Is SMU a good pick for my shy, soft-spoken daughter?

In this instalment of a series on university education, find out how the Singapore Management University turns its students into confident speakers able to engage with people from diverse backgrounds



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Q My daughter is a top stu-dent, but is soft-spoken and rather shy about speaking up. She is keen to take up a business degree and I want to encourage her to go to Singapore Manage-ment University (SMU), as I have heard that it puts quite a bit of emphasis on building important "soft skills", including presenta-tion and communication skills. Can I have some advice on this?

A SMU is indeed a pioneer here in using a more interactive pedagogy through small class sizes

and a seminar style of teaching I have sat in on a couple of semi-nars, and they were lively sessions. Students shared their views, raised questions and engaged in meaning-ful discussions with their lecturers

and peers. I also asked two first-year SMU students, whom I would describe as "introverts", how they found the seminar style of teaching. They both admitted that they

initially found it a little stressful when they were called on by their professors to share their views. But now, seven months later, they have become more used to speak-ing up in class.

One of them, a business student, shared that her professors were very skilful in drawing out the stu-dents, especially the shy ones like her. "It helps that they usually gave me a bit more time to respond and valued my comments," she said. SMUI's vice provost in charge of SMU's vice provost in charge of education, Professor Venky Shankararaman, said: "At SMU, we normalise asking questions and roup interactions as this is consistently encouraged in every module,



Ms Chua Min Hu (left), who works as an analyst at Goldman Sachs, says her time at Singapore Management University helped her develop confidence in public speaking and interacting with people PHOTO: COURTESY OF CHUA MIN HUI

which presents the opportunity for students to think on the spot and to process and reflect critically on new information as they receive it. "By the time our students graduate, they are more confident about public speaking and will be able to add value to their work environ-

ment through meaningful engagethe university's education philoso-phy and DNA, and highlighted how ment. However, Prof Venky stressed that presentation and communica-tion skills are but one set of skills that differ from the traditional large that are listed in the graduate learn-ing outcomes that SMU dons seek

lecture and tutorial structure. Classes are generally designed to afford every student dedicated to nurture in their students. time for sharing and presentation, which would not be possible in a large lecture format. The other soft skills the university has identified include intellectual and creative skills, interpersonal skills, global citizenship and per-The majority of courses culmisonal mastery. In short, it seeks to develop work-ready and socially conscious graduates, global citinate in a group presentation in the final weeks. Extending this pedagogy fur-ther, SMU has launched the

zens, change agents and lifelong ther, SMU has faunched the SMU-X courses, which are interdis-ciplinary and emphasise experien-tial learning through projects aimed at solving real issues faced buccronications learners. SMU is not unique among universities in drawing up a list of gradu-ate outcomes. What is important is whether they can deliver on it. Based on the stellar job outcomes by organisation of its graduates and comments from different faculties take on real-world challenges by collabo-rating on projects with corpora-tions and non-profit and govern-

from employers, SMU delivers. Employers have regularly told me that SMU students are confident, polished and have good communica-tion and presentation skills.

teams present their proposals to the partner organisations. Often attended by the top leadership of these organisations, these presen-tations are an excellent platform for students to hone their professional presentation and communi-cation skills. In short, SMU-X is a powerful way

of learning as it requires students to cross disciplines and gives them the chance to be creative and experience real-world complexities. Students can develop a sense of per-sonal agency as they experience what it is like to make a real difference in industry or the society.

There are also SMU-X Overseas projects, where students work with overseas industry partners or organisations, as well as students from partner universities. All SMU undergraduates are also

required to complete a minimum 10-week internship at a partner company and a minimum of 80 hours of community service often with a partner organisation prior to graduation. These experiences hone the students' professional work skills as well as their ability to communicate in various settings Finally, a large proportion of SMU students are also involved in

at least one other co-curricular activity. SMU has more than 200

student organisations. I spoke to Ms Chua Min Hui, 26, a business graduate in 2019 who now works as an analyst in the client management and strategy team at Goldman Sachs.

Before she joined SMU, she vould choose to sit alone to avoid talking to people. But she realised that she needed to push herself out of her comfort zone and develop the confidence to interact with

people and in public speaking. She seized the opportunity to take a summer programme at Uni-versity of Cambridge and a student-exchange programme at Ore-gon State University, and joined the SMU Ambassadorial Corps where she was a guide to external guests, including foreign VIP dele-gates on their visits to SMU. Although SMU requires its stu-

dents to take on only one intern-ship, she did four - which let her experience working in both a start-up and an MNC.

She said: "Over time, I found myself seeking out opportunities to speak to new people and engaging readily in conversations. Now, I'm ne who loves to meet new people and gets energised from conversations

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you ask. we answer.

Prof Venky said this boils down to

t uses small, seminar-style classes

Teams of five to seven students

At the end of each course, the

ment organisations



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