applicant.


Wordiness not only takes up valuable space, but also confuses the important ideas you’re trying to convey. Short sentences are more forceful because they are direct to the point. Certain phrases, such as “the fact that,” are usually unnecessary. Notice how the revised version focuses on active verbs rather than forms of “to be” and adverbs and adjectives.

Before: My recognition of the fact that the project was finally over was a deeply satisfying moment that will forever linger in my memory.

After: Completing the project at last gave me an enduring sense of fulfillment.

5. Do Address Your Weaknesses. Don’t Dwell on Them.

At some point on your application, you will have an opportunity to explain deficiencies in your record, and you should take advantage of it. Be sure to explain them adequately: “I parted too much to do well on test numbers to help your applications.” The best tactic is to spin the negatives into positives by stressing your attempts to improve; for example, mention your poor first quarter grade briefly, then describe what you did to bring them up.

Before: My grade point average provides an incomplete evaluation of my potential and of the person I am today, since it fails to reveal my passion and determined spirit which make me unique and an asset to the ______ School of Business.

After: Though my overall grade point average was disappointing, I am confident that the upward trend in my undergraduate transcript will continue in business school. Furthermore, my success on the GMAT and in the corporate world since graduation reinforces my conviction that I have a keen business sense—one that I hope to develop at the ______ School of Business.

6. Do Vary Your Sentences and Use Transitions.

The best essays contain a variety of sentence lengths mixed within any given paragraph. Some short sentences make the transition from one sentence to the next more natural. Remember that transition is not limited to words like nevertheless, furthermore or consequently. Good transition phrases are powerful signposts along the natural thought progression of your argument.

Before: I started playing piano when I was eight. At that age, I learned difficult pieces. I began to love music.

After: I started playing the piano at the age of eight. As I learned to play more difficult pieces, my appreciation for music deepened.

7. Do Use Active Voice Verbs.

Passive-voice expressions are verb phrases in which the subject receives the action expressed in the verb. Passive voice employs a form of the word to be, such as was or were. Overuse of the passive voice makes prose seem flat and uninteresting. Notice how the revised version focuses on active verbs rather than forms of “to be” and adverbs and adjectives.

Before: The lessons that have prepared me for my career as an executive were taught to me by my mother.

After: My mother taught me lessons that will prove invaluable in my career as an executive.

Executive Education

Advanced Degrees That Open Cognitive and Financial Doors

T he Association of American Colleges and Universities (AACU) recently reported that employers give college graduates lower scores for preparedness across learning outcomes such as critical thinking, writing, analyzing/solving complex problems, and written communication. As a result, employers are looking for entry-level candidates with advanced degrees for their competitive edge and heightened skills. For those who wish to excel in their field, pursuing a graduate degree will open cognitive and financial doors while accelerating professional growth.

Professionals from the local community and around the world choose California State University, Northridge to pursue a wide range of career-focused graduate programs. Currently, CSUN offers master’s degree programs that prepare working adults for careers in the fields of business, healthcare, music industry management, taxation, and more. Their programs provide students with curricula specially designed for working professionals and are taught by experienced faculty and practitioners.

CSUN provides a quality educational experience, including a sound theoretical foundation, practical applications and exceptional student support services. With instructional content developed by a faculty of senior-level professionals and scholars from relevant disciplines, students will receive a cohesive and cumulative educational experience. The study of real-world cases brings current data into the classroom and provides the best blend of theory and practice.

Additionally, the cohort format enables students to build valuable working relationships with public sector administrators and peers, which will serve them throughout their professional lives. The programs also feature a fixed schedule of courses which enables participants to plan their studies around their existing professional and personal responsibilities. Students will also benefit from the one-on-one support of a designated program manager and a CSUN faculty member assigned to them for the duration of their education. This support frees busy professionals from navigating the University’s administrative systems and leaves them free to focus on their studies.

As a result, CSUN’s fully online programs have on-time graduation rates that average 70 to 80 percent, with some programs reaching over 90 percent. Graduates of CSUN’s online programs also regularly report finding positions in their intended field and receiving meaningful promotions following graduation.

For more information, please visit bscollege.csun.edu.

Continued on page 26
The University of La Verne strives to connect with all walks of life in our region, helping people and organizations through partnerships, philanthropy and — for our college-bound neighbors — scholarships. Where does this drive come from? As members of the Board of Trustees and business leaders in Los Angeles and Orange counties, we can tell you first hand, it lies at the heart of our core values — community engagement and life-long learning.

We prepare our students to be future leaders, global citizens ready to take on myriad challenges in a diverse society. Many of our students come to La Verne as first-generation students and go on to become key players in the small business community, while some take the helm of large corporations and municipalities. These alumni carry the values they have learned at La Verne into their professional lives.

We champion the many leaders in the Southland who embrace these values. This month, our institution will honor Richard, Robert, Roger and Randall Lewis of the Lewis Group of Companies, a developer long known for building residential, commercial and retail projects throughout the region. Their legacy of giving can be seen throughout California and neighboring states, with their names inscribed on schools, parks, theaters and community centers. The Lewis brothers generously contribute to college and university scholarships across Southern California and Nevada.

But let us first take a step back. What kinds of students come to our institution? More than 40 percent are the first in their families to go to college. These first-generation students navigate a challenging, unfamiliar path, one for which they have no point of reference. With the help of programs, such as the First Generation Student Success Program, we actively assist them in their journey toward excellence. Our partnership with the Lewis brothers is among the many examples that make it possible for first-generation students to turn their dreams into reality.

Increasing college access to all students, empowering them to fulfill their dreams and the dreams their parents have for them, is a mission we should all share. Providing an exemplary education to the future leaders of our communities is something we should all support.

We call on the business community to join us in this mission. Please join us for our upcoming Gala on March 21 at the Fairplex Conference Center so you, too, can be a leader in educational access, a healthier economy and a better future. Visit laverne.edu/gala15 for more information.

MICHAEL J. BIDART is managing partner with Sher- noff Bidart Echeverria Bentley LLP. A prominent consumer attorney since 1974, he has earned the highest rating from Martindale-Hubbell (AV), the national legal rating publication. He holds a bachelor of science degree from California Polytechnic University and a juris doctorate from Pepperdine University School of Law. He is also a fellow in the American Board of Trial Advocates, the International Academy of Trial Lawyers and American College of Trial Lawyers and has served on the boards of the Consumer Attorneys of California (CADC) and Consumer Attorneys of Los Angeles. Currently, he is Chair of the University of La Verne College of Law’s Board of Visitors.

STEVE REENDERS is president of The Reenders Company, a consulting and investment firm located in San Clemente. He is also chair of the Covina Irrigating Company and a director of Sunwest Bank in Irvine. He earned his bachelor’s degree in Economics from the University of La Verne.

Michael J. Bidart, Partner, Sheroff Bidart Echeverria Bentley LLP and University of La Verne Board Trustee
and Steven Reenders, President, The Reenders Company and University of La Verne Board Trustee

Richard, Robert, Roger, and Randall Lewis, of the Lewis Group of Companies

To purchase tickets to the Scholarship Gala 2015, please visit: laverne.edu/galatickets.
A Small Business Development Center that is Helping to Build a Better Economy

San Dimas businessman who dreamed of opening a bakery with his mother came to Sean Snider in September for help.

Snider, director of the University of La Verne Small Business Development Center, worked with him to develop a business plan and financial statements, and also examined market research.

The man ultimately bought an existing business in Los Angeles with Snider’s assistance, and he and his mother are already seeing success.

“It’s really enjoyable to work with such passionate people and find new resources and strategies that can help them achieve their dream,” Snider said.

The newest site of the Los Angeles Regional Small Business Development Center Network sits amidst tree-lined streets that blend college vitality with historic homes and other relics of yesteryear in the San Gabriel Valley city of La Verne.

Since it opened in 2014, the center has already made an impact on its surrounding communities, assisting 117 clients through seminars, one-on-one meetings and other services. Snider and his team have helped start five new businesses. Businesses have also been able to secure more than $412,000 in debt and equity financing.

“When we decided to open the Small Business Development Center at La Verne, at the front of our minds was our commitment to community engagement and the opportunity to provide experiential learning opportunities to our students,” said Dr. Ibrahim “Ab” Helou, Dean of the College of Business and Public Management.

“It is fantastic to see that the center is already fulfilling its purpose and making an impact on the Southern California economy. We hope to see our partnerships with small businesses and entrepreneurs continue to grow.”

University of La Verne President Devorah Lieberman shared Helou’s enthusiasm for the results the center is already seeing.

“Small business development was among the top priorities of our 2020 Strategic Vision, as it was expected to be a high community need,” President Lieberman said. “These early numbers from the center validate our anticipation and I am eager to see how the center affects the community in the coming years.”

Not only does the Small Business Development Center help start new businesses, but its employees also help improve existing businesses.

A strike that began last year at the Port of Long Beach resulted in lost revenue for Monica and Kiet Shu’s small trucking business, Beattie’s Trucking Group, Inc., so the West Covina couple turned to the La Verne center for tips on how to grow their organization.

“Right now, we’re trying to get all the financials together, and we’re going to apply for a loan to see if we can get another truck,” Monica Rivera Shu said.

They dream of one day growing the business to 13 long-haul trucks.

“We want to be able to grow, but we also want to be able to provide jobs,” Rivera Shu said.

Snider says the center’s work is only a piece of the puzzle, and that organizations such as the La Verne Chamber of Commerce, legislators and other community members have also been instrumental in its success.

“My goals for the future are to reach more small businesses, develop a team of individuals that can add value to them and ultimately work with a broader range of partners to help small businesses get started or grow,” Snider said.

The University of La Verne Small Business Development Center serves on average 300 small businesses and entrepreneurs in surrounding cities.

The Los Angeles Regional Small Business Development Center Network is funded in part by the U.S. Small Business Administration. The network received $3.5 million in federal funds in 2009, which were matched with state, community or private funds. The centers provide free or low-cost training to more than 1.4 million business owners annually through 950 SBDC service centers nationwide.

Continued on page 24

EXECUTIVE EDUCATION

Why Do Students Like Online Learning?

Why do students flock to the online learning environment? With over four million students enrolled in online schools and universities (and that number is growing 30% per year), there are many compelling arguments for attending a cyber classroom.

1. Students can “attend” a course at anytime, from anywhere. This means that parents can attend to their children, then sit down to class; working students can attend classes no matter what their work schedule might be; folks that travel for business or pleasure can attend class from anywhere in the world that has internet access.

2. Online learning enables students centered teaching approaches. Every student has their own way of learning that works best for them. Some learn visually others do better when they “learn by doing.”

3. Course material is accessible 24 hours a day 7 days a week. Students have the ability to read and re-read lectures, discussions, explanations and comments. Often spoken material in the classroom passes students by due to a number of distractions, missed classes, tiredness or boredom.

4. In an online environment, attendance to class is only evident if the student actually participates in classroom discussion. This increases student interaction and the diversity of opinion, because everyone gets a say, not just the most talkative.

5. Online instructors come with practical knowledge and may be from any location across the globe. This allows students to be exposed to knowledge that can’t be learned in books and see how class concepts are applied in real business situations.

6. Using the internet to attend class, research information and communication with other students teaches skills in using technologies that will be crucial to workers in the 21st century business community that works with colleagues globally and across time zones.

7. Participating online is much less intimidating than “in the classroom.” Anonymity provides students a level playing field undisturbed by bias caused by seating arrangement, gender, race and age. Students can also think longer about what they want to say and add their comments when ready. In a traditional classroom, the conversation could have gone way past the point where the student wants to comment.

8. Because online institutions often offer “chat rooms” for informal conversation between students, where student bios and non class discussions can take place, there appears to be a increased
Loyola Law School’s Master of Science in Legal Studies (MLS) program equips working professionals to excel in their fields with legal skills and training in a variety of subject areas. Whether following a self-designed course of study or one of five specializations, MLS students have the flexibility to create a curriculum that empowers them to capitalize on new challenges.

Enhance your credentials in a key area:

Business Law
Students specializing in Corporate Law and International Business Law gain their footing in deal-making and corporate structuring through the required courses of Contracts and Business Associations. Additionally, Corporate Law students take Mergers & Acquisitions and Securities Regulation. Electives include Antitrust Law, Business Planning, Financing the Start-Up Business, & Venture Capital Financing and Business Strategies for Lawyers.

Entertainment Law
Students in this specialization take Copyright, Trademark and Entertainment Law. Electives include Financing Entertainment Industry Ventures, Litigating a Media Law Case, Motion Picture Finance & Production and Reality TV & New Media Production & Distribution.

Fashion Law
Loyola’s Fashion Law Project – the only program of its kind on the West Coast – offers unique symposia, rare industry networking opportunities and a cache of fashion business courses.

Health Care Law
Offerings like a Health Law Alumni Chapter and courses on health care access, quality and cost prime students to take on new challenges in this ever-evolving field.

Intellectual Property Law
Students may select from Advertising Law, Digital Media & the Law, Fashion Law Business Transactions, Laws of Video Games & Virtual Worlds, Right of Publicity, Trade Secret Law and related courses.

Technology Law
Learn how to rule Silicon Beach with professors who research and teach in the emerging areas of Digital Media & the Law and Technology & Privacy.

The MLS program takes one year to complete full-time or two years part-time – as opposed to the three to four years necessary to earn a JD. Two required courses – Legal Research & Writing and Introduction to American Law – provide all students with an essential legal foundation. MLS students must also take a first year course from Loyola’s JD catalog such as Contracts, Criminal Law or Property. Advisors are available to help students make course choices from among myriad electives.

MLS Specializations:
- Corporate Law
- Criminal Justice
- Entertainment Law
- Intellectual Property
- International Business Law

SCHOLARSHIPS AVAILABLE
Visit lls.edu/labj for more information, including a complete course listing.

Apply Now
lls.edu/labj
To learn more, contact the Office of Admissions:
213-736-3074 or admissions@lls.edu
Organizations coping with smaller staffs and fewer resources need greater personal accountability from their employees, but it’s often difficult to achieve. The Center for Creative Leadership (CCL) is offering tips on how to foster this valuable workplace skill in its 50th practical and easy-to-read leadership development guidebook — part of its long-running series of educational guidebooks and tools for the workplace.

The recently published “Accountability: Taking Ownership of Your Responsibility” is the newest in the Center’s series of Ideas Into Action guidebooks, which offer practicing managers information on topics including coaching, active listening and managing conflict. CCL published its first Ideas Into Action guidebook in 1998, and the series has been distributed globally. Henry Browning, a senior faculty member at CCL and the lead author, said the newest edition can help practicing managers “see how to turn the biggest obstacle to accountability — fear in the workplace — into trust.”

“Trust is built slowly, and when it is lost, it takes a long time to rebuild,” Browning said. “The best advice is to build it consistently over time. As we note in the guidebook, when there is fear, people tend to hide, hold back and do only what is expected.”

The accountability guidebook clearly and concisely explores why employees often don’t take ownership of their decisions, play the blame game or are crippled by fear of punishment. It offers ways for organizations to develop a culture of accountability — a willingness to face the consequences that come with success or failure — that begins with top management and spreads to all levels of managers and employees.

The accountability guidebook clearly and concisely explores why employees often don’t take ownership of their decisions, play the blame game or are crippled by fear of punishment. It offers ways for organizations to develop a culture of accountability — a willingness to face the consequences that come with success or failure — that begins with top management and spreads to all levels of managers and employees.

The accountability guidebook, based on five years of study with major companies around the world, also features an accountability scorecard that can help managers figure out the problems in their organizations.

Browning and his co-authors outline five major strategies for creating an environment that encourages accountability:

1. Offer support to employees from senior leadership, direct supervisors and their work teams. Create an environment that tolerates mistakes and individual differences.
2. Give employees freedom to accomplish a goal or task, promoting ownership in the process or results.
3. Provide access to all information needed to make decisions.
4. Offer some control over resources.
5. Be clear about to whom an employee is accountable and for what outcomes.

Ultimately, according to the guidebook, “A culture of accountability is one that provides a free flow of information, works to secure viable resources, keeps fear to a minimum, rewards risk-taking and treats mistakes as learning opportunities and not career-ending events.”

The Center for Creative Leadership is a global provider of executive education that accelerates strategy and business results by unlocking the leadership potential of individuals and organizations. Founded in 1970 as a nonprofit educational institution focused exclusively on leadership education and research, CCL helps clients worldwide cultivate creative leadership — the capacity to achieve more than imagined by thinking and acting beyond boundaries — through an array of programs, products and other services. CCL is headquartered in Greensboro, N.C., with campuses in Colorado Springs, San Diego, Brussels, Moscow, Singapore, Pune, India and Addis Ababa, Ethiopia. Its work is supported by 500 faculty members and staff.
Since 1954, UCLA Anderson Executive Education has been empowering leaders to create positive change in their organizations. We’re not just on campus. We partner with you wherever you are in the world: on the go, in the cloud and online. Whatever your business, we’ll dig deep and build a solution that helps you Think in the Next.
For Careers on the Rise, New Non-JD Legal Program Offers Tools for Ascent

By SEAN M. SCOTT

Imagine closing a critical merger deal armed with corporate law knowledge that rivals that of outside counsel. Consider structuring a television distribution agreement based on your intense familiarity with copyright, trademark and contract law. Contemplate forming a cross-border trade pact relying on your knowledge of treaties governing international sales and licensing. Now imagine doing all that without a law degree. That is precisely what Loyola Law School, Los Angeles did when it created its new Master of Science in Legal Studies (MLS) program.

In fall 2015, Loyola Law School will draw on a century of educating some of the country’s finest lawyers as it launches its first graduate program designed for those not intending to practice law. The new MLS program will offer students the opportunity to design their own degree or enroll in an area of specialization: Corporate Law, Criminal Justice, Entertainment Law, Intellectual Property or International Business Law. The non-JD program takes one year to complete full-time or two years part-time – as opposed to the three to four years necessary to earn a JD. Students must apply by May 1 to be considered for fall 2015 admission. Application details, course offerings and more information are available at www.lls.edu/MLS.

“From fashion and finance to health care and media production, emerging legal issues increasingly complicate how business is conducted in the U.S. and abroad. Our new Master of Science in Legal Studies is intended to empower today’s leaders to flourish amid those changes,” said Dean Victor Gold. “What we bring to the table is almost 100 years of excellence in legal education, which will provide our MLS students the highest level of training possible.”

To design a program that best meets their needs, MLS students may select from a wide array of Law School course offerings, in most instances taking the same classes as JD students. Two required courses – Legal Research & Writing and Introduction to American Law – provide all students with an essential legal foundation. Beyond that and a short list of required courses specially tailored for each specialization, students have many class options. Advisors are available to help students make course choices from among myriad electives. And Areas of Study in subjects like Health Care Law and Fashion Law allow students designing their own degrees to focus on an emerging field.

Enhanced Credentials in Key Areas:

Business Law

Criminal Law
• Students specializing in Criminal Justice take the foundational classes of Criminal Law and Criminal Procedure. Electives include Criminal Tax Practice & Procedure, Cybercrime and White Collar Crime.

Entertainment Law
• Students in this specialization take Copyright, Trademark and Entertainment Law. Electives include Financing Entertainment Industry Ventures, Litigating a Media Law Case, Motion Picture Finance & Production and Reality TV & New Media Production & Distribution.

Health Care Law
• Courses on health care access, quality and cost prime students to take on new challenges in this ever-evolving field, which is an Area of Study. Offerings like a Health Law Alumni Chapter provide instant connections.

Intellectual Property Law
• To complement their required courses of Copyright, Trademark and Patent Law, IP Law students may select from Advertising Law, Digital Media & the Law, Fashion Law Business Transactions, Laws of Video Games & Virtual Worlds, Right of Publicity, Trade Secret Law and many other related courses.

International Law

Sean M. Scott is senior associate dean at Loyola Law School, Los Angeles, where she teaches Contracts, Law of Sales and other courses. Prior to teaching, she was an associate at Manatt, Phelps & Phillips LLP in Los Angeles.
Covering Every Discipline In Construction

The old saying goes that no one ever washes a rental car. If you don’t own it, you just don’t care as much. The difference with Parker Brown, Inc., is that when they sign on for your project, they act like they own it.

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– Jamie Cleary, Dolphin Partners

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Does Executive Education Provide Return on Investment for Employers?

By Sarah Clark

Measuring the return on investment for big-ticket purchases has been and always will be important to efficient organizations, but in the wake of the recession, hunkered-down companies have become that much more insistent that dollars be wisely spent. While skills-based training benefits can be tracked and measured, quantifying the return on big-picture, strategic learning is as challenging as ever. Executive education is about learning new tools, frameworks, ways to think about the business and the global economy. That’s not something you can test at the end of a chapter. Even if one suspects that a program may have helped ready a senior executive for the next big task, it’s nearly impossible to trace a direct line. When looking CEOs look at ROI of executive education, it is probably best to use the analogy of the strategic radar screen. Every CEO has a list of big, strategic issues and challenges he or she would like to tackle in the next three, six or eighteen months. When the CEO sends someone for training, he or she is looking for the school to help ready that person to address a particular issue on the radar screen. So the question is, three months later, six months later, is it clear that the employee was prepared to deal with that issue or not?

Increasingly, companies that send executives to open-enrollment programs are sending them with very specific goals, challenges they are expected to solve while they’re away. In the past it was: “Broaden their perspectives, give them new knowledge, best practices, tools to use in the field.” Now it’s much more: “Do all that, but also get something done while you’re here that’s going to impact our P&L or our bottom line this fiscal year.” Executives arrive at education programs with several significant business challenges their companies need to address. When they leave, they are expected to bring back keen insights, new thought leadership and, most importantly, solutions to those problems. For open enrollment, the more focused the company’s objectives for the executive, the easier it is to measure results. In custom corporate programs, metrics for evaluating return can be embedded upfront. One area in which companies have had a relatively easy time justifying education spend is in succession planning, whether it’s preparing a candidate for the CEO office or readying a middle manager for a C-suite role.

Regardless of what industry a company is in, however, when an employee returns to an organization after being sent to learn a set of skills, the company benefits from that employee’s enhanced knowledge as well as the morale boost and gratitude an employee has after participating in such a course.

Sarah Clark is a freelance writer.

Continued from page 24

9. The online environment makes instructors more approachable. Students can talk openly with their teachers through online chats, email and in news-group discussions, without waiting for office hours that may not be convenient. This option for communication provides enhanced contact between instructors and students.

10. Online course development allows for a broad spectrum of content. Students can access the school’s library from their PC’s for research articles, ebook content and other material without worries that the material is already “checked out.”

11. Students often feel that they can actually listen to the comments made by other students. Because everyone gets a chance to contribute, students are less irritated with those that “over contribute” and can ask for clarification of any comments that are unclear.

12. Over 75% of colleges and universities in the U.S. offer online degree programs, with online degrees as respected as “on the ground” degrees. (Lewis)

13. Online classrooms also facilitate team learning by providing chatrooms and newsgroups for meetings and joint work. This eliminates the problems of mismatched schedules, finding a meeting location and distributing work for review between meetings.

14. Students often comment that online learning lets them attend class when fully awake and attend in increments of convenient time block, rather than rigid 2 or 4 hour stretches once or twice a week.

15. Because there are no geographic barriers to online learning, students can find a diversity of course material that may not be available to them where they live or work. This is especially true for professional training such as medical billing training or purchasing training and for students in remote rural areas that cannot support college or vocational training centers.

While “brick and mortar” institutions will never be eliminated, it’s easy to see why a growing number of people are attending class in the cyber world. They may be reasons of accessibility, flexibility or quality, all compelling and contributing to the attractiveness of this mode of learning.

Information Provided by WorldWideLearn.