

Improving Communication and Leadership Skills: The Impact of Extracurricular Activities on MBA Students

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Abstract

Research has documented that by participating in extracurricular activities, students learn life skills that benefit both their academic and professional careers. If these findings generalize to the graduate level, and specifically to those who are pursuing an MBA degree, such research has significant implications for the structure and sequence of graduate management education programs. The purpose of this study is to determine whether the skill improvement of MBA students differs based on their participation in extracurricular activities. Chi-square and regression analysis of eight specific management-related skills and abilities revealed a significant difference in the level of skill improvement reported by students who took part in extracurricular activities compared with students who did not.

Introduction

Interest is growing in graduate management education, which is scholarship geared toward the successful practice of management in any industry. In both 2006 and 2007, nearly two in three full-time MBA programs (64 percent) reported an increase in application volume compared with the previous year (Murray, 2007a). The Graduate Management Admission Test[®] (GMAT[®]) registration volume for 2007 shows a 12.27 percent increase over the number of registrations recorded during the same period in 2006. Indications suggest that a growing number of students will be graduating from business school to enter a highly competitive business world. The question remains: Will their classroom education alone provide them with the tools needed to excel in that world when they get there?

As far back as the 1940s, there was a push within education to integrate the technical aspects of business (e.g., accounting) with the social aspects of working in business (e.g., cross-functional understanding) to optimize students' future success (Price and Benson, 1941). More than 60 years later, in today's competitive marketplace, there is an even greater need for academic preparation that integrates technical knowledge and social aspects, whereby extracurricular

activities can act as an educational bridge—from learning about accounting principles to applying these principles in a business environment. A business internship, for instance, can provide students with the opportunity to apply principles of accounting while navigating the complexities of the modern business environment.

To excel, though, requires that students also become adept at communications and management leadership—skills that students cannot simply “possess” but must practice in order to achieve proficiency (Jago, 1982). Whereas the general orientation and specific content of management education has often been in debate (Badawy, 1976), it has long been understood that providing MBA students with practical learning experiences in the classroom fosters opportunities for skill improvement, for example, through teamwork, cohorts¹, and simulations, which are avenues for skill practice.

¹ In business school, students often enter as a cohort class—meaning the same group of students will take the same sequence of core courses together in a given MBA program.

Evidence suggests, however, that participation in extracurricular activities may be the most *effective* route to skill improvement.

The aim of this study is to determine whether the relationship is supported between extracurricular involvement and specific skills potentially acquired during graduate management education. The goal is to reveal results that are consistent with the argument that participation in extracurricular activities promotes greater academic achievement (Gerber, 1996). While focusing on leadership and communication skills that are relevant to management, the impact of extracurricular activities is measured first by determining whether skill improvement varies by participation, and then by establishing which extracurricular activities are most likely to drive skill improvement. This study and similar research could prove useful in academia by providing insights about the impact of extracurricular activities on skill improvement and the most productive methods to help students apply and improve their management skills.

Literature Review

Regardless of industry, communication is a highly valued management skill. It is a vital aspect of the interaction between managers and their subordinates (Yntema, 1960), because effectively managing people and projects—and maintaining and organizing tasks—requires that ideas be communicated clearly. Management education is designed to impart specific field-based knowledge systematically. But there are great deficiencies in both the concept and practice of liberal education with reference to basic communication skills and other skills and abilities that are widely transferable from one field to another (Yntema, 1960). One way business schools compensate for such deficiencies in their academic programming is by increasing awareness about the benefits of, and soliciting participation in, extracurricular activities.

A study by Rubin, Graham, and Mignerey (1990) illustrated the influence that extracurricular activities can have on the development of student abilities; it revealed a significant relationship between college extracurricular experiences suggestive of leadership

and student competence. Rubin et al. (1990) also found that the combined impact of classes and related experiences outside the classroom is strong, and that students who appear most motivated to learn and more competent at communication tend to have a greater number of extracurricular communication experiences and higher grade point averages. The association between student participation in extracurricular activities and educational attainment has been found to be positive (Hanks and Eckland, 1976). Students integrated into the social and academic systems of their undergraduate university through participation in various extracurricular activities develop or maintain motivation to complete their undergraduate education (Christie and Dinham, 1991).

Those who teach master's-level MBA or communications courses expect students to have at least minimal speaking, listening, classroom management, and interpersonal communication skills in order to complete their respective graduate programs successfully. Interaction with others allows students to engage in conversation, but it also enables them to be attentive, perceptive, and responsive to others (Rubin, 1988)—skills important and necessary in business management, and often developed through the team-based curricular experiences provided by MBA programs. Baldwin, Bedell, and Johnson (1997) note that MBA programs have developed initiatives designed to promote student teamwork and cohort development. These and other cooperative learning strategies help students develop communications and “people skills” that are, in part, the foundations of effective leadership—another highly valued management skill.

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent (Bass, 1989). Among other components, leadership is made up of strong oral and written communications and interpersonal skills, and the ability to manage the task environment. Leadership and management are different in some ways, but each process ultimately works to create productive human relationships through effective communication (Pincus, 1993).

Due to the strong relationship between management and leadership, the importance placed on leadership skills within graduate management education is unique when compared to other graduate programs. In graduate management education, leadership skills are often integrated into the classroom rather than separated from it. When classroom activities integrate the aims of both learning and applying skills, the combination certainly allows students opportunities to practice what they have learned. Yet, new types of learning arrangements are appearing on campuses to facilitate the integration of formal and informal learning (Oblinger and Hawkins, 2005). Extracurricular activities, such as internships, facilitate learning by incorporating more hands-on experiences, which provide students with immediate opportunities to implement and sharpen their classroom knowledge and skills before securing employment in a relevant industry after graduation. By participating in such extracurricular activities, students are able to explore career options and gain valuable and relevant experience, and excelling at an internship, for instance, often leads to permanent employment. In any case, practitioners and theoreticians view such experiences as an integral step in learning to make wise and well-informed career decisions (Brooks, Cornelius, Greenfield, and Joseph, 1995).

Corporate recruiters also appear to understand and appreciate the benefits of extracurricular activities—there is widespread agreement among those who participated in the 2007 GMAC® Corporate Recruiter Survey that success within a business organization requires more than keen intellect (Murray, 2007b). Thus, recruiters in search of well-rounded, emotionally intelligent, and interpersonally skilled students commonly examine job candidates' participation in extracurricular activities (Rubin, 2002). Although opportunities to learn and develop real-world knowledge and skills are integrated into the business management curriculum, recruiters are often unaware of—or pay little attention to—such classroom experiences (Barr, 2002). The fact that corporate recruiters stress the need for MBA graduates to have strong leadership abilities—which may be less evident in a student's academic record—perhaps might explain

why student participation in extracurricular activities tends to resonate more with these recruiters than does academic success alone (Murray, 2007b).

Because leadership skills desired by employers are attainable by students in graduate management programs, graduate management education plays a critical role in helping today's students develop into tomorrow's business leaders, and in assuring the future quality of the business management industry. Evidence suggests academia can best accomplish this role by providing students with ample extracurricular opportunities to practice and hone their skills, by enlightening students about the value of extracurricular activities, and by encouraging students to take part.

Methodology

Data

Since 2000, GMAC has conducted an annual survey of students in their final year of studies at graduate business programs around the world. The objective of this Global MBA® Graduate Survey is to determine how students select their schools, evaluate their educational experiences, and choose their careers and jobs. The current study on the impact of extracurricular activities on MBA students is based primarily on a reanalysis of data from the 2007 GMAC® Global MBA® Graduate Survey, which examines students' value ratings for the MBA degree, important aspects of the MBA program, and the program as a whole. More than 150 business schools and 5,641 respondents participated in the 2007 survey.

Of the respondents, 2,955 participants indicated they were enrolled in a full-time program. Because full-time students are more likely than part-time and executive students to participate in extracurricular activities and because full-time students are more likely to be enrolled in a school's flagship program, analysis is limited to responses from this specific group. The skills examined in this paper are pivotal to management and apply to any program type. We collected and analyzed specific responses to survey questions concerning extracurricular activity participation and competency improvement.

Variables

The examined variables were selected because they are pivotal to management education and apply to any program type. Respondents were presented with a list of activities (Table 1) and were asked, “Did you participate in any of the following while you were a

student in your graduate business program?” There were often multiple responses because participants were instructed to check all options that apply. The vast majority (93 percent) of respondents said they participated in at least one student activity (Schoenfeld, 2007).

Table 1. Extracurricular Activities*
Internships
Student career/professional clubs
Work projects
Volunteer activities
Diversity/multicultural events
Academic competitions
Mentor programs
Leadership programs
Study-abroad programs
Community service organizations
Student government

*From Schoenfeld, 2007

Respondents were also presented with a list of skills and abilities and asked, “Compared to your abilities before the graduate business program, how much do you feel your education has improved your skills and abilities in each of the following areas?” Each skill and ability listed included a detailed, hyperlinked definition. Although the survey instrument included a total of 14 skills and abilities that are relevant to management education, only eight of these skills shown in Table 2 pertain to the goals of this paper; hence, these are the

ones we analyzed. Five of those skills are particularly relevant because they are most directly related to communication and leadership, previously defined as the foundational skills of management (Schoenfeld, 2007). Using a five-point scale, survey respondents rated how much impact their graduate business education had on improving each specific skill and ability—a great deal, a good amount, some, little, or none at all.

Table 2. Skills and Abilities with Examples from the 2007 Global MBA® Survey*

Skill/Ability	Hyperlinked Examples
Managing human capital	(e.g., Coordinating the work of others; guiding, directing, & motivating subordinates; coaching & developing others; organizing, planning, & prioritizing work)
Managing decision-making processes	(e.g., Obtaining & processing information; making decisions & solving problems; judging the qualities of things, services, or people; identifying objects, actions, & events)
Managing the task environment	(e.g., Communicating with persons outside the organization; establishing & maintaining interpersonal relationships; selling to or influencing others)
Knowledge of human behavior and society	(e.g., Psychology; education & training; law & government)
Knowledge of general business functions	(e.g., Administration & management; economics & accounting; sales & marketing; customer & personal service; personnel & human resources)
Knowledge of media communications and delivery	(e.g., Media communication; computers & electronics; English language)
Interpersonal skills	(e.g., Active listening; social perceptiveness; coordination; persuasion & negotiation; time management; management of personnel resources)
Foundation skills	(e.g., Reading comprehension; writing; mathematics; science)

*From Schoenfeld, 2007

Analysis

Significance testing determines whether observations from this survey could generalize to the sampled populations. We conducted chi-squared tests (χ^2) of independence to compare respondents based on their participation status in each of the given extracurricular activities. Probability of less than .05 was deemed significant. The results helped determine which group differences are more meaningful for each chi-squared test—those among students who participated in extracurricular activities or those among students who did not.

We conducted regression analysis to determine the extent of the linear relationship between specific skills and one or more extracurricular activity. In this case, the eight skills that respondents rated according to their level of improvement were treated as criterion variables. The extracurricular activities were treated as

predictors. Regression analysis in this study will determine which of the given skills improved based on participation in a given extracurricular activity.

Results

This study focuses on skills that are fundamental elements of leadership and communication and evaluates perceptions of skill improvement based on participation in extracurricular activities. In many cases, the statistically significant results of the chi-squared analyses did yield differences in the perception of skill improvement between students who participate in extracurricular activities and those who do not. Detailed results of the chi-square analysis can be found in the appendices, but Table 3 displays the each of the skills that resulted in a significantly higher level of improvement by participation in a given extracurricular activity.

Table 3. Chi Square Test Results
Skills That Resulted in Statistically Significant Differences Based on Participation:
Participants of Extracurricular Activities Who Are More Likely to See Skill Improvement

Extracurricular Activity	N ₁	Skill Improvement							
		Managing Human Capital	Managing Decision-Making Process	Managing Task Environment	Knowledge of Human Behavior	Knowledge of General Business Functions	Knowledge of Media Communications and Delivery	Interpersonal Skills	Foundation Skills
Internships	1851	✓	✓	✓	✓	✓	✓	✓	✓
Student career/professional clubs	1932	✓	✓	✓	✓	✓	✓	✓	✓
Work projects	1387	✓	✓	✓	✓	✓	✓	✓	✓
Volunteer activities	1238	✓	✓	✓	✓	✓	✓	✓	✓
Diversity/multicultural events	1082	✓	✓	✓	✓	✓	✓	✓	✓
Academic competitions	1064	✓	✓	✓	✓	✓	✓	✓	✓
Mentor programs	928	✓	✓	✓	✓	✓	✓	✓	✓
Leadership programs	761	✓	✓	✓	✓	✓	✓	✓	✓
Study-abroad programs	700					✓			
Community service organizations	662	✓	✓	✓	✓	✓	✓	✓	✓
Student government	425	✓	✓	✓	✓	✓		✓	✓

N₁ = respondents that participated in the activity

Respondents who participated in extracurricular activities are more likely to indicate a great deal of improvement in each of the skills analyzed (Tables A-1 through A-8, Appendix A). Study-abroad programs are only significant in improving knowledge of general business functions to some extent. Participating in student government or study-abroad programs did not improve knowledge of media communications and delivery. In all other cases, the chi-square analysis resulted in statistical significance. Some of these extracurricular activities are long term and more demanding than others, however. Participating in an internship, for example, may require much more effort

than participating in multicultural events, yet involvement in either will produce an improved perception of skills that relate to communication and leadership in the management realm. These results are evidence that compared to coursework alone, participation in extracurricular activities while enrolled in an MBA program leads to improvement in the communication and leadership skills required of capable managers.

The chi-square analysis looked at each extracurricular activity independently. In order to account for participation in multiple activities, we conducted a regression analysis. The results of the regression

analysis are provided to understand which particular activities are most advantageous for improving the various communication and leadership skills in the presence of other skills (Tables B-1 through B-8,

Appendix B). Table 4 is a graphical display of the results from the regression analysis, indicating which skills are likely to improve based on participation in a given extracurricular activity.

**Table 4. Regression Analysis Results
Skills That Will Improve Based on Participation:
Participants of Extracurricular Activities Who Are More Likely to See Skill Improvement.**

Extracurricular Activity	Skill Improvement							
	Managing Human Capital	Managing Decision-Making Process	Managing Task Environment	Knowledge of Human Behavior	Knowledge of General Business Functions	Knowledge of Media Communications and Delivery	Interpersonal Skills	Foundation Skills
Multiple r	.236	.242	.237	.222	.225	.194	.212	.249
Internships					✓		✓	✓
Student career/ professional clubs	✓	✓	✓		✓		✓	✓
Work projects	✓	✓	✓		✓	✓	✓	✓
Volunteer activities		✓	✓	✓	✓			✓
Diversity/ multi-cultural events	✓	✓		✓			✓	
Academic competitions	✓	✓			✓			✓
Mentor programs	✓							✓
Leadership programs	✓	✓	✓	✓	✓	✓	✓	✓
Study-abroad programs								
Community service organizations	✓			✓		✓		
Student government								

The results reveal that the relationship between extracurricular activities and each skill varies by skill. The results provide evidence that participation in extracurricular activities is linked to the improvement of skills relevant to communication and leadership in a management role. Because many of the survey respondents indicated they participated in more than one extracurricular activity, the results in Table 4 are quite different from those seen in Table 3. In the presence of the other participation data, both the study-abroad program and student government have

little impact on skill improvement. Leadership programs consistently improved every skill that we analyzed in the regression analysis. No other extracurricular activity was able to improve all skills included in the analysis. Work projects were a close second, as the results from all but one skill were statistically significant.

There was a moderate multiple correlation between improvement in managing human capital, managing the decision-making processes, managing the task environment, knowledge of human behavior and

society, knowledge of general business functions, and interpersonal skills. The lowest multiple correlation was between the various extracurricular activities and improved knowledge of media communications. Improvement of foundational skills had the highest multiple correlations with participation in extracurricular activities.

Discussion

This study shows the extent of participation in extracurricular activities and identifies activities that are best predictors of skill improvement. The research results discussed in this paper have implications for both MBA students and their employers. The importance that should be placed on participation in extracurricular activities during graduate studies becomes apparent through the empirical results previously mentioned—results made more meaningful by the general lack of research on extracurricular activities at the graduate level. This study's findings are helpful in exploring the relationship between participation in extracurricular activities and the improvement of skills and abilities needed in the management field, specifically those that relate to communication and leadership.

Based on the findings, there are characteristics of certain extracurricular activities that appear to work best. Participation in leadership programs appears to be the best activity for improving each of the skills analyzed. This finding further supports the fact that leadership is one of management's foundational skills that impacts many aspects of management. An extracurricular activity such as an internship can impose a heavier workload on the participant than a multicultural event or academic completion alone can. Yet, despite the increased effort that is often linked to an extracurricular activity such as an internship, the number of skills likely to improve as a result of that activity is somewhat limited in comparison to those gained from other short-lived extracurricular activities. As such, it is incorrect to assume that an internship is more effective at improving skills than are less intensive extracurricular activities. A good example is participation in student career/professional clubs, which is the best predictor for general business function improvement. Overall, the results of this analysis further illustrate the impact that participation

in extracurricular activities has on improving skills that are vital for successful management.

This analysis is limited to the respondents of the 2007 GMAC Global MBA® Graduate Survey. The robust sample size may allow for generalizations about the graduate management student population at large, but survey participants are limited to those who are enrolled in programs that require the GMAT for entrance. Therefore, it is important to consider that this survey sample is somewhat limited. The definitions of the skills and abilities listed in the survey instrument may present another possible limitation; the definitions may not be conclusive enough for the respondents to rate their improvement effectively. In addition, the list of extracurricular activities provided in the survey may not be conclusive enough either, as some may consider professional working experience to be extracurricular. The clarification of each item within the lists of activities and skills may require further research so that analysis can be more decisive to help overcome sample limitations. Last, although communication and leadership are fundamental to management, this research is narrowed by excluding other relevant management skills.

Future research could include a longitudinal study since the GMAC Global MBA Survey is conducted annually. Though certain survey items are rotated each year, a more robust sample can be analyzed by combining the data from multiple years. This method would allow for more representative results that are relevant to the graduate management education industry. A longitudinal study would also reveal whether participation in extracurricular activities is increasing over time, and whether such an increase bears an impact on the ways students value their MBA program and degree. If participation in extracurricular activities is increasing over time, it would be interesting to see whether corporate recruiters observe that this translates into more skilled MBA graduates entering the workforce. Such research would also allow for an interpretation of the effects that extracurricular activity and skill improvement have on job outcomes. Students, educators, recruiters, and employers should not overlook the value of participation in extracurricular activities. Research continues to provide evidence that participation is most advantageous. Leadership and communication

skill development is one of the most important areas in enterprise learning today, and levels of leadership and communication competency are likely to rise when MBA students include extracurricular experiences as part of their graduate business education.

Contact Information

For questions or comments regarding study findings, methodology or data, please contact the GMAC Research and Development department at research@gmac.com.

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Appendix A Chi-Square Results

Table A-1. Managing Human Capital Cross Classification of improvement by Activity Participation						
Extracurricular Activity	Status	Level of Improvement in skill				
		A Great Deal	A Good Amount	Some	Little	None
Internship* ($\chi^2 = 5.71$, df = 4)	Participated	504 (28%)	770 (42%)	403 (22%)	105 (6%)	40 (2%)
	Did not participate	257 (24%)	416 (39%)	296 (28%)	75 (7%)	34 (3%)
Study-abroad program ($\chi^2 = 1.70$, df = 4)	Participated	184 (27%)	292 (42%)	157 (23%)	43 (6%)	15 (2%)
	Did not participate	577 (26%)	894 (41%)	542 (25%)	137 (6%)	59 (3%)
Student career/professional clubs* ($\chi^2 = 59.68$, df = 4)	Participated	562 (30%)	791 (42%)	415 (22%)	89 (5%)	41 (2%)
	Did not participate	199 (20%)	395 (39%)	284 (28%)	91 (9%)	33 (3%)
Community service organizations* ($\chi^2 = 60.96$, df = 4)	Participated	231 (36%)	272 (42%)	103 (16%)	30 (5%)	8 (1%)
	Did not participate	530 (24%)	914 (41%)	596 (26%)	150 (7%)	66 (3%)
Academic competitions* ($\chi^2 = 43.20$, df = 4)	Participated	341 (33%)	421 (40%)	220 (21%)	45 (4%)	21 (2%)
	Did not participate	420 (23%)	765 (41%)	479 (26%)	135 (7%)	53 (3%)
Diversity/multicultural events* ($\chi^2 = 50.62$, df = 4)	Participated	345 (33%)	432 (41%)	228 (21%)	40 (4%)	18 (2%)
	Did not participate	416 (23%)	754 (41%)	471 (26%)	140 (8%)	56 (3%)
Student government* ($\chi^2 = 18.90$, df = 4)	Participated	141 (34%)	166 (40%)	89 (21%)	14 (3%)	9 (2%)
	Did not participate	620 (25%)	1020 (41%)	610 (25%)	166 (7%)	65 (3%)
Leadership program* ($\chi^2 = 98.18$, df = 4)	Participated	292 (39%)	284 (38%)	132 (18%)	27 (4%)	11 (2%)
	Did not participate	469 (22%)	902 (42%)	567 (26%)	153 (7%)	63 (3%)
Mentor programs* ($\chi^2 = 54.39$, df = 4)	Participated	312 (34%)	363 (40%)	180 (20%)	48 (5%)	11 (1%)
	Did not participate	449 (23%)	823 (41%)	519 (26%)	132 (7%)	63 (2%)
Volunteer activities* ($\chi^2 = 56.50$, df = 4)	Participated	390 (32%)	508 (42%)	237 (19%)	65 (5%)	19 (2%)
	Did not participate	371 (22%)	678 (40%)	462 (28%)	115 (7%)	55 (3%)
Work projects* ($\chi^2 = 33.22$, df = 4)	Participated	414 (30%)	553 (41%)	304 (22%)	69 (5%)	23 (2%)
	Did not participate	347 (23%)	633 (41%)	395 (26%)	111 (7%)	51 (3%)

* p < .05 = statistically significant

**Table A-2. Managing the Decision-Making Process
Cross Classification of Improvement by Activity Participation**

Extracurricular Activity	Status	Level of Improvement in Skill				
		A Great Deal	A Good Amount	Some	Little	None
Internship* ($\chi^2 = 28.95$, df = 4)	Participated	730 (40%)	776 (42%)	254 (14%)	59 (3%)	17 (1%)
	Did not participate	342 (32%)	473 (44%)	208 (19%)	50 (5%)	12 (1%)
Study-abroad program ($\chi^2 = 3.43$, df = 4)	Participated	268 (39%)	295 (43%)	101 (15%)	26 (4%)	4 (1%)
	Did not participate	804 (36%)	954 (43%)	361 (16%)	83 (4%)	25 (1%)
Student career/professional clubs* ($\chi^2 = 64.14$, df = 4)	Participated	793 (41%)	787 (41%)	261 (14%)	59 (3%)	14 (1%)
	Did not participate	279 (28%)	462 (46%)	201 (20%)	50 (5%)	15 (2%)
Community service organizations* ($\chi^2 = 45.34$, df = 4)	Participated	305 (47%)	257 (39%)	73 (11%)	15 (2%)	2 (1%)
	Did not participate	767 (34%)	992 (44%)	389 (17%)	94 (4%)	27 (1%)
Academic competitions* ($\chi^2 = 56.66$, df = 4)	Participated	470 (45%)	422 (40%)	134 (13%)	20 (2%)	8 (1%)
	Did not participate	602 (32%)	827 (44%)	328 (18%)	89 (5%)	21 (1%)
Diversity/multicultural events* ($\chi^2 = 60.04$, df = 4)	Participated	484 (45%)	413 (39%)	143 (13%)	23 (2%)	7 (1%)
	Did not participate	588 (32%)	836 (45%)	319 (17%)	86 (7%)	22 (1%)
Student government* ($\chi^2 = 12.36$, df = 4)	Participated	184 (44%)	165 (40%)	53 (13%)	12 (3%)	4 (1%)
	Did not participate	888 (36%)	1084 (43%)	409 (16%)	97 (4%)	25 (1%)
Leadership program* ($\chi^2 = 88.81$, df = 4)	Participated	373 (50%)	289 (38%)	76 (10%)	11 (2%)	3 (1%)
	Did not participate	699 (32%)	960 (44%)	386 (18%)	98 (5%)	26 (1%)
Mentor programs* ($\chi^2 = 41.10$, df = 4)	Participated	410 (45%)	363 (40%)	115 (13%)	26 (3%)	5 (1%)
	Did not participate	662 (33%)	886 (44%)	347 (17%)	83 (4%)	24 (1%)
Volunteer activities* ($\chi^2 = 58.96$, df = 4)	Participated	541 (44%)	488 (40%)	157 (13%)	30 (2%)	9 (1%)
	Did not participate	531 (31%)	761 (45%)	305 (18%)	79 (5%)	20 (1%)
Work projects* ($\chi^2 = 44.69$, df = 4)	Participated	578 (42%)	562 (41%)	192 (14%)	36 (3%)	6 (1%)
	Did not participate	494 (32%)	687 (44%)	270 (18%)	73 (5%)	23 (2%)

* $p < .05$ = statistically significant

**Table A-3. Managing the Task Environment
Cross Classification of Improvement by Activity Participation**

Extracurricular Activity	Status	Level of Improvement in Skill				
		A Great Deal	A Good Amount	Some	Little	None
Internship* ($\chi^2 = 28.48$, $df = 4$)	Participated	453 (25%)	461 (42%)	445 (25%)	115 (6%)	29 (2%)
	Did not participate	206 (19%)	450 (42%)	293 (27%)	87 (8%)	41 (4%)
Study-abroad program ($\chi^2 = 3.02$, $df = 4$)	Participated	159 (24%)	291 (43%)	173 (26%)	44 (7%)	11 (2%)
	Did not participate	500 (23%)	920 (42%)	565 (26%)	158 (7%)	59 (3%)
Student career/professional clubs* ($\chi^2 = 62.37$, $df = 4$)	Participated	495 (26%)	793 (42%)	457 (24%)	104 (6%)	31 (2%)
	Did not participate	164 (16%)	418 (42%)	281 (28%)	98 (10%)	39 (4%)
Community service organizations* ($\chi^2 = 56.48$, $df = 4$)	Participated	209 (32%)	261 (40%)	146 (23%)	22 (3%)	8 (1%)
	Did not participate	450 (20%)	950 (43%)	592 (27%)	180 (8%)	62 (3%)
Academic competitions* ($\chi^2 = 32.03$, $df = 4$)	Participated	288 (28%)	428 (42%)	246 (24%)	53 (5%)	17 (1%)
	Did not participate	371 (20%)	783 (42%)	492 (27%)	149 (8%)	17 (2%)
Diversity/multicultural events* ($\chi^2 = 52.53$, $df = 4$)	Participated	315 (30%)	431 (41%)	240 (23%)	55 (5%)	18 (2%)
	Did not participate	344 (19%)	780 (43%)	498 (27%)	147 (8%)	52 (3%)
Student government* ($\chi^2 = 19.69$, $df = 4$)	Participated	125 (31%)	166 (41%)	90 (22%)	18 (4%)	11 (3%)
	Did not participate	534 (22%)	1045 (42%)	648 (26%)	184 (7%)	59 (2%)
Leadership program* ($\chi^2 = 95.24$, $df = 4$)	Participated	257 (35%)	296 (40%)	158 (21%)	26 (4%)	7 (1%)
	Did not participate	402 (19%)	915 (43%)	580 (27%)	176 (8%)	63 (3%)
Mentor programs* ($\chi^2 = 34.75$, $df = 4$)	Participated	257 (29%)	372 (41%)	202 (22%)	62 (7%)	9 (1%)
	Did not participate	402 (20%)	839 (42%)	536 (27%)	140 (7%)	61 (3%)
Volunteer activities* ($\chi^2 = 78.01$, $df = 4$)	Participated	359 (30%)	504 (42%)	263 (22%)	68 (6%)	12 (1%)
	Did not participate	300 (18%)	707 (42%)	475 (28%)	134 (5%)	58 (4%)
Work projects* ($\chi^2 = 44.73$, $df = 4$)	Participated	373 (28%)	564 (42%)	308 (23%)	88 (7%)	19 (1%)
	Did not participate	286 (19%)	647 (42%)	430 (28%)	114 (8%)	51 (3%)

* $p < .05$ = statistically significant

**Table A-4. Knowledge of Human Behavior and Society
Cross Classification of Improvement by Activity Participation**

Extracurricular Activity	Status	Level of Improvement in Skill				
		A Great Deal	A Good Amount	Some	Little	None
Internship* ($\chi^2 = 16.22$, df = 4)	Participated	524 (29%)	726 (40%)	389 (21%)	144 (8%)	32 (2%)
	Did not participate	281 (26%)	389 (36%)	294 (27%)	84 (8%)	27 (3%)
Study-abroad program ($\chi^2 = 8.20$, df = 4)	Participated	212 (31%)	275 (40%)	149 (22%)	43 (6%)	12 (2%)
	Did not participate	593 (27%)	840 (38%)	534 (24%)	185 (8%)	47 (2%)
Student career/professional clubs* ($\chi^2 = 44.39$, df = 4)	Participated	585 (31%)	744 (39%)	399 (21%)	132 (7%)	31 (2%)
	Did not participate	220 (22%)	371 (37%)	284 (28%)	96 (10%)	29 (3%)
Community service organizations* ($\chi^2 = 54.54$, df = 4)	Participated	249 (39%)	235 (36%)	122 (19%)	35 (5%)	6 (1%)
	Did not participate	556 (25%)	880 (39%)	561 (25%)	193 (9%)	53 (2%)
Academic competitions* ($\chi^2 = 25.54$, df = 4)	Participated	343 (33%)	399 (38%)	459 (25%)	67 (6%)	13 (1%)
	Did not participate	462 (25%)	716 (39%)	459 (25%)	161 (9%)	46 (3%)
Diversity/multicultural events* ($\chi^2 = 66.43$, df = 4, p < .05)	Participated	384 (36%)	388 (37%)	207 (20%)	61 (6%)	18 (2%)
	Did not participate	421 (23%)	727 (40%)	476 (26%)	167 (9%)	41 (2%)
Student government* ($\chi^2 = 22.13$, df = 4)	Participated	148 (36%)	155 (38%)	84 (20%)	17 (4%)	8 (2%)
	Did not participate	657 (27%)	960 (39%)	599 (24%)	211 (9%)	51 (2%)
Leadership program* ($\chi^2 = 83.89$, df = 4)	Participated	295 (40%)	276 (37%)	138 (18%)	33 (4%)	6 (1%)
	Did not participate	510 (24%)	839 (39%)	545 (25%)	195 (9%)	53 (3%)
Mentor programs* ($\chi^2 = 26.29$, df = 4)	Participated	307 (34%)	342 (38%)	183 (20%)	62 (7%)	16 (2%)
	Did not participate	498 (25%)	773 (39%)	500 (25%)	166 (8%)	43 (2%)
Volunteer activities* ($\chi^2 = 55.18$, df = 4)	Participated	410 (34%)	467 (39%)	247 (20%)	68 (6%)	16 (1%)
	Did not participate	395 (24%)	648 (39%)	436 (26%)	160 (10%)	43 (3%)
Work projects* ($\chi^2 = 19.38$, df = 4)	Participated	417 (31%)	537 (40%)	290 (21%)	95 (7%)	21 (2%)
	Did not participate	388 (25%)	578 (38%)	393 (26%)	133 (9%)	38 (3%)

* p < .05 = statistically significant

**Table A-5. Knowledge of General Business Functions
Cross Classification of Improvement by Activity Participation**

Extracurricular Activity	Status	Level of Improvement in Skill				
		A Great Deal	A Good Amount	Some	Little	None
Internship* ($\chi^2 = 47.03$, df = 4)	Participated	888 (49%)	675 (37%)	200 (11%)	56 (3%)	10 (1%)
	Did not participate	396 (36%)	462 (42%)	171 (15%)	44 (4%)	14 (1%)
Study-abroad program* ($\chi^2 = 16.61$, df = 4)	Participated	317 (46%)	276 (40%)	64 (9%)	28 (4%)	1 (1%)
	Did not participate	967 (43%)	861 (39%)	307 (14%)	72 (3%)	22 (1%)
Student career/professional clubs* ($\chi^2 = 85.78$, df = 4)	Participated	952 (50%)	692 (36%)	205 (11%)	47 (3%)	47 (1%)
	Did not participate	332 (33%)	445 (44%)	166 (17%)	53 (5%)	9 (1%)
Community service organizations* ($\chi^2 = 39.29$, df = 4)	Participated	354 (54%)	219 (34%)	63 (10%)	14 (2%)	2 (1%)
	Did not participate	930 (41%)	918 (41%)	308 (14%)	86 (9%)	22 (1%)
Academic competitions* ($\chi^2 = 55.41$, df = 4)	Participated	546 (52%)	383 (36%)	93 (9%)	21 (2%)	8 (1%)
	Did not participate	738 (40%)	754 (40%)	278 (15%)	79 (4%)	16 (1%)
Diversity/multicultural events* ($\chi^2 = 41.97$, df = 4)	Participated	544 (51%)	390 (37%)	95 (9%)	34 (3%)	16 (1%)
	Did not participate	740 (40%)	747 (40%)	276 (15%)	66 (4%)	18 (1%)
Student government* ($\chi^2 = 13.57$, df = 4)	Participated	215 (51%)	154 (37%)	36 (9%)	12 (3%)	4 (1%)
	Did not participate	1069 (43%)	983 (39%)	335 (13%)	88 (4%)	20 (1%)
Leadership program* ($\chi^2 = 61.54$, df = 4)	Participated	420 (56%)	253 (36%)	60 (8%)	18 (2%)	4 (1%)
	Did not participate	864 (40%)	884 (41%)	311 (14%)	82 (4%)	20 (1%)
Mentor programs* ($\chi^2 = 26.75$, df = 4)	Participated	460 (50%)	325 (35%)	94 (10%)	35 (4%)	3 (1%)
	Did not participate	824 (41%)	812 (41%)	277 (13%)	65 (3%)	21 (1%)
Volunteer activities* ($\chi^2 = 54.10$, df = 4)	Participated	630 (51%)	438 (36%)	117 (10%)	34 (3%)	6 (1%)
	Did not participate	654 (39%)	699 (41%)	254 (15%)	66 (4%)	18 (1%)
Work projects* ($\chi^2 = 33.86$, df = 4)	Participated	675 (49%)	500 (36%)	157 (11%)	35 (3%)	6 (1%)
	Did not participate	609 (40%)	637 (41%)	214 (14%)	65 (4%)	18 (1%)

* p < .05 = statistically significant

**Table A-6. Knowledge of Media Communications and Delivery
Cross Classification of Improvement by Activity Participation**

Extracurricular Activity	Status	Level of Improvement in Skill				
		A Great Deal	A Good Amount	Some	Little	None
Internship* ($\chi^2 = 24.81$, $df = 4$)	Participated	342 (19%)	587 (33%)	530 (29%)	235 (13%)	106 (6%)
	Did not participate	138 (13%)	324 (31%)	342 (32%)	181 (17%)	70 (7%)
Study-abroad program ($\chi^2 = 7.26$, $df = 4$, $p = .12$)	Participated	115 (17%)	215 (32%)	210 (31%)	104 (16%)	27 (4%)
	Did not participate	365 (17%)	696 (32%)	662 (30%)	312 (14%)	149 (7%)
Student career/professional clubs* ($\chi^2 = 30.74$, $df = 4$)	Participated	347 (19%)	612 (33%)	580 (31%)	12 (3%)	102 (5%)
	Did not participate	133 (14%)	299 (30%)	292 (30%)	181 (18%)	74 (8%)
Community service organizations* ($\chi^2 = 33.97$, $df = 4$)	Participated	141 (22%)	223 (35%)	185 (29%)	68 (10%)	23 (3%)
	Did not participate	339 (15%)	688 (31%)	687 (31%)	348 (15%)	153 (7%)
Academic competitions* ($\chi^2 = 25.25$, $df = 4$)	Participated	210 (21%)	344 (33%)	290 (28%)	124 (12%)	55 (5%)
	Did not participate	270 (15%)	567 (31%)	582 (32%)	292 (16%)	121 (7%)
Diversity/multicultural events* ($\chi^2 = 27.39$, $df = 4$)	Participated	207 (20%)	365 (35%)	292 (28%)	130 (13%)	50 (4%)
	Did not participate	273 (15%)	546 (30%)	580 (32%)	286 (15%)	126 (7%)
Student government ($\chi^2 = 7.23$, $df = 4$, $p = .12$)	Participated	77 (19%)	142 (35%)	114 (28%)	16 (11%)	27 (6%)
	Did not participate	403 (17%)	769 (31%)	758 (31%)	370 (15%)	149 (6%)
Leadership program* ($\chi^2 = 67.64$, $df = 4$)	Participated	185 (25%)	240 (33%)	216 (29%)	68 (9%)	30 (4%)
	Did not participate	295 (14%)	671 (32%)	656 (31%)	348 (16%)	146 (6%)
Mentor programs* ($\chi^2 = 29.86$, $df = 4$)	Participated	192 (21%)	311 (34%)	235 (26%)	118 (13%)	50 (5%)
	Did not participate	288 (15%)	600 (31%)	637 (32%)	298 (15%)	126 (6%)
Volunteer activities* ($\chi^2 = 37.28$, $df = 4$)	Participated	234 (20%)	412 (35%)	355 (30%)	146 (12%)	48 (4%)
	Did not participate	246 (15%)	499 (30%)	517 (31%)	270 (16%)	128 (7%)
Work projects* ($\chi^2 = 33.73$, $df = 4$)	Participated	276 (21%)	430 (32%)	397 (30%)	172 (13%)	66 (5%)
	Did not participate	204 (14%)	481 (32%)	475 (31%)	244 (16%)	110 (7%)

* $p < .05$ = statistically significant

**Table A-7. Interpersonal Skills
Cross Classification of Improvement by Activity Participation**

Extracurricular Activity	Status	Level of Improvement in Skill				
		A Great Deal	A Good Amount	Some	Little	None
Internship* ($\chi^2 = 26.90$, $df = 4$)	Participated	650 (37%)	691 (38%)	317 (17%)	102 (5%)	19 (1%)
	Did not participate	308 (29%)	411 (39%)	236 (22%)	83 (7%)	22 (2%)
Study-abroad program ($\chi^2 = 3.58$, $df = 4$, $p = .46$)	Participated	243 (36%)	261 (39%)	123 (18%)	37 (5%)	9 (1%)
	Did not participate	715 (33%)	841 (39%)	430 (20%)	148 (6%)	32 (1%)
Student career/professional clubs* ($\chi^2 = 50.63$, $df = 4$)	Participated	692 (37%)	711 (38%)	339 (18%)	91 (4%)	20 (1%)
	Did not participate	266 (27%)	391 (39%)	214 (21%)	94 (10%)	21 (2%)
Community service organizations* ($\chi^2 = 34.24$, $df = 4$)	Participated	268 (42%)	228 (36%)	107 (17%)	25 (4%)	4 (1%)
	Did not participate	690 (31%)	874 (39%)	446 (20%)	160 (7%)	37 (2%)
Academic competitions* ($\chi^2 = 23.99$, $df = 4$)	Participated	400 (39%)	392 (38%)	171 (16%)	56 (5%)	11 (1%)
	Did not participate	558 (31%)	710 (39%)	382 (21%)	129 (7%)	30 (2%)
Diversity/multicultural events* ($\chi^2 = 45.67$, $df = 4$)	Participated	420 (40%)	399 (38%)	175 (17%)	41 (4%)	11 (1%)
	Did not participate	538 (30%)	703 (39%)	378 (21%)	144 (8%)	30 (1%)
Student government* ($\chi^2 = 14.65$, $df = 4$)	Participated	161 (40%)	153 (38%)	66 (16%)	14 (4%)	5 (1%)
	Did not participate	797 (33%)	949 (39%)	487 (20%)	171 (7%)	36 (2%)
Leadership program* ($\chi^2 = 76.68$, $df = 4$)	Participated	340 (46%)	254 (34%)	103 (14%)	31 (4%)	6 (1%)
	Did not participate	618 (29%)	848 (40%)	450 (21%)	154 (7%)	35 (2%)
Mentor programs* ($\chi^2 = 20.00$, $df = 4$)	Participated	354 (39%)	331 (37%)	156 (17%)	48 (5%)	11 (1%)
	Did not participate	604 (31%)	771 (40%)	397 (20%)	137 (7%)	30 (1%)
Volunteer activities* ($\chi^2 = 39.58$, $df = 4$)	Participated	469 (39%)	455 (38%)	195 (16%)	63 (5%)	10 (1%)
	Did not participate	489 (30%)	647 (39%)	358 (22%)	122 (7%)	31 (2%)
Work projects* ($\chi^2 = 40.46$, $df = 4$)	Participated	513 (38%)	502 (38%)	243 (18%)	70 (5%)	7 (1%)
	Did not participate	445 (30%)	600 (40%)	310 (20%)	115 (8%)	34 (2%)

* $p < .05$ = statistically significant

**Table A-8. Foundation Skills
Cross Classification of Improvement by Activity Participation**

Extracurricular Activity	Status	Level of Improvement in Skill				
		A Great Deal	A Good Amount	Some	Little	None
Internship* ($\chi^2 = 50.97$, $df = 4$)	Participated	599 (34%)	695 (39%)	360 (20%)	99 (5%)	27 (2%)
	Did not participate	243 (23%)	423 (40%)	270 (26%)	87 (8%)	35 (3%)
Study-abroad program ($\chi^2 = 4.50$, $df = 4$, $p = .34$)	Participated	208 (31%)	258 (39%)	151 (23%)	33 (5%)	13 (2%)
	Did not participate	634 (29%)	860 (40%)	479 (22%)	153 (7%)	49 (2%)
Student career/professional clubs* ($\chi^2 = 83.29$, $df = 4$)	Participated	646 (35%)	714 (38%)	369 (20%)	103 (5%)	27 (2%)
	Did not participate	196 (20%)	404 (41%)	261 (27%)	83 (9%)	35 (4%)
Community service organizations* ($\chi^2 = 43.68$, $df = 4$)	Participated	248 (39%)	241 (38%)	103 (16%)	35 (5%)	7 (1%)
	Did not participate	594 (27%)	877 (40%)	527 (24%)	151 (7%)	55 (3%)
Academic competitions* ($\chi^2 = 54.41$, $df = 4$)	Participated	380 (37%)	398 (39%)	181 (18%)	49 (5%)	17 (2%)
	Did not participate	462 (31%)	720 (39%)	449 (25%)	137 (7%)	45 (3%)
Diversity/multicultural events* ($\chi^2 = 32.33$, $df = 4$)	Participated	370 (36%)	402 (39%)	196 (19%)	55 (5%)	20 (1%)
	Did not participate	472 (26%)	716 (40%)	434 (24%)	131 (7%)	42 (2%)
Student government* ($\chi^2 = 9.51$, $df = 4$)	Participated	146 (36%)	156 (38%)	80 (20%)	20 (5%)	9 (1%)
	Did not participate	696 (29%)	962 (40%)	550 (23%)	166 (7%)	53 (1%)
Leadership program* ($\chi^2 = 79.74$, $df = 4$)	Participated	306 (41%)	279 (38%)	113 (15%)	36 (5%)	7 (1%)
	Did not participate	536 (26%)	839 (40%)	517 (24%)	150 (7%)	55 (3%)
Mentor programs* ($\chi^2 = 51.14$, $df = 4$)	Participated	339 (38%)	342 (38%)	157 (18%)	46 (5%)	12 (1%)
	Did not participate	503 (26%)	776 (40%)	473 (24%)	140 (7%)	50 (3%)
Volunteer activities* ($\chi^2 = 69.64$, $df = 4$)	Participated	439 (37%)	466 (39%)	210 (18%)	63 (5%)	14 (1%)
	Did not participate	403 (25%)	652 (40%)	420 (25%)	123 (7%)	48 (3%)
Work projects* ($\chi^2 = 46.76$, $df = 4$)	Participated	456 (34%)	531 (40%)	244 (18%)	81 (6%)	16 (1%)
	Did not participate	386 (26%)	587 (39%)	386 (25%)	105 (7%)	46 (3%)

* $p < .05$ = statistically significant

Appendix B: Linear Regression Analysis Results

Table B-1. Results of Regression Analysis: Managing Human Capital			
Extracurricular Activity	Standardized Beta Coefficient	t	Probability
Internship	-.003	-.159	.874
Study-abroad program	-.019	-1.051	.293
Student career/professional clubs	.050	2.425	.015
Community service organization	.054	2.615	.009
Academic competitions	.039	2.014	.044
Diversity/multicultural events	.042	2.132	.033
Student government	.011	.575	.565
Leadership program	.092	4.623	.000
Mentor program	.052	2.633	.009
Volunteer activities	.035	1.675	.094
Work projects	.046	2.408	.016
Multiple R = .236, $F_{11,2888} = 15.53$, $p < .001$			

Table B-2. Results of Regression Analysis: Managing the Decision-Making Process			
Extracurricular Activity	Standardized Beta Coefficient	t	Probability
Internship	.023	1.200	.230
Study-abroad program	-.006	-.351	.725
Student career/professional clubs	.046	2.257	.024
Community service organization	.032	1.558	.119
Academic competitions	.059	3.041	.002
Diversity/multicultural events	.047	2.365	.018
Student government	-.007	-.382	.703
Leadership program	.095	4.784	.000
Mentor program	.030	1.549	.122
Volunteer activities	.042	2.010	.044
Work projects	.059	3.148	.002
Multiple R = .242, $F_{11,2909} = 16.41$, $p < .001$			

Table B-3. Results of Regression Analysis: Managing the Task Environment			
Extracurricular Activity	Standardized Beta Coefficient	t	Probability
Internship	.025	1.260	.208
Study-abroad program	-.012	-.631	.528
Student career/professional clubs	.054	2.581	.010
Community service organization	.038	1.851	.064
Academic competitions	.020	1.040	.298
Diversity/multicultural events	.036	1.803	.071
Student government	.003	.180	.857
Leadership program	.098	4.881	.000
Mentor program	.009	.453	.651
Volunteer activities	.072	3.435	.001
Work projects	.055	2.870	.004
Multiple R = .237, $F_{11,2868} = 15.57$, $p < .001$			

Table B-4. Results of Regression Analysis: Knowledge of Human Behavior and Society			
Extracurricular Activity	Standardized Beta Coefficient	t	Probability
Internship	-.013	-.688	.492
Study-abroad program	.019	1.045	.296
Student career/professional clubs	.039	1.876	.061
Community service organization	.049	2.379	.017
Academic competitions	.026	1.343	.179
Diversity/multicultural events	.061	3.032	.002
Student government	.021	1.098	.272
Leadership program	.099	4.937	.000
Mentor program	.007	.339	.735
Volunteer activities	.050	2.373	.018
Work projects	.022	1.159	.247
Multiple R = .222, $F_{11,2878} = 13.50$, $p < .001$			

Table B-5. Results of Regression Analysis: Knowledge of General Business Functions			
Extracurricular Activity	Standardized Beta Coefficient	t	Probability
Internship	.056	2.860	.004
Study-abroad program	.009	.485	.628
Student career/professional clubs	.076	3.681	.000
Community service organization	.024	1.187	.235
Academic competitions	.062	3.170	.002
Diversity/multicultural events	.024	1.211	.226
Student government	.000	-.026	.979
Leadership program	.065	3.269	.001
Mentor program	-.009	-.443	.657
Volunteer activities	.045	2.137	.033
Work projects	.045	2.364	.018
Multiple R = .225, $F_{11,2904} = 14.11$, $p < .001$			

Table B-6. Results of Regression Analysis: Knowledge of Media Communications and Delivery			
Extracurricular Activity	Standardized Beta Coefficient	t	Probability
Internship	.035	1.789	.074
Study-abroad program	-.007	-.373	.709
Student career/professional clubs	.013	.610	.542
Community service organization	.043	2.084	.037
Academic competitions	.030	1.522	.128
Diversity/multicultural events	.026	1.264	.206
Student government	-.019	-.989	.323
Leadership program	.088	4.340	.000
Mentor program	.023	1.140	.255
Volunteer activities	.042	1.946	.052
Work projects	.054	2.814	.005
Multiple R = .194, $F_{11,2843} = 10.14$, $p < .001$			

Table B-7. Results of Regression Analysis: Interpersonal Skills			
Extracurricular Activity	Standardized Beta Coefficient	t	Probability
Internship	.039	1.967	.049
Study-abroad program	.003	.166	.868
Student career/professional clubs	.050	2.375	.018
Community service organization	.027	1.275	.203
Academic competitions	.017	.838	.402
Diversity/multicultural events	.051	2.515	.012
Student government	.015	.792	.428
Leadership program	.087	4.283	.000
Mentor program	-.001	-.039	.969
Volunteer activities	.032	1.520	.129
Work projects	.058	3.019	.003
Multiple R = .212, $F_{11,2827} = 12.13$, $p < .001$			

Table B-8. Results of Regression Analysis: Foundation Skills			
Extracurricular Activity	Standardized Beta Coefficient	t	Probability
Internship	.061	3.110	.002
Study-abroad program	-.005	-.265	.791
Student career/professional clubs	.069	3.340	.001
Community service organization	.016	.781	.435
Academic competitions	.053	2.706	.007
Diversity/multicultural events	.000	-.001	.999
Student government	-.016	-.827	.408
Leadership program	.079	3.906	.000
Mentor program	.046	2.342	.019
Volunteer activities	.067	3.147	.002
Work projects	.056	2.958	.003
Multiple R = .249, $F_{11,2826} = 16.95$, $p < .001$			

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