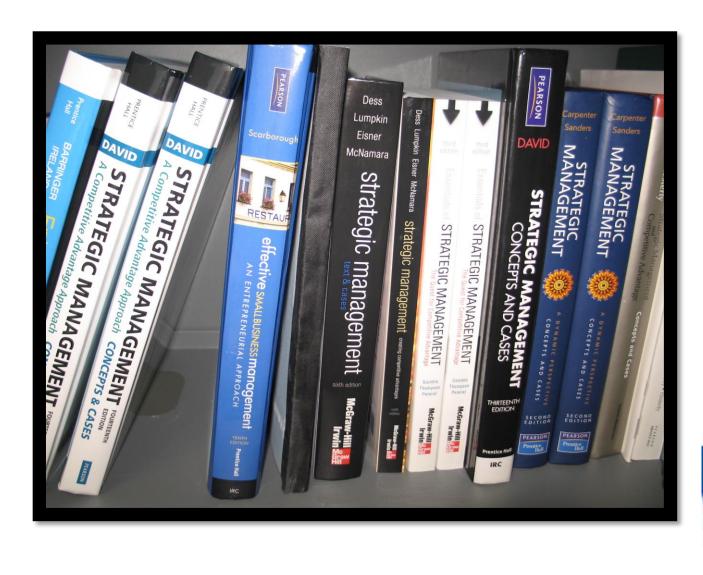
Moving beyond books...





Introduction

The University of Pittsburgh at Bradford is a unique campus within the Pitt system. Our students benefit from a tight-knit learning community that is dedicated to success, yet our institution is the seventh largest employer in McKean County and we are tightly woven into the Bradford business culture. It makes sense that we share our resources and programs to help strengthen this community while providing students with real-world experience. Pitt-Bradford's business students are able to learn via local firms in a ways that offer experiential learning from a business perspective. We incorporate hands-on approaches, expanding their viewpoints and developing skills through active learning. There's dual value in Pitt-Bradford's commitment to building ties and strengthening Northcentral Pennsylvania's business ecosystem. I'll provide opportunities for community-engaged scholarship, challenges, and how sharing resources benefits not just students, but Bradford and the surrounding region in numerous ways.

Why?

Bradford

•Building upon the "positive energy" in the community regarding local business growth and success •Community Pride and engaging students in what is "out there" beyond the confines of the university •Giving students the confidence and power to realize that they can make a difference in the community, and building connections so they can keep making a difference even after graduation •Many businesses in the area are looking for business guidance; they want these professionals to truly care about the community beyond just \$. The services provided by students are at no charge, but would be costly otherwise. •There are many different industries thriving in the Bradford area! Why just read about businesses and do casestudies from a book when there are so many firms here that can be studied and/or helped?

Active Learning

•Strategy is a dynamic discipline in that it's not just textbook memorization, but it's more the effective synthesis and application of concepts/models to achieve a goal.

•Students professionally interact with businesses. They will combine their knowledge, skills, abilities, and experiences gained from prior employment/business courses while taking into account the business functional areas (accounting, marketing, etc.).

•The goal of a strategic analysis is to make a positive impact upon the business(es) under study by assessing outcomes of strategic models and then providing constructive recommendations for the firms to achieve sustainable competitive advantage.

•I'm hoping that even after course conclusion, the students still have a vested interest in these companies by potentially building lasting relationships with business owners, managers, and colleagues from their groups.

A Community Strategy **Business Management and Experiential Learning in** the Bradford Community

University of Pittsburgh | Bradford

Amy Gresock, Ph.D.

Assistant Professor of Management The University of Pittsburgh at Bradford

Types of Busine

Some of the community organizations include organizations that are large and not-for-profit and for Retai Grocery Manufacturing Dollar Store Nonprofit Restaurant Diner/Coffee shop / Salon

Student feed

"This project allowed me to apply textbool business...to really see busin

"This was a great experience to talk to managers really make decisions and the currently."

"I enjoyed the freedom we were given to w to how things work in a red

This course integrates fundamental concepts from each of the business management core courses to create overall organizational plans and strategies. A focus on real-world business applications is an integral part of the course, which is why experiential learning works so well. Students arrive at well-thought and researched ideas of what the strategy is / should be for the organizations partnered with. By doing this, students will be able to make the link between what they learn in class regarding strategic concepts and what real companies are currently doing. They will effectively evaluate how companies can potentially improve or sustain their current strategy for future competitive advantage. This can be of great benefit to local companies, and helps cultivate the relationship between the business and the university as a whole.



nesses	Greatest Challenges	How A
is students have gone into id small, public and private, pr-profit :	Professional communication skills	Lesson profess highly b
ng e	Timeliness	Multipl Informa needs r
/ Bakery	Tones used by students	Give su change service on how
Iback ok knowledge to a real-world iness in action." o a manager and see how e challenges they are facing work independently and look eal company."	Patience of students with company	Teach t emerge earlier agreem
	Developing trust	Student their su exceedi key. Res compar grade is pressur

The Courses

The Capstone: Strategic Management Course (MGMT1451)

Principles of Management (MGMT0110)

This introductory course focuses on the basic management functions in business. I also emphasize developing leadership, teamwork, and communication skills. One of the key assignments is an individual Business Analysis, where a student visits a local business and not just describes what they are doing currently, but compares and contrasts to others in the industry and provides recommendations for issues that they are facing. In doing this during an early-level class, I create student familiarity with local businesses and hope to engage them in the local business community. This is key, so that by the time they arrive at the Capstone course, they already have ties to the community and have interacted with local businesses.

...and into our community

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Addressed

on communication stressing the importance of sionalism w/ businesses. Discussion of "dos and don'ts" is beneficial

ole "Status Updates" by students to check progress. nal discussions in class to see what went well and what more attention

uggestions. Instead of "your customer service is horrible", e tone to "while your product quality is great, the customer e aspect can use some improvement. Here are some ideas v we can make this even better..."

that 'your lack of preparation doesn't constitute their gency'. Remind students to ask for info from firm much than they need it. Create timelines early on and get ment. Be respectful of the duties of managers

nts need to show company they are genuinely interested in uccess and truly want to help them. Meeting deadlines, ding expectations, and delivering what they promise are espect what the company wants to keep confidential. Let any know you are there to guide them. Also, students' is not based upon plan implementation so there is no ire put on companies if they decide to implement or not