



Accounting • Business Economics • Economics • Finance • General Business •
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Seidman School of Business

Undergraduate Student Services Newsletter • DeVos Center, 1st floor
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*A newsletter for undergraduate
students of business.*

- John Reifel, Interim Dean •
- Kathy Gulembo, Assistant Dean • Leigh Brownley, Student Services Coordinator •
- Tracey Ohm, Special Programs Coordinator •

Lindsay Janka: Applying Education to Life

Lindsay Janka has found ways to apply her education, involvement in student organizations, and work experience to a variety of situations. Lindsey is a Seidman School of Business senior majoring in Marketing and Finance. She is Vice-President of the American Marketing Association (AMA) and a member of IPO (Investment Portfolio Organization), two Seidman student organizations.



Lindsay Janka

Making connections between her education and employment has provided Lindsay with a variety of opportunities. Last summer, she interned with Wells Fargo Bank in San Francisco in the Marketing Private Client Services area. This marketing position with a financial institution allowed her to use the knowledge obtained in both of her majors. Upon graduation in April, Lindsay will begin working for Marsh Consultants, where she will once again combine elements of finance and marketing as she conducts risk analysis for the aviation sector and meets with clients.

Currently, Lindsay is employed at AMF Lincoln Lanes where she is Administrative Assistant for the Michigan District Manager. This position allows her to be actively involved in the marketing aspect of the business. She has linked this

experience with her involvement in the AMA by planning a benefit Bowl-a-Thon.

A brochure at AMF triggered her idea for a Bowl-a-Thon. Lindsay's family has been affected by Multiple Sclerosis and her involvement with the MS Society made it her immediate candidate for the benefit. Her fellow AMA members quickly agreed. All Seidman students are invited to the Bowl-a-Thon, which will be held

on March 27 from 2:00 p.m. to 5:00 p.m. at AMF Miracle Lanes on Plainfield. The cost is \$10 in advance and \$12 at the door. All proceeds will be donated to that National Multiple Sclerosis Society. Food will be available and door prizes will be given out. Even shoe rental is included!

Lindsay has spent a great deal of time and energy linking her many experiences. When asked how she balances everything, Lindsay replied, "I am always looking for ways to help and get involved. Basically, it is all about time management."

Make room in your schedule to participate in AMA Bowl-a-Thon! This is sure to be a fun event, and the proceeds help benefit a great cause. Tickets will be available at a table in the Student Project Area of DeVos Building C, Pew Campus after Spring Break. For additional information, emails may be sent to AMA@gvsu.edu.

The Economics of Finding a Mate: A Class Project

“The role of marriage, in the United States, has undergone profound changes in recent decades. Not only has age at marriage increased for men and women, divorce and cohabitation have also become commonplace. Shifts in marriage patterns, in general, are accompanied by changes in the types of partners individuals choose when they do decide to get married. Love and marriage do not occur randomly in society, however. An aggregate array of marriage choice often reveals predictable patterns in terms of who marries whom. The most common of these patterns is—‘assortative mating’—the tendency of ‘likes’ to marry ‘likes’.” – Sonia Dalmia

In Professor Sonia Dalmia’s fall 2003 ECO 350: Gender and Economics course students used engagement announcements from *The Grand Rapids Press* to examine if and how marital patterns have changed in West Michigan over the period 1980-2002. Engagement announcements from this time period were selected because engagement announcements from years prior to 1980 only featured pictures of the brides-to-be, and wedding announcements did not contain information on educational status of the bride and groom. Physical attractiveness (as measure through facial attractiveness), education, and race were the three dimensions examined.

Once the data was gathered from the newspaper, students used a Microsoft Excel template to enter data on education and race. Four randomly selected students, (two females and two males) judged physical attractiveness, based on a scale of 1 (very unattractive) to 5 (very attractive). The judges’ scores were averaged for each groom and bride-to-be to measure the level of attractiveness. The individual student data sets were then compiled together for an empirical examination of marriage choices in West Michigan.

Table 1: Descriptive Statistics

Variable Average	1980	2002
Male Race White	99.21%	97.9%
Female Race White	99.2%	98.2%
Male Schooling	13.88	14.59
Female Schooling	13.75	14.86
Male Attractiveness	2.6	2.73
Female Attractiveness	3.05	3.03
% Of announcements in which		
Bride is more educated	21%	30%
Groom is more educated	23%	20%
Both are equally educated	56%	50%
Bride is more attractive	65%	59%
Groom is more attractive	25%	26%
Both are equally attractive	10%	15%
Type of Marriage		
Within Race	99.6%	98.3%
Inter-race	0.4%	1.7%
# Of Engagement Announcements	504	1567

Table 1 summarizes the race, years of schooling and ratings of attractiveness for the prospective grooms and brides in the study. Only a handful of the engagements were announced by non-white couples.

What does this table mean?

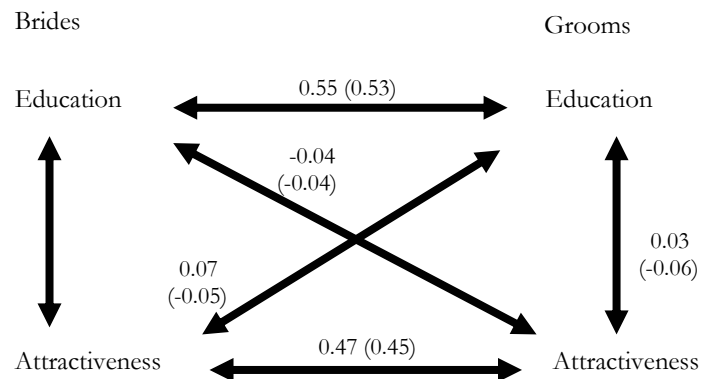
While men were more educated than their future wives in 1980, women managed to take the lead by the year 2002. This decrease in the tendency of women to marry more educated men probably reflects the fact that college graduation rates have increased substantially for women than for men since 1960. Women also are more likely than men to attend and graduate from college.

For instance, at GVSU 60% of the student body is female. The attractiveness ratings imply that men generally tend to marry up. Women were rated more attractive, on average, than the men in both 1980 and 2002. In terms of racial preference, the data reveals an increase of 1.3% in marriages outside a prospective groom or bride’s race.

As shown in **Figure 1**, significant correlations between the education (0.55) and attractiveness (0.47) of prospective spouses with plans to marry in 2002 reaffirm the strong tendency of “likes” to marry “likes.” In other words, educated individuals tend to have educated spouses and attractive individuals tend to have attractive spouses.

Figure 1 also indicates that compared to 1980, the degree of similarity between spouses traits has increased by 2002. There is also some evidence to suggest a gender-specific tradeoff between education and attractiveness for the year 2002. Women are better able than men to benefit from being attractive in regard to having a highly educated spouse while men benefit more from their education in regard to marrying an attractive spouse.

Figure 1: Correlations between prospective bride and groom traits, 2002 (1980 in parenthesis)



Ryan Fraley: An Accounting Internship Success Story



Downtown Detroit

Picture courtesy of www.deloitte.com

Ryan Fraley, a Seidman Accounting major, had the wonderful opportunity to intern with Deloitte and Touche in downtown Detroit during the winter 2003 semester. Ryan lives near the Detroit area, so he was able to live at home during the semester, earn upper level Seidman credit, earn a very nice salary for the semester, *and* gain valuable experience in the accounting field from an international big four accounting firm.

Deloitte has offices located throughout the world and the Detroit office, located right downtown, is one of the largest. Ryan worked in the tax department, specializing in private client advisory services. He prepared and worked on tax returns for individuals, corporations, trusts, and

partnerships. Ryan noted the work was challenging and the office environment was friendly and helpful. Everyone at the firm was willing to help out and answer questions. He worked with six other interns from different schools throughout Michigan (MSU, Albion, and Western). He averaged 60-hour workweeks, which really did not seem as overwhelming as it first sounded. Ryan noted, “Time seemed to fly by at times.” He enjoyed the vast amount of resources the firm had, including on-line publications, research materials, and staff with specific industry knowledge.

Ryan felt he applied course material during his internship and thought it was fun to actually use what he had learned specifically in his tax class. Initially, he was unsure how much he would enjoy the internship but felt it was an opportunity he could not refuse. He was surprised at how open the environment was and begun to realize he was enjoying his experience and the people he was meeting. He received an employment offer to start in fall 2005 and said it feels great to know he has a job offer prior to graduation. Ryan plans to pursue his master’s degree in the Detroit area after he graduates from Grand Valley.

Reception Planned for Graduating Business Students

Commencement is a highlight in the lives of many students who have dedicated years of hard work and sacrifice to earning their college degree. The Seidman School of Business is pleased to **invite all graduating business students to a special reception**, immediately following the commencement ceremony on **April 24, 2004**. The reception is an opportunity for Seidman School of Business graduates to celebrate their accomplishments with fellow Seidman graduates, faculty, and staff.

In what has become a Seidman tradition, the reception will be held on the top floor of The BOB, located directly across from the Van Andel Arena, where commencement is held. Graduates are welcome to bring their commencement guests to the reception.

Coordinator's Corner

Leigh Brownley, Coordinator of Seidman Undergraduate Student Services, discusses issues that are pertinent to your business degree. This issue's topic:



Leigh Brownley

Declaring a Seidman Major

As a student, you are most likely receiving this newsletter because you have declared at least a pre-business

major. You are pre-business until you have

55 earned hours and either a 2.5 (for fall 2000 and prior catalogs) or a 2.75 (for fall 2001 and subsequent catalogs) grade point average (GPA).

When you meet these two criteria, you are eligible to declare your official Seidman major.

GVSU has instituted an on-line major declaration system, however, Seidman majors cannot be declared on-line. Since the credit hours and GPA need to be verified, to declare a Seidman major (including pre-business) you just call the Seidman

Undergraduate Student Services office at 616-331-7500. You are also welcome to e-mail your major declaration request to the office at go2gvbiz@gvsu.edu. Within two to three days, your major will be updated on the computer system. Within a week, you will receive a letter from your newly appointed faculty advisor.

If you have any questions regarding declaring a major or your academic progress, please feel free to call the Seidman Undergraduate Student Services office (616-331-7500) to set an appointment with one of the Seidman academic advisors.

Seidman School of Business Professional Development Series

April 15, 2004

Business Golf: Sports and Building Business Relationships

6:00 - 7:30 p.m., The Meadows Golf Course (Allendale campus)

Join us for this free event!

More and more business is being conducted on the golf course.

It's not really about the golf, it's about knowing golf etiquette. Even if you haven't yet learned to golf, you will learn the proper golf course etiquette to represent your company. **NO golf skills required!**

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