

winter 2009

# transform

Gatton College of Business and Economics

THE  
EDUCATION  
OF BUSINESS



# transform

Gatton College of Business and Economics

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*Transform* is made possible through the continued generosity of Donald L. McWhorter '58BE.

*Dear Friends of the College,*

Greetings! We are now in a new calendar year. With that should come a sense of optimism for the future. That future is built on our wonderful accomplishments.

So, let us at this time celebrate our accomplishments over the past calendar year. Join me in being grateful for the tremendous support that our alumni have shown us through gifts, time and support for our various programs, including the Global Scholars Program, Scholars in Engineering and Management, MS in Accountancy, and the MBA program.

Our building project, the President has assured us, remains the top academic building priority for the University. Thanks to many of you, we have gift pledges of more than \$20 million for our building. The total gifts and pledges in both restricted and unrestricted giving that have come in to the Gatton College since July 2003 exceeds \$51 million. We wish to thank each and every one of you for making this possible.

*Join me in lauding and celebrating the success of our students in classrooms, athletic arenas, competitions, internships and careers.*

*Join me in congratulating and celebrating our faculty for their successes in publications, presentations, editorial leadership, teaching and community engagement.*

*Join me in appreciating and celebrating the contributions and initiatives of our staff.*

We are indeed fortunate to have a committed and gifted faculty and staff that are productive and innovative.

There are two particular initiatives of the College undertaken this year that I wish to highlight: executive education and our MS in Accountancy program.

We are particularly delighted with a renewed thrust on executive education that we are engaged in at our College with our newly renamed Executive Education Center. Executive education interweaves our research and teaching into the world of practice and provides another important avenue for professional growth for our faculty and staff.

We are also proud of our newly re-launched MS in Accountancy program. It is now a one-year program that is modular and arranged to facilitate preparation and sitting for the modules of the CPA examinations.

I am saving our national championship for the last. Last semester a team of three students from our College, Jeffrey Howard, Mark Spurlin and Ryan Hayes, accompanied by their faculty coach Dr. Gordon Holbein took part in a national Biz Quiz competition held at Ohio State University and supported by *The Wall Street Journal* and Nationwide. Jeffrey Howard answered his way to become the National Individual Champion at that competition and our team placed fourth among a top-notch roster of 24 teams. Way to go!

That is hard to top. So, let me end by wishing everyone a fantastic 2009. I hope to see you all soon as we work together to make the world a better place through our leadership, innovation, learning, teaching and the sharing of good will. Let us focus on making our students World Ready!

*D. Sudharshan*

D. Sudharshan  
Dean, Gatton College of Business and Economics

*D. Sudharshan*

# ▶ SERVING THE COMMONWEALTH

As part of a land-grant research university, the **Gatton College of Business and Economics** should be at the forefront of efforts to **help create and sustain strong communities, dynamic businesses, HIGH-PAYING JOBS and prosperity for all Kentuckians.**

For decades our graduates have been making a difference in and for Kentucky.

## BUT THERE'S MORE TO BE DONE.

As part of this effort, the College is expanding its executive education offerings in a manner that will not only make it more competitive with the nation's elite business schools, but will offer something unique for each client.

Top business schools located at universities such as Harvard, Stanford, Penn and MIT, have, for years,

offered a thick catalog of executive education courses and degrees such as MBAs. "What I see now is that people are looking for education, and they're looking for it in smaller snippets, so to speak, that fit with their schedule. I think that's where executive education has found its niche," observes Ralph Weickel, a leadership consultant working with Gatton to help promote its efforts. "I also think that companies are realizing that by creating learning opportunities they develop a creative advantage for them to retain talent."





One of Gatton's top clients agrees. "A lot of times we get so focused internally on how a company does things," observes Paul Rooke, a Gatton MBA graduate who is now executive vice president and president of the consumer printing division of Lexmark, Inc. "It's always important to continue to look externally at how others are doing things. The challenge to any company is, how do we keep innovating, how do we keep improving?"

Mr. Rooke's company, which sports 13,000

employees across the globe, is one of many to have extensively participated in Gatton programs such as the MBA Roundtable Series; One-Year MBA; and Project Connect. Now, through its emerging Executive Education Center (formerly called the International Business Management Center), Gatton is positioned to be even more valuable when it comes to helping firms such as Lexmark continue to develop the skills and insights of their upper management teams.

The Executive Education Center will help carry out

Gatton's vision to lead UK's efforts to provide the educational atmosphere, capabilities and impact of a Top 20 university, observes Dean D. Sudharshan.

"As part of that, we have determined that the impact that a business school has is manifold," adds Dean Sudharshan. "Our primary methods of teaching transfer knowledge, skills and capabilities, and we can transfer these at various levels in an organization. The various levels span from entry-level business functions for our undergraduates; to early managerial and middle management positions through MBAs; through specific programmatic impact through specialized and

own knowledge search and growth. Executive education, by its very nature of interacting with those on what you would call the laboratory benches, enables our knowledge to grow, many times, in unpredictable ways. We ask questions. We get engaged in partnership in knowledge discovery."

"One thing we're really excited about is that we've had a lot of our faculty become involved in our programs," adds Dr. Merl Hackbart, Gatton's associate dean and the director of the Executive Education Center. "Some of our newest faculty have a strong interest in engagement with our community—this is



## THIS IS THE TIME TO INVEST IN YOUR PEOPLE,

focused topic-based non-degree programs; through more conceptual inspirational and perspective-broadening programs; and through middle and senior executive educational experiences."

While noting that Gatton has been very strong with its undergraduate and masters' programs, the dean asserts that it has not been a significant player when it comes to providing knowledge and education at senior executive levels. "To our knowledge there is not a significant provider in Kentucky. It is our role to take on leadership of this aspect of creating, managing and growing the economic health of Kentucky."

Furthermore, the Dean notes that the Center's programs will not only impact the Kentucky economy but the university itself. "By engaging in executive education, we will be providing internal education in some sense. Faculty are very keen on continuing their

one of the priorities of the University."

Dr. Hackbart notes that the constituencies for the Center are rather broad. "They include businesses and corporations, staff members and executives, government and for-profit institutions and agencies as well. We also serve students here on campus, particularly in our Certificate of Business Administration program which was designed for those pursuing degrees in other areas who would benefit from knowledge of business concepts."

In addition to the Certificate in Business Administration program (find out more information on this program by visiting [gatton.uky.edu](http://gatton.uky.edu)), that is now in its third year, the center also provides tailored tracks for individual businesses. These programs, with their focus on executive education, target the specific needs and goals of the companies.

One example of such a company taking advantage of this tailored approach, notes Dr. Hackbart, is L3 Communications. “We met with them ahead of time about their particular needs, and discussed the organization of the firm and the type of educational experiences they felt would be most advantageous. After we had those conversations, we developed a program we thought would fit their needs.”

Dean Sudharshan explains that while the Center will continue to focus on such targeted, customized programs, it also will provide more general, open enrollment programs that will play to Gatton’s strengths

and continue beyond a Gatton training event are increasing. Weickel is hoping to create online forums and social networking sites, “so we’re a conduit for continuing learning and ongoing ideas. You’ll have a log-in and can continue talking with folks. It’s great to be able to say, ‘Hey I’m noticing this. What have you experienced? What have you encountered?’—this is one thing that will set us apart.”

During economic times such as those we currently face, companies are easily tempted to cut training budgets. Weickel cautions, “This is the time to invest in your people, so you can keep your best and brightest.

## SO YOU CAN KEEP YOUR BEST AND BRIGHTEST.

and provide more opportunities for all Kentucky businesses. “If you look at small or middle size enterprises, there isn’t enough of a mass to have a customized program for middle and senior managers. For those organizations we need to provide a platform where many of them can participate.”

Many of the corporate leaders the center serves are already well-trained, observes Dr. Hackbart. “But there’s always newer concepts, new ideas, and this program applies exposure to them. It gives senior and mid-level managers an opportunity to have conversations with peers in other settings. “They can say, ‘Here’s an issue in my company. You do it that way in your company? That’s interesting.’” A faculty member could say, ‘Here’s an alternative approach that has been considered in a different setting.’”

The opportunities for such conversations to

It takes leadership vision and leadership fortitude. Every company says people are its greatest asset. If you really believe that, then you’ve got to put the resources with it.”

He adds, “Companies also need to consider what they expect to get back. You can’t just cross your fingers. There’s a game plan that goes with it, asking your employees, ‘What do you plan to learn, how do you plan to apply it?’”

Overall, notes Lexmark’s Mr. Rooke, executive education is an important vehicle for “looking at how things are done in different ways than you might get otherwise. The University, being rooted in Kentucky, is helpful for Kentucky-based businesses to have that resource available to them, to have that extended learning. We’re pushing our people to innovate and improve, wherever they are in the company.”

# EDUCATION FOR THE UNDERGRAD

## FROM THE DEAN:

When universities are developing their core curricula, business schools need to be at the table.

Business schools do an excellent job of educating their own students, whether at the undergraduate or graduate level, but they're failing in their responsibility to make sure nonbusiness students at their home universities are receiving a complete education. That's because, when universities develop their core curricula, so few business faculty take part in the process.

At most schools, the core curriculum is packed with requirements from the arts and sciences fields, while business topics are largely overlooked. But considering how many graduates business schools turn out, this lack of representation doesn't make sense. For instance, the National Institute for Educational Statistics says that, in the 2003-2004 school year, more than 905,000 bachelor's degrees were awarded in the U.S. Of those, nearly 178,000 were business degrees—close to 20 percent of the total. By comparison, 25 percent went to arts and sciences students in a wide array of fields, including literature, language, humanities, math, philosophy and history.

But while there's a far greater concentration of students majoring in business than in any arts and sciences discipline, business schools are not well represented in discussions on undergraduate education, at least in the U.S. For instance, none of the 10 members of the Boyer Commission on Education Undergraduates in the Research University have a business school affiliation.



by D. SUDHARSHAN

*D. Sudharshan*



Perhaps, in the past, business school faculty and administrators have been too busy or too apathetic to agitate for a chance to help develop the curricula at our schools. But not only does this mean our topics are sorely underrepresented in general education, it also means we are shirking our responsibility to educate all students.

Graduates with baccalaureate degrees will enter a world that is amazingly complex. Computational power is growing at a phenomenal rate, data are increasingly abundant, and research laboratories—big and small, American and international—are brimming with inventions. Research constantly reveals more secrets about life and even challenges what life is. The sublime creativity of humans is reflected in ever more bold and subtle art forms. Distances matter less. Conflicts are about larger and larger matters, but even though many are rooted in historical events, most of these conflicts are about contemporary power.

All undergraduate students should have a platform from which to live in such a world. All undergraduates should know how to build better lives through innovation, how to understand their consumption choices, how to develop and foster the best economic institutions, and how to create enough wealth to achieve the standards of living they desire. I believe that if business faculty participate in undergraduate curriculum development, we can prepare all students—not just business students—to succeed at these tasks.

## What can business schools offer to undergraduates?

I see five areas where we can enrich their lives.

1

First, we can expose them to the experience of conducting *business research*. Researchers develop curiosity, awareness, openness and adaptability as they test, explore and innovate. These skills will help graduates understand their economic world and navigate change, no matter what their situations.



business research

Second, business schools can make sure that all students are *business literate*. Undergraduates may not know where their career paths will take them. If, for instance, they choose to live in the U.S., they will be immersed in the American capitalist system. They will have to maneuver through this system for both personal and professional purposes, and they should know how it works.

For instance, currently about half of the U.S. population owns shares in publicly traded companies. By the year 2025, this number could reach 65 percent. Furthermore, more people are investing in stocks at a younger age. At the same time, more and more corporations are moving away from defined benefit plans and toward defined contribution plans, which means workers will need to know how to manage their own retirement money. As people live longer, they will have to care for themselves well into old age—and an important part of that is making sure they have enough money to do so.



2

Clearly, graduates of our baccalaureate programs need to have a sophisticated understanding of their financial affairs. When business schools help craft the undergraduate curriculum, they can make sure students receive the financial and accounting education they need to create and maintain their financial well-being.

business literate

3

## global marketing



Business schools also can make sure students have the *global marketing* education they need to engage with the world. The ubiquitous availability of information, the rapid globalization of university education, and the ease of international travel and commerce mean that most college graduates will interact with foreign countries, cultures and currencies sometime in their lives. An undergraduate education that includes a grounding in business can help prepare them for these transactions.



## economics

At the same time, as they interact with people around the world, students will export the values they developed at their homes and in their schools. Has their undergraduate education prepared them to understand the *economics* of their own countries? Do they understand how to engage in discourse about societies and economies based on models other than their own?

4



5

Finally, a curriculum that includes business education will turn graduates into leaders of *innovation*. No matter what jobs our students take after graduation, they will need to be inventive thinkers who can solve problems, entertain new ideas, and add economic value to any enterprise.

## innovation

The truth is, all undergraduates will have to compete in a world that constantly produces new technologies, new scientific discoveries, new media, and immense data sets. They will need superb communication skills, finely honed decision-making abilities, a broad awareness of the world, and a passion for innovation. Thus, they will need a foundation in finance, accounting, global marketing, innovation management and economics—which they only can receive from a core curriculum that incorporates the basic tenets of business.

When universities are developing their core curricula, business schools need to be at the table. If they are not invited to participate, they need to step up and offer their expertise. I believe that we have an imperative to contribute to the general education of our undergraduates so they can provide leadership—no matter where in the world their careers take them.

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UNIVERSITY OF KENTUCKY



# BEYOND THE CLASSROOM: PREPARING WORLD-READY PROFESSIONALS

Success in business depends not just on knowledge, skills and aptitude, but on another key ingredient—*savvy*.

Success in business depends not just on knowledge, skills and aptitude, but on another key ingredient—*savvy*. Members of Gatton's leadership and career services team have a special passion for inculcating the latter in their students at the Gatton College.

Dr. Randa Remer, leadership director for the Gatton College's Undergraduate Resource Center, and Azetta Williams, assistant director of career services, oversee Gatton's "Professionalism Series" which is designed to provide students with the edge they need to perform well during job interviews and achieve success on the job itself. The series dovetails smartly with the various career services Gatton provides as well.

"Faculty members provide good academic rigor, and our students come out academically ready for the positions they are seeking," Dr. Remer notes. "But employers were saying that our students were not professionally polished, in terms of how they handled themselves in the workplace and even in the interview process."

Responding to such feedback, Remer and Williams began to brainstorm and came up with a program that includes student ownership in a series of opportunities for undergrads to becoming more self-aware and poised as they prepare to embark upon their careers. The series launched in the fall of 2006 with a few workshops that have multiplied in both number and scope ever since then.

"Our number one goal is to make our students career-ready," Williams asserts. "We want them to realize there's a big picture. It's not just academics. There are some things you need to be doing along the way, and we try to expose them to as many programs as possible. We do special presentations and events, and I do a lot of collaboration with employers."

One example is "Resumania" where employers come in and critique the students' resumes a couple of times each year. Another specialized workshop focuses on how to network, with practice sessions and mock interview rounds featuring representatives of various companies. "They (the employers) give them feedback such as, 'Here are some tips I've learned across the years,'" Williams adds.

The Professionalism Series, as a whole, is geared toward freshmen and sophomores. Its core emphasis is that getting a job does not start in a student's senior year, but flows from a process that commences upon arrival at college.

"We usually start off with a workshop on how to kick-off your college career," explains Remer. "This helps freshmen understand how to navigate the university system, how to make wise choices in terms of involvement, so they are moving toward their goals."





“There are a lot of ways to get to one path,” Williams adds. “Sometimes the students think, ‘I must have this one particular major,’ or ‘I must work for one particular company.’ A lot of my one-on-one counseling is about their passions, their interests, their goals, what they bring to the table...how they can develop themselves.”

While resume guidance and internships are crucial components to the job search process, there are also other valuable lessons addressed within the series. One such program is “Dress for Success” where Gatton partners with Dillards department store chain to use their clothing lines for student models, demonstrating the appropriate look for everything from business casual to reception party attire. The event includes discussing how to wear a tie and what clothing options should be chosen for different points throughout the day.

In addition to dressing for the part, interviewing skills are crucial. In the program “Interviewing Like a Star,” students are given hands-on experiences and practical tips for a successful interview experience. “This has been one of our most successful programs so far,” describes Remer. “We had about 95 students participate; a lot of them asked questions and said they want more interviewing tips.”

Once students master these interviewing skills they are put to the test during the “Round Robin Interviewing” program. For this experience, several companies are brought to campus to give students interviewing experience and feedback on ways to improve. This past fall after the event was held, employers were invited back on campus for a networking event that helped give students tips on how to make their way around a room, when and how to eat, when to ask for a business card or offer a card, and so forth.

“In the spring, students will go through ‘Network or Don’t Work,’” Remer continues. “We’ll also look at generational issues in the workplace. In addition, we’ll have a dining etiquette class, and a class on the new business culture that looks at diversity in the workplace and how to handle yourself in the global economy.”

The academic school year will culminate in a “dining etiquette” banquet where area employers will once again make their way to UK. Students will practice their skills across a five-course meal with the business leaders.

“The success of this event has been growing leaps and bounds. Probably 60 percent of those who come to that dinner end up with an internship or a job offer from employers,” Remer says.

A key twist to the Professionalism Series is the involvement and leadership



**SALLY CUMMINGS  
FOSTER**

*Director of MBA Career Services*

Sally Foster joined Gatton’s MBA Center as director of career services in 2006. In her role as director, she works one-on-one with MBA students and alumni helping and preparing them for business-related careers. She also works closely with employers bringing them to campus for seminars, career fairs and recruitment opportunities. Before coming to Gatton, Foster was the director of career services at Asbury College, a liberal arts college in central Kentucky. She has a B.A. degree in psychology from Taylor University and an M.A. degree in counseling from Asbury Theological Seminary.

of a core group of undergraduates affectionately known as the “GatCats.” These are peer trainers who lead the workshop sessions, with equipping and mentoring from various faculty and staff members.

“We help them prepare for workshops ahead of time. We’ve given them a lot of resources. They practice presenting in front of Azetta and myself, prior to giving it to the student body. We might come along and put in a few helpful hints, but they really lead those on their own,” Remer observes.

Students who become GatCats not only embrace a tremendous opportunity to hone their professional skills but have a fabulous chance to network with the employers with whom they are organizing the on-campus events. “They reap the benefits even more so,” she adds.

Those applying to take on such a leadership role must demonstrate some sort of previous leadership experience, and bear “at least the beginning qualities of how to present themselves. They don’t have to be polished, because we’ll help them in that process. But they have to have some knowledge about why this is important for students,” explains Williams.

“We find that the students relate to them very well,” she says. “Some say, ‘How can I be a GatCat?’ They are so invaluable to us. It’s been great to watch them grow as young professionals. They

wanted to be leaders. Now they’re so polished. They know how to ad lib, how to engage an audience.”

The Professionalism Series offers a strong complement to other career-preparation endeavors such as the more traditional internship program. Gatton’s program encourages undergraduates to plan on three internships in areas of interest within cities or states where the student may want to live. “As much exposure you can get to what you think you want to do early, the better,” Williams advises.

While Gatton’s undergraduates are busy becoming world-ready professionals, the MBA students are being prepared in a similar fashion. Housed within Gatton’s MBA Center, Sally Foster, director of career services for the MBA program, provides career-related services solely to MBA students and alumni.

“One of my main priorities is meeting with them one-on-one, providing individual career counseling,” she notes. “Some of the students are looking to narrow down their career goal. I’ll provide assessments to help them determine which area of business they are most suited for. It goes from there into developing their resume, working on a customized job search plan for them. Kind of coaching them along in the job search process, doing mock interviews, helping prepare for interviews, salary negotiations.”

Foster also teaches MBA 630, a professional development course for MBA students that covers a lot of similar topics such as networking, resumes, job searching, business etiquette and navigating corporate culture.

“The biggest area of opportunity seems to be evaluating job offers and negotiating salary, which flow together,” Foster observes. “Those are the two that they probably need the most coaching. A lot of our students come straight through from undergrad. They haven’t had the experience of having to evaluate a full-time job offer or negotiate salary. And then there are a few of our students who do have 10 to 15 years of experience. But even they are not doing this every day and they want to get it right. There’s a lot of pressure for the candidates at that stage in the game. The stakes are pretty high.”



**AZETTA WILLIAMS**  
*Assistant Director of Experiential  
Education and Career Services  
Liaison to the Gatton College of  
Business & Economics*

Since 2004, Azetta Williams has worked with undergraduates at the Gatton College of Business & Economics. In her role as a career counselor, she helps to lead the College’s Professionalism Series, as well as offering one-on-one career counseling for any business student. Before coming to Gatton, Williams was the educational coordinator for UK’s human resources training department. Williams holds the B.S. degree in human development and family studies from Alabama A&M University and the M.S. degree in family studies from the University of Kentucky.

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arrival at college.



Like Williams, Foster also works with employers to build relationships and coordinate events such as job fairs and on-campus interviews.

“We do a good job of really integrating employers into the curriculum,” she notes. “We have speakers, for example, who tie into a focus such as supply chain management. They may get to hear from the supply chain vice president from P&G. We bring in people from a high level that they get to network with. Students are getting to spend some one-on-one time after those classes to network and build some of those opportunities that in many cases have led to jobs.”

The MBA program’s Project Connect is the internship for full-time MBA students. The students work with a company for an entire year, supporting high-level executives on projects directly tied to the MBA curriculum’s modules of new product development, supply chain management, and mergers and acquisitions. “They are doing real work, and making presentations,” Foster says.

At least 84 to 85 percent of MBA students who have accepted job offers by graduation found them through a career services lead, notes Foster. “I think that number speaks very well to the quality of services that are provided.”

The most energizing aspect of Foster’s work is the one-on-one connections with the MBA students.

“We’d like to grow the program. But right now, it’s at a great level where I can know each and every one of the students.”

Gatton’s undergraduate and MBA professionalism enrichment opportunities are leading the way across UK’s campus and at other business schools across the nation. Several other colleges on UK’s campus have expressed interest in launching similar programs, including the College of Engineering

“When I talk to colleagues at other universities, they think it is a wonderful opportunity,” touts Remer. “As employers talk to other people at other universities, people will probably will get in contact with us to ask about the program.”

Gatton is not alone in trying to prepare students beyond just the academic side of education. It is a growing trend with B-schools such as Rice University, Wharton School of Business at the University of Pennsylvania, and the University of Toronto where its career center promotes workshops that will help students “Learn etiquette tips ranging from making a good first impression, practicing good dining etiquette, and dressing appropriately, to the art of conversation.”

At UK, the hard work of Williams, Remer and Foster is paying off. With Gatton alums offered jobs at such companies as Deloitte Touche and Proctor & Gamble, it’s apparent that Gatton’s leadership and career services opportunities are having an impact.

“It makes me really proud that our students are wanting to make the best impression as they meet people, no matter what the circumstances are,” Remer says. “I think long-term, our students are going to come back and say to us that they are happy we provided them with these skills before they entered the workplace. I believe they are going to come in contact with other peers who are not as polished as they are and that will stand out to them.”



**RANDA R. REMER**  
*Leadership Director*

Randa Remer came to the Gatton College in 2006 after working as the director of scholars for the Equine Scholars Program at Georgetown College in Georgetown, Ky. At Gatton, Remer works with enrichment programs for undergraduate students, as well as with students selected as Scholars in Engineering and Management. This program is a joint offering with UK’s College of Engineering for high-achieving business and engineering students. Remer holds the B.A. degree in psychology from Centre College, the M.S. degree in counseling from Indiana University and the Ph.D. degree in educational psychology from the University of Kentucky.



## JIM GEISLER

Jim Geisler is Vice President, Corporate Strategy & Planning. He joined UTC's Pratt & Whitney subsidiary in 1993 where he held a variety of financial assignments at P&W and UTC over the next four years. In 1997, he was named Director, UTC Strategic Planning, and in 1999 became Director, Investor Relations. In January 2001, he was named Director, Financial Planning & Analysis, and in February 2004 he was named Vice President, Finance with responsibility for Treasury, Investor Relations, Financial Planning, and Shared Business Services, serving as one of the company's two chief financial officers. In September 2008, Jim was named Vice President, Corporate Strategy and Planning with responsibility for mergers and acquisitions, strategic direction and forecasting. He received his B.A. in finance from the University of Kentucky in 1988 and M.B.A. from the Darden Graduate School of Business Administration at the University of Virginia in 1993.

## DAN STONE

Dan Stone has held a Gatton Endowed Chair with appointments in the Von Allmen School of Accountancy and the Department of Management at the Gatton College since 2000. Before joining the Gatton faculty, Dan held faculty positions at the University of Illinois and the University of Texas. He is a prolific author with numerous articles, book chapters and books to his credit. He has also held various editorial and reviewer positions in such publications as the Journal of Information Systems, The Accounting Review and Accounting Horizons. He is currently on the editorial board seven publications, including Accounting and the Public Interest, International Journal of Accounting Information Systems and the Journal of Accounting Education. Dan holds the B.B.A. degree from the University of Oregon, the M.P.A. degree from Washington State University and the Ph.D. degree from the University of Texas.

# ACC624: BARGAINING AND NEGOTIATING



# WHERE THE BOARD MEETS THE CLASS ROOM

**At first glance** the teaching team of Jim Geisler and Dan Stone could seem like an unlikely pairing. Jim is the vice president of corporate strategy and planning at United Technologies Corporation and Dan has held the Gatton Endowed Chair in the Von Allmen School of Accountancy since 2000 and uses quirky theatrics to garner the attention of his students.

“Dan and I come from different worlds. I don’t cross paths often with professor types,” describes Jim. “We had no model for team teaching. Dan’s academic background and my practical background have a great balance. We’ve grown to appreciate each other.”

Their students would likely say that it’s more than just mere professional appreciation, but that it’s a true respect that has made “ACC624: Bargaining and Negotiating a success.”

This past semester, Jim traveled to UK’s campus to team teach with Dan a group of accounting majors in negotiating skills. For five weeks, students in ACC624 were given a taste of the corporate world coupled with

more traditional classroom techniques. But for Jim it was a chance to go back to his beginnings.

Jim is no stranger to the University of Kentucky or the Gatton College. A 1988 finance graduate, Jim has felt a deep desire to give back to the place that has given him so much.

“I’m from here,” he quips. “I take great pride in that. I received a great gift by attending and graduating from the University of Kentucky. Because of that I have a debt to repay and I want to give back.”

Aside from this teaching experience, Jim has given back to the Gatton College in many ways. From financial contributions to serving on Gatton’s Business

Partnership Foundation Board, Jim has been a model of service to the College and University.

“This is a man who is and has remarkable experience,” describes Dan. “This teaching experience was an experiment that our students could not have experienced anywhere else. It truly was remarkable.”

For those five Mondays, Jim traveled from his home in Hartford, Conn., to Lexington to co-teach this accounting course. Each class session was divided in half where Jim brought real-life examples and case studies during the first part and Dan wrapped up during the second half with a brief lecture encapsulating and summing up the discussion points.

“Our students saw a side of accounting that most have never even thought about,” Dan explains. “Jim would talk about going to Dubai and about selling products worth millions and how he negotiated through that process.”

Accounting 624 brings to life a side of accounting

**Accounting 624 brings to life a side of accounting that goes beyond the number crunching. This course deals with the foundational skills of negotiating—a skill that can also be utilized in everyday life.**

that goes beyond number crunching. This course deals with the foundational skills of negotiating—a skill that can also be utilized in everyday life.

“This course helped me professionally,” says Dan. “I took a class on negotiating 15 or 20 years ago. This was a great refresher and a reminder that you negotiate every day—with your students, your boss, even with your teenaged daughters.”

“You negotiate every day in life both professionally and personally,” continues Jim. “I tried to give them the framework to think about these things.”

This class proved to be a convergence of the boardroom and classroom. It combined the best of academics with the best of the corporate world. Throughout the course Jim tried to think about the practical application of accounting and negotiating. Often he used a case-based approach—as in having the students probe how you negotiate a salary raise.

“This class was about life lessons,” says Jim. “Accounting is the hard stuff. This is the soft stuff—how to communicate both verbally and non-verbally.”

When the idea came about to offer a course such as this, Dan had one concern: would bringing a high-level executive into the classroom pose an intimidation factor for the students? Such concerns were quickly disregarded because of Jim’s unassuming personality.

“Jim was not what you might have expected from a corporate executive,” admits Dan. “He created a bridge with the students right away. He would come and talk about his successes and his failures and how he recovered from them.”

This was perhaps the key for Jim who hoped that the students he interacted with would see in themselves great possibilities. As an average high school student coming into UK’s undergraduate business program, Jim worked hard and excelled.

“I wondered what I would be doing” recalls Jim. “I want to say to these students today, ‘Don’t sell yourself short. If I can be successful, then so can you.’”

And successful he is. Currently a vice president at United Technologies, Jim has responsibility for mergers and acquisitions, strategic direction and forecasting. While he resides in Connecticut, his passion is still Kentucky. As an alumnus, business foundation board member and donor, Jim believes in UK and the impact it can have on the Commonwealth and beyond. “I want to be a part of making a better University. A better Commonwealth.”

No doubt the students in ACC624 experienced Jim’s passion firsthand.

# The Gatton report



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thank

*YOU*

At the Gatton College of Business and Economics we would like to thank our alumni and friends who have generously supported us this past fiscal year and in years past. To reflect on just how far we have come, Dean Sudharshan announced at our Fall Business Partnership Foundation meeting that, as of August 22, 2008, we have raised \$51,372,256.90 since July 1, 2003 when the Dean began his tenure here. This is a major milestone that we accomplished with your support. Thank you for everything you continue to do for the Gatton College.

# *a special thank you*

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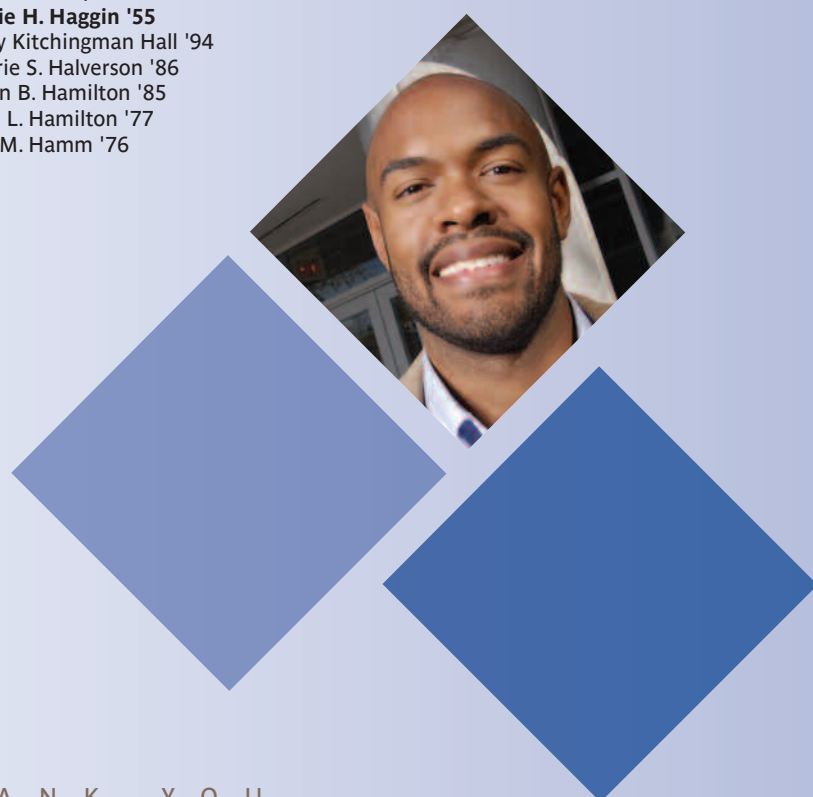
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**Ms. Melanie F. Stricker '87**  
**Mr. Thomas J. Uram '82**  
**Ms. Joan B. Weyer '59**

*\*Denotes Deceased*

*Bold names denotes UK Fellow*

## CLASS NEWS

**David Sugg '56 BE** has been appointed to the board of directors of Limestone Crossing, the unique life-fulfilling community in Jessamine County sponsored by the University of Kentucky. Sugg is a certified public accountant and will be the board's treasurer. He was a co-founder of Potter and Company, a large accounting firm in Central Kentucky.

**Douglas J. Von Allmen '65 BE** was recently inducted into the Entrepreneur Hall of Fame at the Nova Southeastern University H. Wayne Huizenga School of Business and Entrepreneurship. Von Allmen has acquired more than 50 different businesses during his career. He purchased SunSations Sunglass Company in 1990 and sold it five years later after expanding the chain from 70 stores to 350. He also founded Beauty Alliance in 1987 and built it into the largest privately-owned professional beauty supply distributor in the United States before selling it to L'Oreal last year. The UK Center for Entrepreneurship and

the UK School of Accountancy are both named after him.

**Mary Lankton Pate '83 BE** practices law with the firm of Howard & Howard Attorneys PC in the company's Kalamazoo, Mich., office. She is part of the Labor and Employment Group and specializes in litigation, labor, employment and construction. Pate is a member of the American Bar Association, Michigan Bar Association, Alaska Bar Association and the Kalamazoo Human Resources Management Association.

**George Doug Bowling '88 BE** recently returned from a six-month individual augmentee assignment to the Joint Contracting Command in Iraq. He received the Defense Meritorious Service Medal for his service in awarding \$5 million in contracts per month, primarily to Iraqi contractors. He returned to Guam as the officer in charge of the Fleet and Industrial Supply Center Yokosuka Japan Detachment Marianas, and as the regional supply officer for the commander of Naval Forces Mariana.

**W. Edward Skees '89 '95 BE** is a member of the Litigation and Dispute Resolution Practice Group of Greenebaum Doll & McDonald PLLA in Louisville. He practices construction and commercial litigation, including contract, franchise, lender liability, product liability, and member/shareholder litigation. He lives in Georgetown, Ind.

**Carl E. Biber '93 BE** is the chief financial officer at Columbus Regional Healthcare System in Whiteville, N.C. He has served in numerous health care financial roles and most recently as CFO for Pender Memorial Hospital in Burgaw, N.C. He and his wife, Amy, have two children.

**Jason Blue '93 BE** is director of business development in Southern Indiana for Kurtz Auction & Realty Co. He was previously a business developer for HR Solutions Inc. He lives in Evansville, Ind.

**Anthony G. Argue '93 BE** is vice president of sales and marketing at Miami Industrial Trucks Inc. in Dayton, Ohio. He lives in Washington Township.

**Don Gudmundson '93 BE** has been named dean of the Monfort College of Business at the University of Northern Colorado. He previously was the business college dean at the University of Wisconsin-Oshkosh. Gudmundson also is the author of the book "Research Issues for Small Businesses."

**Brent Patrick '94 BE** is pastor of Trinity Free Will Baptist Church in Bowling Green. He moved there from Durham, N.C., where he

was pastor of the Shady Grove Free Will Baptist Church. He and his wife have two children.

**Keith T. Jones '01 BE** is an assistant professor of accounting at Illinois State University and has taught in the areas of managerial accounting and auditing. His research interests are in judgment and decision making. His career includes working for over 10 years as an auditor for the Department of Defense. Jones lives in Bloomington.

**Jennifer Irene Wheatley '03 BE** is the owner of Happy Hounds Doggie Daycare in Prospect. She previously worked for J. Michael Jones & Associates, a real estate appraising and consulting business. She lives in St. Matthews.

T H A N K Y O U



## Mr. Bill Gatton Honored

### Mr. Bill Gatton Honored at GMAC Financial Services Mayor's Luncheon

The University of Kentucky graduate for whom UK's Gatton College of Business and Economics is named, Carol Martin "Bill" Gatton, was honored by the GMAC Bowl in Mobile, Ala., this past January for his generous philanthropic efforts.

The Champion of Life award is given in recognition to those who have achieved great success in their chosen field of work, have overcome obstacles to become positive role models and continued to give back to the community.

### Gatton Student First and Team Fourth at National Quiz

Students from the Gatton College of Business and Economics excelled in their first-ever opportunity to compete in the prestigious *Wall Street Journal* National Biz Quiz at The Ohio State University last semester.

Sophomore Jeffrey Howard of Louisville, a Gatton Global Scholar majoring in accounting and minoring in international business, captured first place in the individual competition among 72 participants representing 24 undergraduate colleges and universities from across the nation.

Gatton's three-student team of Howard, finance and management senior Mark Spurlin of Danville, and Ryan Hayes, a senior from Frankfort majoring in decision science and information systems,

placed fourth out of the 24 teams, beating out squads from schools such as Carnegie Mellon, Cornell, Emory, Michigan, North Carolina, Notre Dame and other fine programs.

The event is hosted by OSU's Fisher College of Business and is co-sponsored by the Nationwide Insurance Financial Leadership Rotation Program.

### Accounting Professor Earns Coveted Award

Gatton College of Business and Economics faculty member Robert Ramsay received one of the most prestigious academic awards in the field of accounting at the recent annual meeting of the American Accounting Association.

Ramsay, the Arthur Andersen Associate Professor of Accountancy in the Von Allmen School of Accountancy, was presented the 2008 Wildman Medal, sponsored by the firm of Deloitte. Ramsay, together with co-authors Robert D. Allen, Dana Hermanson, and Thomas M. Kozloski, was honored for his published research paper, "Auditor Risk Assessment: Insights from the Academic Literature."

The Wildman Medal is given annually to the author(s) of the publication that has the greatest likelihood of having the most significant impact on the practice of public accounting, including audit, tax, and management services.

## IN THE NEWS

- Gatton faculty member Maura Scott was quoted in a piece on overeating in dieting for the December 2008 issue of *Women's Health* magazine.
- Dr. Ken Troske, director of the Center for Business and Economics Research and a professor of economics at Gatton College, was recently featured on NPR's program "All Things Considered." This episode discussed the implications of the U.S. carmakers crisis on Toyota, whose largest plant outside of Japan is housed in Kentucky.
- Gatton alumnus Gary Knapp '77 combined analytical thinking and dreaming to breed 2008 Kentucky Derby winner Big Brown. The December 2008 cover story from UK's *Kentucky Alumni* featured Mr. Knapp's story.
- University of Kentucky alumnus Jim Rogers is featured in an article in *Newsweek* magazine as one of the 50 most powerful people in the world. Rogers, a member of the alumni halls of fame in both the UK Gatton College of Business and Economics and the UK College of Law, is the CEO of Duke Energy.

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