

Carlson School

THE CARLSON SCHOOL OF MANAGEMENT
MAGAZINE FOR ALUMNI AND FRIENDS

+
Expanding Global
Acumen through
International Internships
» Page 32



BEYOND THE TRADITIONAL CLASSROOM

Out-of-the-box innovation to meet the
education needs of today's students.

» Page 11





FEATURES

BEYOND THE TRADITIONAL CLASSROOM

11



How schools are changing to meet the educational needs of today's students.

15



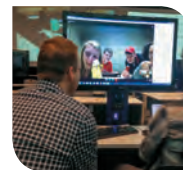
Flexible Classes
Non-brick-and-mortar offers versatility in time and location.

22



Improved Learning Design
Alternative-type classes are slowly becoming standard.

26



Experiential Learning
Hands-on learning puts the world at your fingertips.

30



Tailored Courses
Constructing programs to meet students' career interests.

DEPARTMENTS

- 4 | **From the Dean**
A message from Dean Sri Zaheer about the evolving education experience.
- 5 | **Start-up**
Read about the latest happenings from the Carlson School and beyond.
- 32 | **International Learning**
Expanding cultural perspectives, engaging with the world of international business, and building lasting connections and friendships around the globe.
- 36 | **Research on the Front Lines**
Presenting new findings from Carlson School faculty members.
- 38 | **Engagement and Giving**
A focus on benefactor engagement and its impact.
- 47 | **Class Notes**
Find out what's new with your fellow classmates.

The Evolving Education Experience



Just as white boards supplanted chalk boards in classrooms, now white boards are rapidly giving way to computer screens. In many cases, the classroom isn't even necessary. Welcome to the new world of education delivery, where how we teach is just as important as the topics we discuss.

The most significant driver behind this fast-changing landscape is the increasing capability of technology. As technology improves, it becomes much easier to incorporate more of it into our curriculum, both inside and outside of the classroom. Inside, we can provide a much more engaging learning environment for our students, whether we're working with computer simulations, skipping the lecture which has already been seen to focus on problem-solving and discussion, or engaging in a Skype session with our counterparts on the other side of the globe.

Outside, we can offer online educational experiences for those unable by distance or time to attend a physical classroom. As part of the University of Minnesota, we have a land-grant mission to serve the entire state. Online classes help with this mission, driving greater access both in the metro area and across the region, not to mention nationally and globally.

Another development in recent years has been a recognition of the need to improve teaching methods in general. We have seen the retreat of the "sage on the stage" and the rise of the "guide on the side." Students are looking to be more engaged in their education. Their desire has led to the creation of truly innovative learning environments—flipped classrooms, hybrids, and compressed classes, to mention a few. The format of these classes may vary, but the quality of education they provide is inviolable.

Students also seek programs more tailored to their future goals. In the last few years, we've seen a tremendous growth in specialty masters programs—business analytics, supply chain, finance, industry—and more are in the works. And starting this fall, a new undergraduate minor in business law is being offered jointly by the Carlson School and the Law School. Most of these new programs feature an experiential component. In surveys of students, hands-on learning remains near the top of the list of their most impactful educational experiences.

In our last issue, we introduced a new section of the magazine called Engagement and Giving, where we pay tribute to the champions of our school and show the true impact their support has on our students, our faculty, and our mission. Response to the section has been unanimously positive and I'm happy to announce it returns here with new stories of generosity and stewardship. In this section, we also announce the beginnings of a quite significant capital endeavor. It is truly an exciting time.

As always, I hope you enjoy this issue and I look forward to hearing your thoughts and opinions.

Sri Zaheer, Dean
*Elmer L. Andersen Chair in
Global Corporate Social Responsibility*

Visit the Dean's Blog

z.umn.edu/DeansBlog



Carlson School Exceeds Fundraising Goal on Give to the Max Day

BY BRIDGET AYMAR

On November 17, the Carlson School community came together to raise \$266,636 for Give to the Max Day, more than tripling last year's total. The one-day campaign engaged more than 200 donors—from recent graduates to first-time donors to repeat benefactors. These gifts support the school's core strengths: world-class student access and support, experiential learning, and global competency for all students.

Carlson School alumni, friends, faculty, and staff raised \$210,641.50 and earned a

\$50,000 match. The matching gift was generously offered by William Dudley, '55 BSB, and his wife, Jane. In addition, the Carlson School won a \$12,000 prize from the University of Minnesota Foundation.

Leading up to Give to the Max Day, hundreds of students expressed their gratitude to the benefactors whose generosity makes the Carlson School great. The second-annual Gopher Gratitude event inspired students, faculty, and staff to celebrate donors on September 27.

The Gopher Gratitude celebration cultivated the spirit of generosity and highlighted the numerous ways donors enrich the community. More than 450 students wrote messages of gratitude on thank you cards that were sent to the alumni and friends of the Carlson School whose gifts support scholarships, facilities, and more.

To view video, visit carlsonschoolmagazine.com.



▲ Field Accountant

Caroline Jones' experience as a field accountant in South Sudan drives her passion to help others.



Meet the Accountant Who's Fighting Global Hunger

BY BRIDGET AYMAR

ACCOUNTING STUDENT CAROLINE JONES, '17 MAcc, is not passionate about budgets, P&L statements, or spreadsheets. But she is excited to come to class every day, knowing business is a force to do good. And she's driven to leverage her skills to help people in need.

"My passion is for people; to ensure people are fed, and that they have access to clean water and education," she explains.

Her ultimate goal is to be a chief financial officer or internal auditor for an international humanitarian organization. And she's confident accounting will get her there.

Accounting in a Refugee Camp

Prior to joining the Carlson School's Master of Accountancy (MAcc) program, Jones worked as a field accountant in South Sudan. Her duties included managing cash for daily purchases, tracking expenses, creating budgets, and submitting reports.

Knowing her work helped boost agriculture, sanitation, and nutrition in developing communities was extremely fulfilling. Jones started to imagine her future with a non-profit or NGO, and aspired to a leadership position—but knew she had more to learn first.

"I realized that there's a lot I don't know yet," she says. "I could see how easily I could keep advancing without getting my CPA or my master's, but I really saw the value in having applicable skills and bringing that to the table."

Joining an Elite School

Jones began exploring graduate degree options. The Carlson School's MAcc program was a perfect fit: it offered the academic rigor, welcoming community of students and staff, and exceptional reputation she was looking for. She was awarded the Richard Heidenreich Master of Accountancy Fellowship.

"The Carlson School is highly considered and well thought of. It's a really good idea to have a school that's internationally recognizable on your resume," she says. "It's really exciting being at a large university."

With a mere one semester of classes under her belt, Jones has already sharpened her accounting expertise.

"I've learned more about accounting in one auditing class than I did in all my undergrad classes put together," she says. "[My time in Africa taught me] to see challenges as opportunities to learn, and also to have fun with those challenges."

5 THINGS I'VE LEARNED

Hannah Rosenwinkel is currently a fourth-year undergraduate student majoring in global studies (focusing on the Middle East and environmental and sustainable development she completed her international experience in Amman, Jordan) and supply chain and operations management. She plans to graduate with a BA and BSB this May. She is currently an intern for ASIYA Modest Activewear, a start-up that makes culturally appropriate active wear for Muslim women and girls so that they can participate in physical activities and sports while also upholding their religious beliefs. She is passionate about public diplomacy, cultural exchange, sustainability, and entrepreneurship.

Here, she offers five bits of wisdom she has gleaned so far in her travels:

1. Do something that excites you every day.

Take up a new hobby you have always wanted to try. Pursue your dream job. Learn a new language. Doing something that excites you will reignite, or strengthen, your spark. It will help you be more productive and enjoy what you intentionally choose to spend your time on.

2. Do not be afraid of change. Embrace it.

Change is a force that provokes multiple emotions, but it does not need to provoke fear. Change is an opportunity and permits lifelong learning to occur. Altering your mindset about change and embracing it will enable you to undertake challenges

in a way that can cultivate progress. Change can create and expose you to opportunities you have likely never imagined could be possible.

3. Thinking and feeling cannot exist without the other.

Thought and passion go hand-in-hand. If you feel passionate about a particular topic or issue, do your research and learn about it. If you are thinking, but there is no spark behind it, is it worth your time? Take steps to align your thoughts with your passions.

4. If not me, who? If not now, when?

Be bold in your intentions. Whenever I am hesitant about making a decision or about

sharing ideas, this is the phrase that I consistently turn to. If I don't speak up or take action, who will? If I wait to do this task, when will I do it?

5. Be a global citizen.

I've learned through traveling, my coursework, and research that globalization is real. Surrounding myself with others who have different backgrounds from my own enables me to understand what I do not know and respect differences. This has shaped my worldview. Appreciating human experiences and differences is essential, but what is most important are the commonalities of being human and living in the same interconnected world.



▲ Achieving Cures Together

After being sidelined due to illness, former footballer launches health care nonprofit.

Former Football Star Tackles New Challenge

BY BRIDGET AYMAR

WHEN PETER WESTERHAUS, '16 BSB, envisioned his future, he saw himself getting paid to make tackles on Sunday. But the former linebacker and Mr. Minnesota Football had his career cut short when he was diagnosed with ulcerative colitis: a disease that causes inflammation in the intestine and rectum. At his lowest point, he couldn't muster the strength to stand up from a chair.

"I had to step away from football, I had to step away from school, and I felt really alone through it all," he says. "That's when I transferred into Carlson. I got my acceptance letter while I was in the hospital, and I remember being really excited about that. But I didn't know to what extent Carlson was going to influence my future."

Business as a Force for Good

Westerhaus underwent an operation that was largely successful, but left him unable to return to football. So he channeled his passion for the game into the study of business.

He explored various subjects through I-CORE: a cluster of second-year courses that immerse undergrad students in finance, marketing, supply chain and operations, and management. Finance captured his attention immediately. And while he considered a career in investment banking, Westerhaus ultimately decided to use his business skills to found a non-profit.

"I wanted to give back to people who are suffering like I did," he says. Various professors guided him on the path to making the nonprofit a reality.

Achieving Cures Together

Westerhaus partnered with the University of Minnesota microbiome therapeutics program to accelerate research on fecal microbiota transplant: an effective treatment that helped Westerhaus overcome a potentially fatal infection while he was also fighting ulcerative colitis.

He founded Achieving Cures Together (achievingcures.com), a nonprofit that

runs purely on donations. Right now, the team is studying how microbial restoration can boost gut health, ease inflammatory bowel disease, and help people suffering from diabetes.

"Peter has a change-the-world kind of vision," says Associate Professor of Medicine Alexander Khoruts, MD. Dr. Khoruts treated Westerhaus, and now leads the team developing these therapies. "We don't know the limits of this therapy, but the potential is there for treatment of a wide variety of diseases that need to be investigated. And he's really helping us to redefine the very paradigm of medicine."

And while leading a nonprofit brings immense challenges, Westerhaus is determined to help patients access cures.

"I think everyone should learn to overcome adversity and use those skills to make the world a better place," he says.

To view video, visit carlsonschoolmagazine.com.



3 People 3 Questions



01

JEREMY HEMSWORTH
MBA Class of 2017

WHAT ARE YOU READING?

Meditations by Marcus Aurelius and *Thinking, Fast and Slow* by Dan Kahneman. The first is highly recommended for its focus on self-improvement and mindfulness.

The second is a study of the ways we think and how our cognitive biases can sometimes betray better judgment.

WHAT IS YOUR FAVORITE WEBSITE?

My current favorite website is reddit.com. I subscribe to a few tech subreddits, which allow me to read articles that are relevant to my interest and curated by other users.

That said, Reddit also provides for news, entertainment, and the occasional meme.

WHAT IS YOUR DREAM JOB?

My dream job is at a mid-sized tech firm (likely a SaaS provider), where I would sit in the C-suite (CEO, CTO, or CMO).



02

ROSHNI MURALIDHARAN
'13 BSB
Financial Analyst, General Mills

02

WHAT ARE YOU READING?

Quiet – The Power of Introverts in a World That Can't Stop Talking by Susan Cain.

WHAT IS YOUR FAVORITE WEBSITE?

My favorite website is Pinterest. I like to mainly use it to get creative/unique ideas on various topics I am interested in. Additionally, I like that you can collaborate with your friends to create idea boards on mutual topics of interest. It's an easy-to-use website and a great way to combine ideas from many websites in one place quickly.

WHAT IS YOUR DREAM JOB?

My dream job would be to own a music school open to children of all ages and where I could also be one of the music teachers.



03

03

TONY HAITAO CUI
Associate Professor
Margaret J. Holden and Dorothy A. Werlich
Endowed Professorship in Marketing

WHAT ARE YOU READING?

I enjoy reading books connected to my research. My research interest lies in behavioral modeling in marketing. That is, incorporating human behavioral biases into quantitative modeling in marketing to study how human bounded rationalities may affect our decision-making. One of the books I love in this area and I constantly look at is *Behavioral Game Theory: Experiments in Strategic Interaction* by Colin Camerer. In addition, I also read *The Art of War* by ancient Chinese military strategist Sun Tzu. The book is quite short but full of wisdom for modern business executives to learn from, especially on competitive strategies and game theoretical thinking.

WHAT IS YOUR FAVORITE WEBSITE?

My favorite websites are more mobile-oriented. This includes most social media websites like Facebook, Twitter, and especially WeChat.

WHAT IS YOUR DREAM JOB?

Right now I am a business professor. This is really an exciting and highly rewarding job for me. It allows me to explore new insights on business administration academically and, at the same time, to interact with business and society to apply my research findings and knowledge to business practices. This is a dream job and I am glad I have it.



Vienna Seminar Celebrates 20 Years

BY JENNIFER HAWKINS

OVER 40 STUDENTS, FACULTY, AND STAFF GATHERED in October to celebrate the 20th anniversary of the Vienna Seminar (now known as the Global Business Practicum in Central and Eastern Europe).

The course, which was first offered in 1996, is a collaboration with the Vienna University of Economics and Business (WU). It provides graduate students from both schools an opportunity to work in cross-cultural teams to apply their knowledge, skills, and abilities to a live project for a sponsor firm.



Students work together virtually on the project for a half semester and then Carlson School students travel to Europe to work with their peers from WU to finish their research and develop and present final recommendations to the sponsor firm.

Past sponsors have included 3M, Toro, Loyalty Partner, and Hormel and the projects have ranged from market entry and marketing to organizational development. Since 1996, more than 300 Carlson School students have participated in the course.



Undergraduate Mentorship Program Wins Prestigious UMAA Award

BY KEVIN MOE

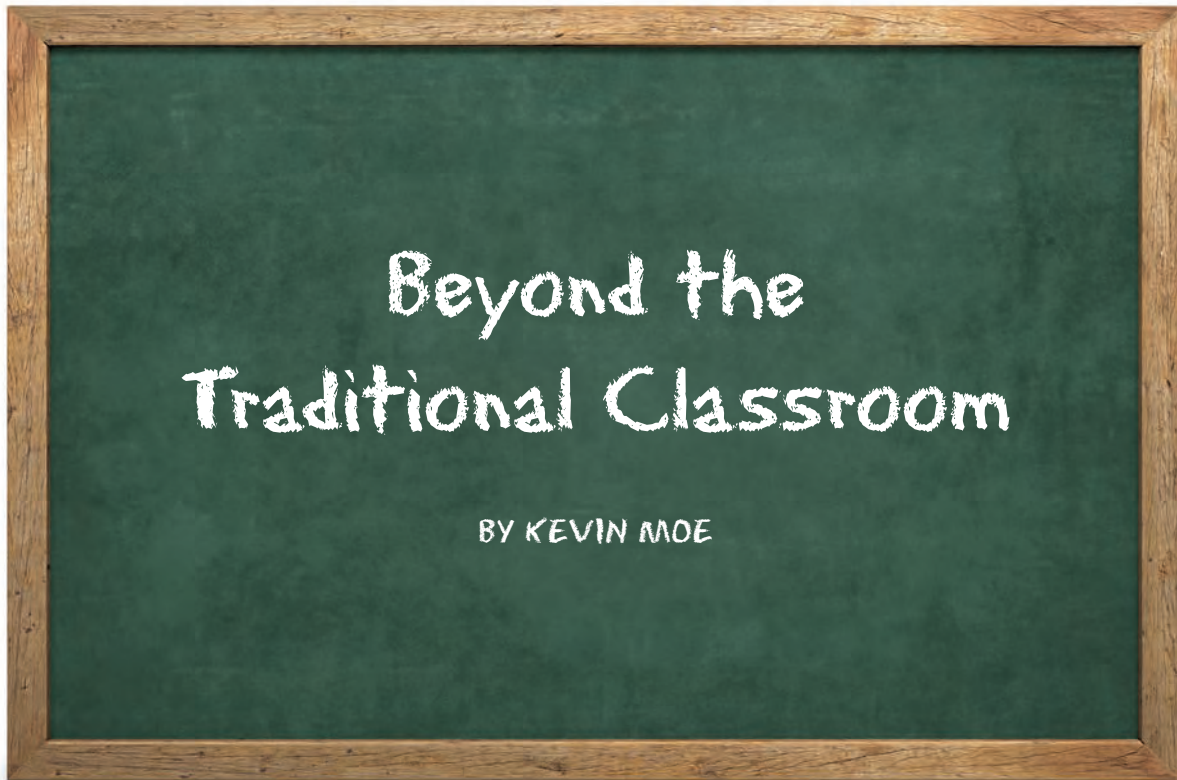
THE CARLSON SCHOOL UNDERGRADUATE MENTORSHIP Program recently received a Program Extraordinaire award from the University of Minnesota Alumni Association (UMAA). The award recognizes exceptional alumni programs sponsored by a collegiate unit, alumni society, or geographic center.

The mentorship program was formed 21 years ago and is currently housed in the Undergraduate Business Career Center. For the past two years, it has been managed by Career Coach Amanda Duffy. The program's main objective is to connect undergraduate business students to Carlson School alumni and friends to gain another perspective on industries of their choice.

The program began with 100 participants and has grown to more than 580 in the last 21 years, with 181 mentors who are Carlson

School alumni. The program is one of the largest undergraduate mentoring programs in the nation thanks to the help of Alumni Relations, Institutional Advancement, the Office of Undergraduate Programming, the Undergraduate Business Career Center, and the Carlson Global Institute.

Eligibility for the Program Extraordinaire award is based on the creativity, innovation, and effectiveness of a program that engages alumni with the University of Minnesota Alumni Association and collegiate unit, alumni society, or alumni chapter. Also, programs must demonstrate volunteer involvement in the planning and execution of the program and must show measurable growth in alumni membership and program participation. The award was presented at the UMAA banquet on October 20.



In today's world of education, although content is still king, what increasingly matters is how it is being delivered. For example, experiential, or “hands-on,” learning has long been recognized as a valuable teaching tool. The Carlson School is well-known as a pioneer in this respect. The school launched its hugely successful Enterprise programs years ago and has since incorporated experiential components into many of its classes. Now, there are other drivers at play changing the field of education delivery.



▲ Rêve Academy Founders

MBA grads are at the forefront of today's educational needs.

Improving technology and changing student attitudes are motivating schools to look beyond the traditional lecture hall. Online classes, hybrids, flipped, compressed – no matter the design, these classes are a response to student demands for flexibility, relevancy, and engagement.

“When students graduate, we want them to be productive, skilled contributors to the workforce and civic life. Their work will not be sitting in a room listening to someone lecture, and then regurgitating memorized facts on tests,” says Strategic Management and Entrepreneurship Senior Lecturer Rand Park.

Kristin Pardue, '98 MBA, '07 Executive Leadership Program, and husband, Brad Von Bank, '02 MBA, are in the perfect position to understand the educational needs of today's students at every level as

well as the needs of the companies they will work for.

The duo are co-founders of Rêve Academy, a nonprofit organization with a mission to help students dream with direction by providing pathways to digital careers.

“We work with students in the fifth through 12th grade who have historically not been on traditional higher education pathways,” Von Bank says. “We're excited to see a lot of them attend college upon graduation and develop big entrepreneurial dreams for their future.”

Pardue is also the CEO and Von Bank the CBDO of Rêve Consulting, a strategy and service design consultancy that helps people and organizations innovate and grow. In addition, Pardue leads an annual workshop for Carlson School MBAs on

design thinking, a much-needed subject for students going into strategy, marketing, or technology.

“Today's students want to curate and personalize their educational experience, tailoring it to what they want to do in the world,” Pardue says. “They can educate themselves through new channels at the push of a button via YouTube or Udacity. So, they don't always see the relevance of what is being taught in traditional settings with regard to their goals.”

Pardue says she has noticed several drivers behind this new paradigm. First, there is the “self-service” and temporal nature of how people now consume information. Second is the complexity of the world today due to accelerated change and the uncertainty of whether there is such a thing as disruption-proof career

tracks. Finally, there is the rise of the cost of education coupled with a need for investment in continuous learning. “We have heard from undergrads, graduates, and middle-skilled workers who are currently retraining, that their fears concern the true value of degrees, the availability of jobs on the other side of graduation, and the return on their financial and time investments,” she says.

Von Bank says today’s students are looking for learning experiences that are much more applied, iterative, and multi-modal. “We are seeing an increased desire to engage in the learning process, as well as more comfort with failing and the eagerness to learn from it,” he says. “Students today have a window into the world that not only allows them to observe change at an incredible pace, but also understand the multi-faceted nature of the global economy.”

To adapt to meet the needs of these students, schools need to push for more interdisciplinary learning, more integrated learning with multiple stakeholders, and a variation of learning modes, Von Bank says. “Some of the ideas we implement at Rêve Academy are applied learning, group work, and creating strong relationships with employers through our student-run businesses,” Pardue says, adding that there are also opportunities in creating job-relevant and job-ready degrees or certifications that address disruption in specific industries, such as technology or healthcare. “Also, I strongly believe that schools need to foster the development of soft skills in their students, given that employers continue to say that this is a gap they are encountering in their hiring process.”

Companies, for their part, need to focus more on the continued learning of their employees and prioritize the resources needed to allow their workforce to continuously adapt. “Leaders need to understand what competencies in their people are critical to their business success and hire and train for that,” Pardue says. “If they can’t provide the skill development themselves, they need to work closely with educators to develop micro-credentials, certificates, or degree programs that ensure graduates have the skills they want to hire.”



Technology and Diversity

MBA student Cody Dick is well aware of how technology has permeated all levels of education. “At the elementary level, children are able to use tablets and personal computers to complete homework, and programming classes are now available from a very young age,” he says. “It makes me want to return to kindergarten a bit—I’d love to get the technology-based education that many kids now have access to.”

In fact, one of the reasons Dick chose the Carlson School is due to its high ranking in multiple publications for its technology curriculum. “Having a technology emphasis allows me to spend time enrolling in classes that will help me learn more about technology management,” he says.

Dick has noticed that technology has also affected where he gets the most meaning from courses. “In our core classes, the most benefit has come from professors who place less emphasis on rote-memorization and more focus on the synthesis of ideas,” he says. “With Google as the predominant tool of the average technology worker, why waste time learning facts, figures, or computations? If anything, the advent of technology has only increased the need for business leaders to have soft skills—information knowledge is only one small facet of a well-rounded businessperson.”

There have been a few classes that haven’t integrated technology as much as he’d like, but Dick happily has found that the school is very open to suggestions. “I get the most benefit from a course when I am encouraged to use a laptop, given applications that I would see in the workplace, and provided with data and figures that support contentions that the professor presents to us,” he says. “When these aspects haven’t been present, there have been many opportunities to give feedback to give students agency in the structure of the program.”

Lastly, Dick identifies another aspect of the educational landscape that ultimately leads to greater insights for students—diversity. “I can think of a dozen specific discussions I’ve had with students in my program that have changed the way I’ve thought about a problem or situation, and, more often than not, these discussions were with people materially different than me,” he says. “Diverse learning environments enhance the student experience in a tangible way, and when students select an institution of higher learning, diversity has now become an imperative.”

He says when he talks to fellow business students, one comment he hears frequently is “it’s so cool that we have students from so many different backgrounds. How can we work to improve diversity even more in the coming years?”

“I’ve been very impressed with the admission staff’s ability to assemble a class that has a wide variety of professional backgrounds and represents many distinct cultures, races, and beliefs,” Dick says.



There Can Be Value in Lecture

“I really appreciate when a professor combines a lecture and discussion in one,” says first-year undergraduate student Ifeoluwa Ekunsanmi. “These formats really help. When a teacher brings in a thought-provoking question, topic, or real-world example and allows the class to give opinions and feedback, it helps us see the topic from multiple perspectives and strategies.”

Although she enjoys the traditional lecture format, Ekunsanmi believes student interaction and participation is important. “One of my professors gives us scenarios based on situations that create complex ethical questions and decisions,” she says. “He pulls up a poll and we vote on how we would respond to the topic. After the polls are in, we discuss why we took such a stance.” Ekunsanmi explains that this format allows students who do not enjoy talking in class a way to participate. “This builds the culture of the Carlson School in a unique way. It gives each student a voice and helps classmates understand different viewpoints and why individuals think the way they do,” she says.

Ekunsanmi finds that integrating multiple teaching methods—polls, discussions, role playing, game simulations, and traditional lectures—engages all learning types and fosters new ways of thinking. “Carlson School students would receive an edge from this multi-format teaching style.”

If there was one method that she has found most valuable so far in her studies, it would have to be the case study. “It allows us to feel like we are consultants, something that cannot be done in an hour lecture,” she says. “We are able to research and learn about the real world and how it operates. We are able to see the types of issues and dilemmas companies face, and we may possibly face one day.”



Anything But Lecture

Carolyn Watkins, a Full-Time MBA student expecting to graduate in 2018, says she has a lot of experience with non-traditional classes, or even ones that consist of more than a typical, scholarly lecture. She’s had courses based on large group discussion, case analysis, and project-based work with an external partner/company. For class format, she says she prefers anything other than lecture.

“There is absolutely a time and a place for a full-on lecture, but I feel that the experiences that I’ve had in or outside the classroom that have been the most impactful and memorable are the ones that allow me to apply classroom concepts to a real-life scenario,” she says. “These experiences provide a unique opportunity to fully understand how course concepts are being observed and used in business.”

Watkins says she finds experiential learning the most attractive form of education as it aligns best with her learning style. However, she says that many times, this format’s effectiveness is based on the structure of the class and the support of the instructor. “My ideal class would be a balance of project-based work with an external partner and class discussion,” she says. “This gives an opportunity for application as well as reflection.” She adds that she finds it imperative to have strong instructor expertise and classroom support for project-based work to be successful.

▲ Mr. Green Screen

Paul Gutterman is the star of many MBT online course videos.



Flexible Classes

The most common “alternative” type of class is fully online—more than 33 percent of college students have taken at least one online course. Through the last decade, online classes have shaken the stigma of being only the purview of diploma mills and other shaky enterprises. Now, due to advances in technology, they are just as robust as classroom instruction. And they really aren’t all that new—they are really a continuation of the University of Minnesota’s pioneering work in the original “distance” programs, correspondence courses.

Building an Online Presence

Master in Business Taxation (MBT) Director Paul Gutterman says his program has been looking into offering online classes periodically for at least 15 years, but nothing much came from it. However, in the past few years, two major changes have taken place.

“First, the technology to deliver online education has evolved tremendously,” he says. “There are so many new and different tools to deliver material in so many ways. There is almost nothing that you can do in the classroom that you can’t duplicate online now.”

The second major change is that the Carlson School now has the experience and infrastructure to support online education. “The school now has a team of knowledgeable instructional course designers to help instructors envision and develop their online courses,” Gutterman says. “They start working with the instructor nine to 12 months before the course will be offered. And, the school has invested in both the technology and support necessary to build these courses.”

The target market for online instruction can be broken down into three groups. The first are those in the area who are

interested in taking classes but don’t because they don’t want to come to campus. The second group are those outside the immediate area who have an even greater obstacle coming to campus. “We’ve had numerous students from Duluth, Alexandria, St. Cloud, and Eau Claire who commute one evening a week for three years or more to complete our program,” Gutterman says.

The last group are those outside the state. In the case of MBT, there are a limited number of graduate tax programs nationally and even fewer with the program’s reputation. Most of MBT’s target student body has no access to a live classroom program.

When it comes to designing a class for online instruction, Gutterman says there are many misconceptions. “Everyone who has developed an online course at the Carlson School will tell you that it takes far

more time than a classroom one,” he says. “People think you are just taking a current course and creating a video, but it is not that simplistic if you are going to do it right.” Gutterman says instructors have to reimagine a learning environment different from those they have taught before.

Many things taken for granted in a classroom environment have to be thought through from a different perspective. “I do a lot of group exercises in the classroom,” he says. “While technology allows group exercises, you have to decide the extent you want students to find a common time to meet or whether there are alternative learning paradigms that will achieve the same learning objectives.”

Also, one might believe that once developed, an online course must be easier to teach. “That too is a fallacy,” Gutterman says. “The online environment has to allow students to ask questions and have conversations to replace those that regularly happen in the classroom.” So, everything from virtual office hours to electronic bulletin boards where questions are posed and discussed by both students and the instructor are needed.

Since flexibility is a driver of online education, the content must match that demand. Most of the class material is broken into six- to 10-minute increments to better match student’s attention spans. “Online classes allow students to fit in the material over a week on their schedule rather than having to be at the University on a particular night for three hours,” he says. “And because of the small vignettes, they can also view parts of the class over lunch or on the bus or light rail if they wish.” Another positive Gutterman has heard from some students is the ability to go back and review videos, something not possible with a live lecture.

Although flexibility is a major driver of computerized courses, it is not the only one. The biggest driver is technology—not just in the sense that online classes can be done, but that they are expected to be done. “Today’s students expect technology to make their lives easier and have both an affinity and ease to adapting and learning new technology,” Gutterman says.

Another driver, just as important, is a demand for work-life balance that carries over into professional education. “If we

can make it easier to get the material delivered to students in a manner that affords them greater flexibility, then it is more likely they will take courses that will enhance their careers,” Gutterman says.

Student Input Shapes Design

Student input can also drive how an alternative educational experience is offered. Board of Overseers Professor Karen Donohue teaches Logistics and Transportation, an online course for MBA students and a requirement for those in the Masters of Supply Chain Management program.

Students taking this course tend to be fairly experienced—they’ve spent an average of eight to 10 years in the workforce. “In online classes, many students are really starving for interaction with others,” Donohue says. “Most come to the Carlson School in part to learn from the experiences and viewpoints of other students. Online can sometimes be more of an individual learning environment.”

What has been successful in this class is offering weekly group activities where



The Inside Scoop on Online Instruction

Angela Braud is enrolled in the MBT program and is expected to graduate next spring. Her primary reason for enrolling in the class online was to avoid travel time to and from class—she lives in Duluth working full-time at the Hansen House Company. “This is the biggest advantage of the program, and I am absolutely an advocate of offering classes online,” she says.

She has noticed that the instructor and other students in class are more engaged than they were compared to her previous exposure to out-of-classroom learning—as an undergraduate enrolled in independent study.

Even though traditional classroom learning allows for conversation as

materials are being taught with all students hearing the same information, Braud says the online MBT course was more effective than a classroom. She can name multiple reasons.

“Online class allows students to study and learn when their schedules permit,” she says. “Everyone is busy, but family and work obligations still can be met when classroom work is flexible.” Also, a variety of learning media are accessed in an online class. She says presentations, articles, problems, and links all enhance learning beyond simply lecture and book readings, which are stereotypical of a classroom setting.

“The lecture presentations are prerecorded. In doing so, they could

students work together to apply concepts to business cases. “For example, there is one case activity where teams are divided into different roles and work on a negotiation,” she says. In this instance, the project is to determine agreeable terms for an intermodal transportation solution with students representing entities such as the railroad, a third-party logistics agency, and the intermodal facility owner. “Everyone has to be comfortable with the terms, so they break into roles and negotiate through Skype until they come to an agreement,” she says. “Through these different kinds of interactive engagements, students get to know and learn from each other and wrestle with big and really contemporary ideas.”

Besides wanting more connection with their classmates, students have also shown interest in being able to interact with some of the class’s guest speakers. “In the past we’ve had some prerecorded guest presentations, but the students felt it would be even better if they could take part in some of these presentations so they could ask questions and pick the guest speakers’ brains,” Donohue says,



» Karen Donohue

adding that she plans to set up two such experiences for the class this year. The times will be open to all students wanting to take part in a Q and A with the guest. “I wouldn’t say this is a hybrid course, there are no requirements for face-to-face and these forums will be taped for those who cannot attend,” she says. “This is based on feedback from students who want to have

touchpoints with these companies and a more enriching dialog. Even for those who cannot attend, I think it will be more fun to watch a video of conversation back and forth rather than an interview with canned questions.”

In terms of online classes in general, Donohue finds them a nice option as part of a portfolio, depending on what a student wants to get out of the experience. “A typical MBA experience should not be all online,” she says. “I think there will always be some elements of learning that are better done in the classroom. But, the technologies available to support interactive experiences within online courses are getting better and better.”

Eight Weeks in Three Days

Another format that offers flexibility to students is a “condensed” class, such as Persuasion and Influence, taught by Marketing Professor Vlad Griskevicius. In a traditional class, students may meet for three hours a week for eight weeks. Reverse the numbers and you have a condensed class: eight hours a day for three days, such as three Fridays in a row.

CONTINUED ON PAGE 18

be viewed multiple times,” she says. “Especially for difficult concepts, this is useful to have a message repeated as many times as the student needs.” Another perk of a recording is that it can be paused so the student can work through difficult sections. “It was most beneficial when working through mathematical examples,” she says.

In an online class, interactions with classmates are generally restricted to discussion board conversations. These are actually conducive to generating more thoughtful participation. “Typed responses can be reviewed and researched prior to posting to the class discussion,” Braud says. “When a student has the ability to prepare a response with accurate information,

both the student doing the research and the intended audience benefit.”

Also, because discussion boards facilitate, encourage, and oftentimes force participation—because they are part of a student’s grade—they cause the class to generally be current with the material to be able to engage in that week’s topic discussion.

As an advocate for online classes, does Braud think they can encompass a whole program effectively? “I’ve taken only one online class through MBT, but I could see how the network of students, alumni, Carlson School staff, and adjunct professors might not be as strong without a physical presence at the school,” she says.

“I was grateful to have made a few friends from previous on-ground courses whom I could ask questions of when we were adapting to the online format.”

She feels her existing relationship with these students was an advantage in the online course, if for nothing else than peace of mind. “If an entire program is offered online, how does this student interaction relationship build, with each other and the instructors? I don’t have a suggestion, but I think this is the biggest barrier to entry regarding moving a program exclusively online,” she says. “How do you maintain an elite network of qualified individuals without them ever meeting or participating in real-time conversations?”

The Team Behind the Scenes of Online Classes

BY AMIE NORDEN

During the last five years, the Carlson School has experienced tremendous growth in both the demand for and delivery of online courses for our MBA students. We have grown from approximately five online course sections five years ago to nearly 90 online course sections by the end of this academic year. As a result, approximately 50 percent of Part-Time MBA courses are now being offered in an online or compressed schedule course. MBA students like the change as evidenced by overall student satisfaction rising from 72 percent to 92 percent in evaluations given four times a year. MBA students appreciate the flexibility of being able to choose from a variety of course formats towards completing their MBA degree around a busy work life.

One aspect of online courses that many people are unaware of is that it takes a team of people behind the scenes to bring an online course to launch. As the Academic Technologies and Instructional Design Manager, I lead a team of three academic technologists and one videographer. In the background, we are assisting with the design and development of online courses and flipped courses as well as supporting academic technologies around the school. With online courses we are managing multiple tasks and working closely with faculty members to bring these classes to launch.

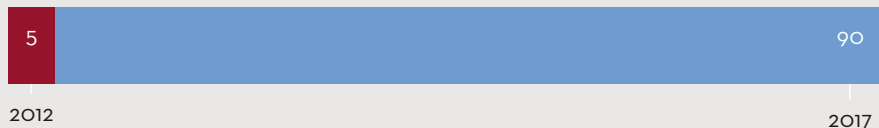
There is much about our team's work that remains invisible in the background. One of the visible elements, however, is online video lectures. To assist in video production, we have a green screen studio. Faculty work with our instructional designers to prepare presentation materials. Then the videographer shoots a video and inserts faculty into the resulting presentation as if they were standing "inside" their slides. Many faculty utilize the green screen studio for the creation of video in their online courses.

One of the things I like about this field of work is that the benefits frequently reach beyond the original online course. For example, many faculty wish to provide their online video lectures to their face-to-face students as well. This leads to discussion of the flipped classroom model, which results in more active learning in face-to-face sections of the same course. It's not about making everything online, it's about augmenting courses using digital tools. It's about finding the right mix of technologies to support faculty and Carlson School students in achieving their academic goals.



Percent of Part-Time MBA Courses Offered Online or Compressed

Number of Carlson School Online Courses



» Vlad Griskevicius

Students spend 24 hours in class in both versions, but the condensed class compresses the timeframe of the course. Course material remains essentially unchanged.

"The class is fundamentally similar regardless of format," Griskevicius says. "But some of the projects or assignments need to be modified to fit the structure of the course."

Persuasion and Influence is designed for part-time MBA students and Griskevicius has found the response to be very positive. "Demand has been huge, with my class filling up almost every time it is offered," he says. "I also think that some students appreciate getting a few days off from work because they can use the Friday class as an excuse."

Students also seem to cater to the novelty of the course. "Our Part-Time MBA students like to have a mix of class formats," he says. "My sense is that a typical student does some traditional format classes, some online courses, and some condensed courses. This allows students more flexibility and gives them more options and variety."

Griskevicius says there are several advantages to a condensed class.

Compressed Thoughts

Ali Weideman, who expects to graduate from the Part Time MBA program in 2021, says she was initially drawn to the Persuasion and Influence course not only because of Professor Vlad Griskevicius' reputation as being both knowledgeable and interesting in the classroom, but also because she wanted to try her first condensed-style course. "The format makes it easy to fit classes in without skipping a beat professionally or in your personal life," she says. "I used vacation time for this course, but am glad that I did and would do so again."

Since class time was compressed, she read the entire assigned text prior to stepping foot in the classroom. "This allowed me to keep up with the number of assignments and essays over the shortened length of the course," she says.

Although the biggest benefit of the class was being able to take an entire course while only slowing down life outside the classroom for a few weeks, Weideman adds that another significant benefit was that the class felt more like a seminar or crash course. "It was a nice change of pace from courses that meet once a week for an entire semester," she says.

Weideman says the main downside of the class format is that you do not become as immersed in the course when it is taken over a few days versus an entire semester. "There is also not as much time for discussion boards on the course page or group work, so less peer networking is involved in a compressed class," she says, adding however that "from my standpoint, the benefits far outweigh the negatives of a compressed class. These classes offer the flexibility of an online course while maintaining a true face-to-face classroom experience."

All in all, she feels condensed classes are a nice addition to the curriculum. "I would urge anyone interested to try a condensed class," she says. "These classes are a great way to knock out some credits in just a few weeks and take pressure off of the rest of the semester."



First and foremost, greater student focus and presence. "In a traditional class that meets many times over many weeks, there are bound to be lots of student absences," he says, offering examples such as a job interview or someone needing to travel out of the area for a short time. "There is almost never a time when everyone is in class at the same time."

In his class, however, attendance is almost 100 percent for the three days. "I think this is wonderful for the class because it

creates a better sense of community," he says. "It also allows everyone to be focused and present for the entire time. This kind of physical and mental presence is rare in the modern world."

The great efficiency of a condensed class, however, leads to its major disadvantage. "In traditional classes that last many weeks, students have more time to reflect on the material. There are many shorter class meetings and much time in between," he says. "Some types of learning work best

when they are stretched out over time. This kind of learning is more difficult in a condensed course because there is less time for prolonged reflection."

A condensed class also makes prolonged group projects more challenging. "There simply isn't enough time to have groups meet many times to do a project well," Griskevicius says. "I find that the condensed class is more useful for several smaller projects rather than one big project."

Making the World Your Classroom

BY HANNAH FOX

The University of Minnesota is one of a number of universities that partner with Coursera, a company that offers massive open online courses (MOOCs) in numerous subjects. There are two specializations from the Carlson School—Human Resource Management: HR for People Managers and Healthcare Marketplace. The courses harness the power of technology and respond to a growing interest in online education.

Healthcare Marketplace was created by Medical Industry Leadership Institute Director Stephen Parente and colleagues. He has found it a huge success. “We’ve had more than 9,000 learners,” he says. “And received more exposure of what I do and what the Carlson School does with healthcare than I ever expected to. More interestingly, one of our MBA students came to the Carlson School with only two months’ notice because he saw me do that MOOC.”

Center for Human Resources and Labor Studies Director and Professor John Budd, along with several of his colleagues from the Department of Work and Organizations, built the Human Resource

Management specialization. The offerings in this module are intended to leave students with a new-found understanding of the range of options available for managing employees and helping them develop their own human resource management skills.

Budd says that teaching a MOOC has more up-front, intensive development and production than a traditional classroom-taught course, but less interaction with students.

Budd made a total of 47 videos for his four-week course, one of five courses that are part of the module. Most of the videos were produced at the Carlson School in a recording studio in front of a green screen. He also created a short, ungraded practice quiz for each lesson, as well as a longer, graded quiz each week.

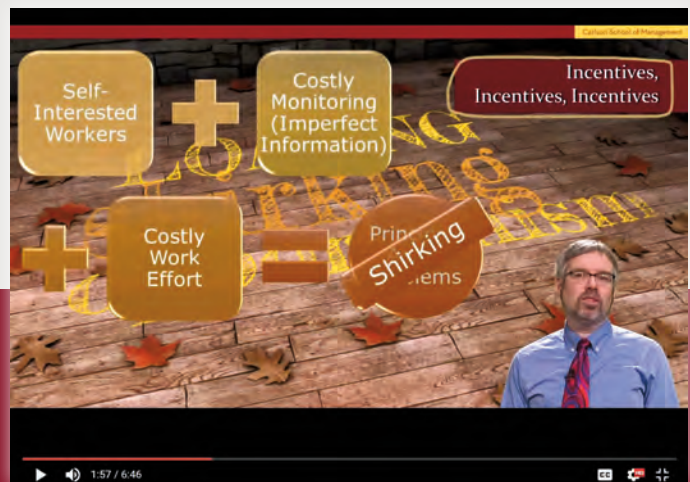
“Most of the work occurred before the course even launched. Now that the course is running, students can sign up at any time and they start with a new cohort of classmates every two weeks,” Budd explains. “I monitor the discussion boards to make sure everything continues to run smoothly, and I add some thoughts to the

discussion boards when students have questions or make insightful comments. But they can watch all the videos and complete all of the assessments at their own pace without any involvement from me.”

According to Budd, teaching this MOOC has been very rewarding so far. Since the course has become available last year, more than 18,000 students have enrolled. Because this course is freely accessible online without any entry criteria, it has reached students from more than 100 countries who are interested in learning more about human resources management.

“It’s particularly rewarding to think that we can provide the leading expertise of our HR program to individuals in countries who otherwise don’t have access to this kind of education, and that we can make a difference in their lives,” says Budd.

Although it has been a positive experience overall, Budd does note that there are challenges when teaching a MOOC. One of these challenges is deciphering how to create a personal connection with the





▲ I'd Like to Teach the World

John Budd prepares one of his MOOC videos.

students, given they have no personal interaction with the professor. Students are encouraged to communicate with each other, however, and they have access to student discussion forums that Budd can monitor. He also created a LinkedIn page that helps students keep in touch with each other after completing the course.

Participants rate the course overall on a 5-point scale. So far, Budd boasts a score of

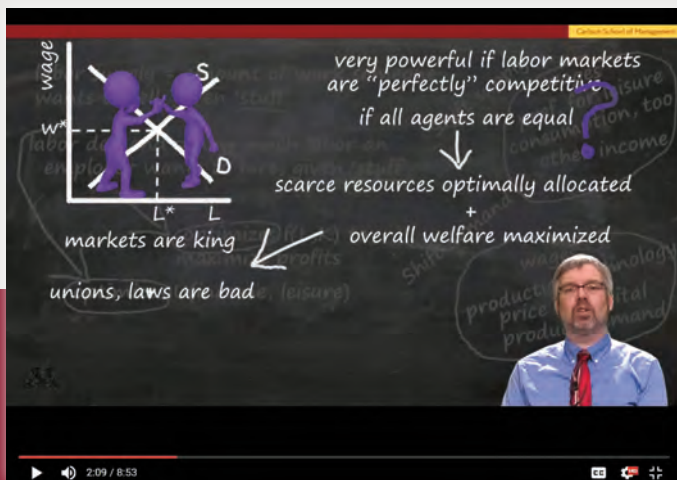
4.7. Students can also comment on specific videos if they have a question or comment. In a MOOC, anyone can watch all of the videos for free, but as of now 1,764 students have purchased the paid version of the course and earned a certificate.

Budd says the process of creating this MOOC and preparing it for students was the busiest time in his entire career. And although it was exhausting and at

times overwhelming, it has been a great experience because of the positive feedback from the learners and the truly global interest in the course.

Visit Human Resource Management at: www.coursera.org/specializations/human-resource-management

Healthcare Marketplace can be found at: www.coursera.org/specializations/healthcare-marketplace





▲ Tangible Knowledge

Seth Werner, in a bus driver costume for a Halloween class, sets up shop in the classroom.

Improved Learning Design

Seth Werner believes there is an intersection between how students want to learn and how he wants to teach. “In the past, there was this notion of the ‘bank model’ of learning. Empty vessels came to be filled with knowledge from a great sage,” he says. “Today, I think more about knowledge co-creation. We have great foundational ideas out there, but they are not set in stone. We can use the classroom as a site of creation, not transmission. Students today are so used to having agency in what they consume, so I try to create the space for them to do that.”

What is driving the educational needs of today’s students is their information access and their constant creation of things, Werner believes. “They may not explicitly see themselves as creators, but they are,” he says. “All the time. My sense is that

today’s environment better facilitates and showcases individual-level creation.”

Werner says instructors can best adapt to these changes by being open. This doesn’t mean not having a plan, but having a plan that embraces and creates opportunities for knowledge co-creation. “I will present an established model in class and ask for questions. Then later in the class I’ll present ideas that contradict the model,” he says. “Let them see and make the connections, but more importantly, now that they know they can do it, I push them to add their own critiques or improvements.” He says this process has led to many student-identified changes to models—ones that he had not thought of.

“One of my primary goals in teaching is really about creating knowledge that

students can take to work the next day and use in a meeting,” he says. “I wanted a way to create explicit connections of the course content to their everyday lives.” From this was born “Marketing in Your Daily Life”—a concept sort of like examining the front page of the newspaper through a marketing lens. “Now every class starts with the application of class material to current events,” he says. “There are of course easy ones, like unpacking the motivation behind Super Bowl ads, but I really like the deeper ones that involve seemingly non-explicit marketing activities.”

Along the lines of co-creation of knowledge, Werner thinks about “learning by doing.” He says guest speakers are great for sharing stories and providing examples, but there is a limit to their effectiveness.

“Occasionally you can convince them to set up their talk with a participation component, but in the end it is confined to a class period and limited depth,” he says. Werner prefers “live clients.” These are real-life people with real-life challenges. The students get to be a part of that person or firm’s growth, and again, they have agency in the outcome. “Last year, we worked with a client that was trying to increase engagement with the Mississippi River. The student’s recommendations informed a new kayak share program,” he says. “This is a tangible outcome they can see every time they walk over the Washington Avenue Bridge and look down at the shore and see the kayak share lockers.”

Another “tangible” is the store shelves that Werner sets up in his classroom. A few years back, he reconnected with a former student, Mike Guanella, ’06 MBA, who was just put in charge of Hormel’s \$700 million acquisition of Skippy peanut butter. “The next semester I reached out to him to come and talk about Skippy and the challenges the category was facing. I just thought having the entire shelf set there would really help the students better understand the category,” he says.

Guanella has made several more visits to the class with updates and more stories using the prop shelves. Werner also has embedded the shelves into the curriculum in other ways, so they are part of the class now even when Guanella doesn’t visit.

As engaging as the shelves and other forms of knowledge co-creation are, Werner says more can be done. “Volunteering to be a chaperone on my daughter’s fieldtrips reminded me that the model of the classroom as the site of learning needs to be changed,” he says. So this semester, his MBA marketing research class has six “site visits” where the class session will be held somewhere other than the classroom. “Bringing the shelves to the class is a step in the right direction, but bringing the students to the shelves is even better,” he says.



» Stacy Doepner-Hove

Classes a World Apart

How about bringing students to the other side of the world without leaving the classroom? MA-HRIR Program Director Stacy Doepner-Hove teaches two live courses with a counterpart, Dr. Bernd Irmer, at the Queensland University of Technology (QUT) in Brisbane, Australia. QUT and the Carlson School have partnered with semester exchanges for several years.

“We each have a class in our respective schools and we co-teach using technology so that the class can see and respond to us at the same time,” she says. “The students are put into small groups that are mixed between the two schools, so they have to work in virtual cross-cultural teams.”

One of the classes, Human Resources Management in Australia is an undergraduate course, and the other, HRIR in Practice: Strategy, Execution, and Ethics is at the graduate level. The undergraduate course is a core HR class in which the students travel to Australia at the end of the semester to meet their virtual teammates. The graduate course is one of the capstone classes for the MA-HRIR program.

Currently, the undergraduate course is in its fourth year. The graduate course finished its second year last fall. With a 15-hour time difference between the two countries, the Australian class meets in the morning and the Carlson School course meets at night.

The genesis of these co-taught virtual courses came about during a face-to-face meeting Doepner-Hove had with Irmer when she was in Australia with her undergraduate students. “We started talking about educational philosophy





▲ Oceans Apart

Carlson School students learn in real time with their Australian counterparts.

and we thought the course could be a lot better if we tried this,” she says. “We decided to do it at the graduate level, too, and add a live case.”

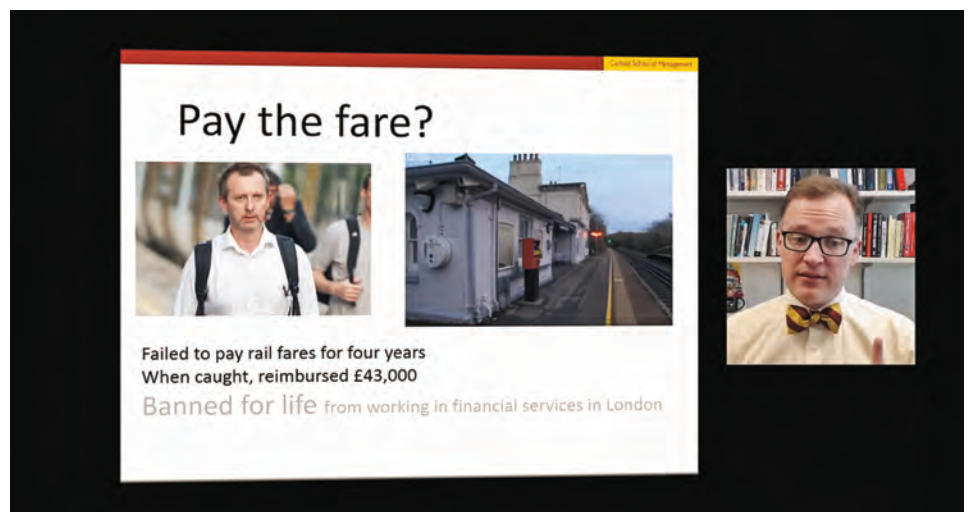
With the live case, students are introduced to a real-life business challenge and work on the problem virtually with their Australian counterparts, acting as a kind of consulting group. The difference between the undergraduate and graduate courses is that the undergraduates ultimately visit Australia while the graduates remain in a virtual relationship with their overseas classmates. “There is actually more virtual work done at the graduate level because the whole semester is virtual,” Doepner-Hove says.

Students seemed taken by the courses. “We get good feedback from both levels that the course provides something they don’t find in other courses,” Doepner-Hove says. “They like the realness of having some work to do. They appreciate the fact they can have that experience before they get out into the workplace and have to do it in the real world. And with the live case component, the undergraduate students here and in Australia get to know each other a little bit.”

Also, the experience gives students a chance to study the pitfalls in working with virtual teams. “Working virtually and working globally is beginning to be a part of everyone’s life,” she says. “This allows them to work through bugs or things that aren’t so great. They can use this experience to improve virtual workplace teams in the future. It’s really a safe space. If they mess up in school, they might get a bad grade but don’t drop a million-dollar client.”

Combining Live and Virtual Instruction

Senior Lecturer Rand Park considers his undergraduate class Corporate Responsibility and Ethics “hybrid” because he does spend time in the classroom lecturing about topics, but he also “flips” some assignments. “Instead of showing a short video in class and then having a discussion, I will often put the link to the video on my Moodle [an online learning platform] site and have the students



To view a sample Rand Park lecture, visit https://youtu.be/_2NflEyq,t8



watch the video over the weekend and fill out a short feedback assignment,” he says. Then, the next time the class meets, it begins with a discussion about the assignment. Since the students have already watched the video and filled out the feedback assignment, they can go directly to a discussion, saving class time.

Park also has implemented some fully online components into his curriculum as well. “I have two Moodle forum assignments in which students both read a case and have an online discussion about it with other students,” he says. Everyone must post one original discussion topic about the case and respond to at least two other students’ original posts. In this manner, Park can build in more “discussion” outside of class.

“Online forums serve another function as well,” he says. “Because they are asynchronous and don’t involve public speaking, shy students can respond without fear of embarrassment. The extra writing practice also helps because there is always a writing section on my exams.”

Last November, Park discussed his adventures with alternative teaching methods at “Redesigning your Course for Flipped and Online Learning,” a panel discussion sponsored by the Office of Information Technology featuring faculty members from three different colleges at the University. The common consensus was that the future is here. “This is a digital generation,” Park says. “Students are not always fully engaged during class so we need to find a way to grab a share of their out-of-class screen time in order to best deliver our content.”

Also, with more students for whom English is not a first language, online material means that students can take more time to read, reflect, and write than limited classroom time may offer. Another plus is cost. “I am able to deliver a digital course pack through the University library that is significantly cheaper than requiring students to buy a hardcover book,” he says. “The weekly readings are posted on Moodle—no book to carry or lose.”

Leveraging digital technology in coursework for a “digital native” generation also helps them be ready to be productive in their future careers. “Students use their devices for social networking and entertainment already,” Park notes. “We can help them pivot those skills into a work relevant environment through serious assignments and activities online. They need to develop skills in our courses that are directly related to future work—being able to write, think critically, work collaboratively, and calculate accurately.”



Course Fosters Engaged Discussion

Katherine Spicuzza, a junior pursuing a finance major and business law minor, took Park’s ethics class her first semester of freshman year, and she says it was everything she could have wanted from a college course. “It was rigorous and engaging and taught by an instructor who was passionate about education,” she says. “We didn’t waste valuable course discussion time with boring definitions. For the most part, students came to class already prepared with the basics, so we could focus on the analytical during the lecture. Coming to class with a basic understanding allowed us to have in-depth discussions beyond what a traditional classroom would allow.”

Spicuzza says classes such as ethics do lend themselves more readily to this engaged discussion, but she’s seen this format work just as well for a finance class. She mentions Carlson Growth Fund Academic Director Aamir Khan’s behavioral finance course, where he constantly showed real-time updates of different market phenomena, videos of debating hedge fund managers, and articles enriching the theories discussed in class. “Instructors like Rand Park and Aamir Khan take student learning to the next level by forcing students to apply critical thinking to new situations,” she says.

Discussion-based classes with weekly readings have been far and above her favorite courses, Spicuzza says. “They have been the courses where I’ve learned the most,” she says. “If the only content I’m getting is from reading the PowerPoint slides the professor posts or from taking notes on the reading, I’m not going to be incentivized to come to class and engage. I want an expert who takes the base knowledge I gleaned from the reading, extrapolates it, and introduces outside information to help synthesize what I’ve read.”



▲ Learning by Doing

Students consistently place hands-on learning near the top of their list of the most rewarding educational experiences.

Experiential Learning

The Enterprise programs have had a long and successful tenure at the Carlson School. These programs assemble MBA and select undergraduate students into small teams to tackle real challenges for real companies. Associate Dean Raj Singh hopes to replicate their success at the undergraduate level through “In Action” courses.

“When I walked into this job, our school was pushing experiential learning a lot,” he says. “We had a hard time replicating that experience for our large undergraduate program. When we do it in

MBA, it’s high-touch and very expensive. So, we wanted to give students experiential learning in a way that could touch a big fraction of our 700 students who graduate every year. My goal is to reach at least two-thirds of them each year.”

There are five In Action courses so far: three new ones are Finance, Marketing, and Management Accounting. Finance In Action and Marketing In Action began last fall with Management Accounting In Action to be rolled out next year. In the finance course, students learn how to build financial models by studying real-

world organizations. Then, they develop a live financial analysis and a risk/reward investment recommendation to present to a real client organization. In marketing, the students create recommendations for real-life marketing problems by analyzing business models, sizing new markets, drafting a brand promotion plan, and pricing a product. The courses take their cue—and their name—from the school’s successful Entrepreneurship In Action course run out of the Holmes Center. In the last 11 years, this course has launched 25 businesses and generated more than

\$400,000 in revenue. There is also an MIS course that has been taught under different names for many years. Last fall, it was rechristened MIS In Action. In this course, companies provide students with an IT challenge. The students then work in groups to propose solutions to present to senior company executives. Singh is hopeful the new In Action courses will be as successful as these existing ones.

“My view is that when we teach academic knowledge, it sometimes doesn’t penetrate,” he says. “It’s useful information, but until you internalize it and until you really live and breathe it, you don’t get it. These courses, I’m hoping, will help students internalize knowledge much better. All the skills—team building, working on a long-term project, using skills from different areas—these are skills that leaders need.”

Like the Enterprises, the In Action courses will acquire outside projects from companies and corporations. “We have students divide up into teams, and all teams work on the same project,” he says. “The difference from the Enterprises is the scope of these projects is smaller and instead of having one team on one project, we can have five to seven teams work on one project. So it’s like a competition. Whoever comes up with the best solutions gets graded accordingly.”

Another difference is that In Action courses won’t charge their client companies. “We’re hoping that we develop the projects and they’ll support us in various ways,” Singh says, adding that companies already have an affinity for Carlson School students. “The reason they love our students is because when our students are working outside the companies, they don’t have group think. They are independent. They come up with ideas that are wonderful because they come from outside.”

Right now, Singh says there are no plans to make the In Action course required, and he likes it that way. “My own intention is to stay away from requirements and make classes that students want to take,” he says.



» Tim Barinka

Experiential on a Global Scale

The Carlson Global Institute’s Global Business Practicum provides experiential learning cross-culturally. Students work with partner schools overseas on issues facing real businesses. It’s a good deal for both parties as the students gain invaluable experience with international business and the companies receive important feedback to their global challenges.

Hormel Foods is one company that has found value in the program—it has participated on three separate occasions so far. “The first was about developing processed meat snacks in China,” says Tim Barinka, Vice President of Hormel Foods International. “The marketing involved the U of M team and its partner university in China. We had an intro kick-off session describing the goals and core of the project to students here and then fed to their partner students in China. The project also included a visit to China where they met with their counterparts and some of our management team.”

The second project was looking at an entry into the Russian market, which included partner students from the Vienna

University of Economics and Business. The most recent project was in Brazil with partner school Fundação Getulio Vargas and dealt with Muscle Milk. “They did a feasibility study with the brand and product line and studied the category and consumer segments to see if it was attractive for Hormel Foods,” Barinka says.

Although the projects had different products and goals, the common denominator was having a team comprised of many functions, such as marketing, accounting, and supply chain. “It’s a good functional mix of students. That is one of the benefits from our standpoint,” Barinka says. “Not only the local U of M team, but its counterpart in the foreign market. There’s a good mix of eyes looking at the project. They have a cross-functional expertise they can bring to it.”

What’s the value for the student?

Barinka says you can sit in a class and look at case studies from a textbook, but that can sometimes be pretty static. “Interacting with a company is live and vibrant from a student’s perspective,” he says. “The interaction with a live case and company just brings higher interest and more real-time value to the project.”

Also students get valuable experience in working within groups and building interpersonal relationships. “When we hire students, those are the kind of skills we look for in leadership,” Barinka says. “We look at communication skills, we look at decision-making and we look at strategic thinking.”

Barinka says a testimonial to the whole Global Business Practicum program is that Hormel Foods has done three of them. “That’s a sign of success, that we’ve been happy with the work and the collaboration,” he says. “It’s giving back to the U of M, but it’s also getting something in return.”





Fascinating Perspectives

Michael Yost, '16 MBA, was one of the students taking part in the Brazil experience. "I wanted to work on a real-life consulting project for a sponsor company," he says. A deciding factor for him was that it was in the food sector, an industry of interest as his family owns a farming and commercial real estate development business.

For the project, Yost and his classmates developed the market entry strategy for Muscle Milk. One of the noteworthy aspects of the experience was the countless interviews he had with gym-goers and store managers of athletic clubs and nutritional shops in Brazil. "This provided us with fascinating

perspectives that allowed us to better understand and market the specific product attributes toward our targeted audience," he says.

An unexpected challenge was the cultural attitudes revolving around any product label that included the word milk. "Through our conversations, we quickly realized many Brazilians, despite consuming cheese on a regular basis, avoided consuming milk due to perceived digestive issues that caused many to view themselves as lactose intolerant," he says.

Yost says that personally teaming up with Brazilian students on the project while also being exposed to the country's businesses and consumers,



From Student to Sponsor

Leah Larson, '07 MBA, found the school's Vienna and China practicums particularly valuable. "Both provided a richness to my education that I could not have achieved in the classroom alone," she says.

She has had a passion for learning about other cultures from a young age—she lived in Spain twice, once during a summer in high school and again for a semester in college. "I've always been someone who learns best from experience, so I always seek out opportunities to immerse myself into new experiences," she says. "The global practicums offered by the Carlson School provide an incredible opportunity to learn new cultures and provide firsthand experience into doing business globally and working with diverse teams."

Her team-building skills were honed while partnering with students

from Vienna University. "We approached the case, and business in general, very differently," she says. "It helped me learn the importance of relationship-building and how to leverage unique perspectives and approaches."

During the China practicum where her team worked with a restaurant company, she gained a fresh insight into cultural differences. "At that time, China was very unknown to me, aside from its large size and opportunity," she says. "In this program, we spent a lot of time in the market and I've always remembered the extremeness of the high and low ends of the market and the cultural challenges associated with taste and customs."

After graduating, Larson began her career with Ecolab and her practicum experience served her well. In her last role at the company, she was globalizing a \$3 billion product portfolio. Currently,

was something that no classroom could replicate. And the end result was not lost on Hormel. “Throughout multiple conference calls and during our final presentations to company leaders, we knew our end product was something that Hormel truly valued and was important in its examination of potential growth markets overseas,” he says.

The experience of being exposed to new environments when you need to perform under tight deadlines helped shape and refine his skill-sets, Yost says, adding “It allowed me to be in a position to succeed in similar challenging environments.”

she is leading the global marketing function for a \$650 million division of the company. “Both of these roles have highly leveraged both the skills gained during my MBA and the global mindset I was able to develop through the global practicum,” she says.

Larson, who recently joined the board of advisors for the Carlson Global Institute, continues to be a huge advocate of the global enrichment programs and encourages every student she meets to take advantage of the opportunity. This year, Ecolab is sponsoring the Vienna Global Business Practicum and will provide the case for the students to work on. “It’s been fun to come up with business challenges that will be interesting to the students, but will also encourage them to get out and immerse themselves in the culture,” she says.

Global Medical Valuation Labs



Bryana Mayer, '15 MBA, is a senior oncology specialist at Merck as well as an adjunct faculty member at the Carlson School. She participated in three Medical Industry Leadership Institute (MILI) Global Medical Valuation Labs, starting with an inaugural course in Sao Paolo, Brazil, led by MILI Director Stephen Parente. The program is designed to give students a better understanding of how to evaluate a new technology from a global perspective and increase their ability to work in cross-cultural teams.

She worked on a healthcare strategy project with Johnson & Johnson Brazil where she presented a marketing sizing analysis and strategic recommendations to the president. Her second course was a Global Valuation Laboratory course with a partner school in China, the University of Shanghai for Science and Technology. The third experience was with the Stockholm School of Entrepreneurship in Sweden.

“The MILI global courses provided the opportunity for me to work in cross-cultural teams, performing rapid market analysis to determine a product’s potential for success in global markets,” she says. And when Mayer says work, she means it. Her team researched intellectual property rights, sized up potential markets, completed written and verbal investment analyses, and made recommendations to clients and investors on whether to move ahead.

The MILI experience offered Mayer educational opportunities she could not have received either in a classroom in Minnesota or in a conference room at the multinational company she works for. “The opportunity to work beside and learn from Chinese inventors, investors, healthcare providers, medical industry executives, and students through the course greatly increased my value to current and future employers,” she says. In fact, she was able to demonstrate her learnings while interviewing for a new position at Merck last year. “I truly believe my international experience was a differentiating factor that led to my offer of the position,” she says.

MILI Director Parente says these kinds of student experiences, especially when they involve travel, get people out of their comfort zone. It is one thing when you are in a classroom, but when you are in a completely different location, such as China or Sweden, different parts of your brain are firing. “You still have to do a task, but you are immersed in a whole new set of challenges,” he says. “The students and the instructors share in the adrenalin of such an intensive experience and it makes for a better education.”

▲ Styled to Fit

Brett McDonnell and Paul Vaaler are two of the many faces behind the new business law minor.



Tailored Courses

Programs more tailored to a student's career interest continue to proliferate. In just the last few years, the Carlson School has created a Master of Science in Business Analytics—offered both full and part time—a Master of Science in Finance, a Master of Science in Supply Chain Management, and an Industry MBA based in Washington, D.C. More than 165 students are enrolled in these programs.

For undergraduates, a brand-new minor is now being offered jointly by the Carlson School and the Law School: Business Law. This minor is open to all undergraduate degree-seeking students on the Twin Cities campus, including Carlson School students. Those enrolled in this minor will explore issues and concepts at the intersection of law and business and learn analytical techniques helpful in business settings.

“Law plays a central role in the world of American business,” says Dorsey & Whitney Chair in Law Brett McDonnell. “Sometimes it provides structures that help businesses advance their goals, and sometimes it provides important limits on what they can do.” He says anyone

who wants to be involved in the world of business—or simply just wants to understand how that world works—should have some understanding of business law. “It is not just lawyers and law students who need to think about business law,” he says. “The Law School is filled with faculty and courses that advance our understanding of business law, and this program makes some of those courses available to students outside of the Law School.”

This minor will leverage the expertise of the Carlson School and the Law School by offering experienced advising, a foundation in substantive business law, and instruction in legal reasoning. “A business school or law school could not alone provide the combination of resources that this partnership makes available to students,” says Law Professor Allan Erbsen. “Students will learn analytical techniques and legal rules that will be helpful in business settings and that can prepare them for further study in a law school or an MBA program.”

The program contains both substantive and procedural elements. Substantially, students will learn important aspects

of business law, including the basic background of the American legal system, the law of corporations and other business associations, legal elements of accounting and corporate finance, and other areas such as tax, intellectual property, and financial regulation. “Procedurally, we want to teach students how law students and lawyers think and how they research and analyze problems,” McDonnell says.

Several kinds of students will find this program useful. “Some will be planning on going to law school. For them, it will give a chance to get a head start in learning how law students and lawyers think about problems,” says Associate Professor and John and Bruce Mooty Chair in Law & Business Paul Vaaler. “Some will be planning to go into the world of business. For them, the program will help guide the understanding of important legal rules which both enable and constrain businesses.” For everyone, he adds, the program will help develop an understanding of the role law plays in shaping the environment in which businesses function.

Evolving Executive Education

Finally, what about seasoned employees? How can they take advantage of the educational offerings of today? Because technology is rapidly rewriting the rules while competitive intensity continues to increase, companies are increasingly looking for partners and programs to help them quickly evolve. These programs must enable participants to immediately apply what they have learned, and often include tools, frameworks, and action-learning projects.

“Leaders are recognizing that the firms that are able to successfully adopt these new approaches will earn a competitive advantage in the marketplace,” says Carlson Executive Education Executive Director Jody Tableporter. “Firms are also recognizing that the fast rate of external change requires their leaders and teams to quickly adapt and evolve internally.”

Two new Carlson Executive Education courses will meet this need by helping senior leaders plan, execute, and sustain “change” and “innovation” initiatives. Additionally, shifts in the workforce are requiring Millennials to step up into management roles faster than ever before. To help prepare them to take on these new challenges, Executive Education has created a course specifically for emerging leaders.

“And even the most seasoned of leaders are looking to Carlson Executive Education to continue their development at key transition points,” Tableporter says. “New and aspiring CFOs will learn how to create shareholder value, communicate with boards and analysts, and lead under the spotlight in a newly created program called Leading Finance.”

To learn more about Carlson Executive Education visit: carlsonschool.umn.edu/executive-education.

Expanding Global Acumen through International Internships

BY KEVIN MOE

Carlson School students are ambitious in seeking a wide array of learning opportunities in preparation for their future careers. To support students' ability to customize their academic endeavors and meet their individual goals, many experiences are offered both inside and outside of the classroom that contribute to their comprehensive business education.

One example found in the curriculum is the inclusion of an international experience as a degree requirement for all students. Supplemental to the curriculum, most students desire internships to gain work experience in a real environment. It's easy to see the value in both of these experiences separately, so how much more valuable could they be when combined?

The Learning Abroad Center at the University of Minnesota offers credit-bearing internship abroad programs for U undergraduate students in several different disciplines. "We were seeing a lot of students using these programs and noted that they were looking to fulfill their international experience by working, not just taking classes," says Carlson Global Institute (CGI) Education Abroad Program Manager Kate Terry. "We wanted to fill that gap in our profile. We wanted to give Carlson School students more options with business-specific internships."

In the summer of 2016, the Carlson School ran its first year of two new internship programs in both Hong Kong and Singapore. In these programs, students can fulfill their international experience by working full-time for eight weeks. Eight students signed up for the program—six in Hong Kong and two in Singapore.

In addition to the internships, students enroll in a one-credit course during the program. "It is meant to be an

opportunity for students to reflect on the cultural experiences that they are having and receive feedback from their instructors," Terry says. "The course allows them to debrief the interactions they are having in and outside of the workplace."

A main goal of this program is for students to receive high-caliber experience working abroad. "We didn't want students to be running around getting coffee and making copies," Terry says. "We wanted this program and these internships to be meaningful for students. Meaningful and intense."

The companies involved include PVH, Mazars, FedEx APAC, ACE Life, RR Donnelley, and Morningstar in Hong Kong, and KPMG and BBC Worldwide in Singapore. CGI worked with an Australian-based education services company which helped to secure the

internship opportunities and provide on-the-ground support for students during their placements. CGI is open to exploring other internship locations around the globe, but will continue to run the programs in Hong Kong and Singapore in summer 2017.

"We were really pleased with the first year of the program," Terry says. "It's a huge resume booster and a good way for students to fulfill their international experience beyond typical study abroad academic experience and build their professional credentials in a unique way. We're looking forward to the second year."

TAKING INITIATIVES

After learning about what the new CGI internship program offered for students, Jackson Ridl realized immersing himself in a fully



Jackson Ridl (left) and Christian Yonkoski (third from right) enjoy a meal in Hong Kong during their internship.

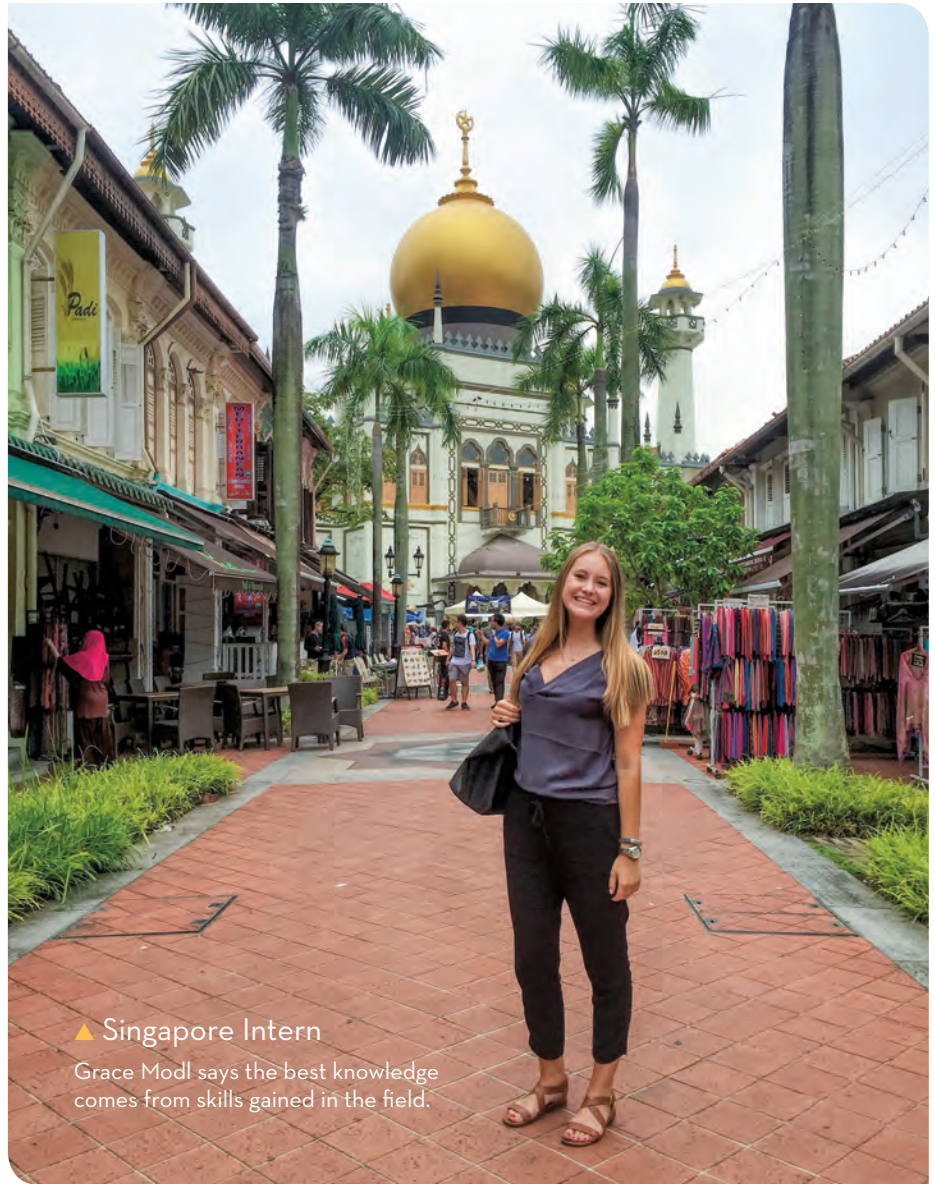
international business experience would allow him to have a unique way to differentiate himself from his peers.

The MIS and marketing double major interned at Mazars in Hong Kong. He redesigned his office's intranet site to improve the user experience, remodeled the information architecture, and developed an event marketing strategy to leverage global publications to attract local clients. After the office's French tutor returned home for the summer, Ridl also took time to teach a little French to his firm's staff to improve communication between Mazars' Hong Kong and Paris offices.

"The firm I worked at is headquartered in Paris and it had recently merged with a very large professional service firm from mainland China," Ridl says. "It was very interesting learning about how even though the contract to merge had been agreed upon and signed eight months prior, our management team still focused heavily on building relationships and developing trust across the new China offices."

In his office, 99 percent of the staff members were from mainland China or Hong Kong and the remaining 1 percent were managers from Europe. "Being so heavily immersed in two very different cultures allowed me to strengthen my communication skills, understand a completely different business landscape than Minneapolis', and learn how my cultural background can work in harmony with others," he says.

Ridl says one of the most valuable things he learned from the internship was how important it is for students to take initiative and invest in the companies they are interning at. "Most of the exciting projects that I worked on this past summer I received because I finished my assigned work and asked my manager and our managing director if there was anything I could help with that would further the objectives of our firm," he says.



▲ Singapore Intern

Grace Modl says the best knowledge comes from skills gained in the field.

ADAPTING YOUR COMMUNICATION STYLE

Grace Modl, a junior studying marketing and HRIR, took part in the Singapore program, where she worked as a marketing intern for BBC Worldwide.

She was initially drawn to Asia, and Singapore in particular, because she found its modernity, business expertise, and melting-pot-like culture intriguing. "I was interested in gaining experience in the types of strategies used to market to different cultures and consumer groups," she says. "I place a lot of value on the

education I've received while in the classroom, but I've learned that some of the best knowledge comes from skills gained working in the field. I know that an internship program would be the best fit for my international experience."

BBC Worldwide is the commercial subsidiary of the British Broadcasting Corporation, responsible for producing brands like Top Gear, Planet Earth, and Doctor Who. In her marketing and media-focused role, Modl was tasked with executing a market research project aimed at uncovering Asian

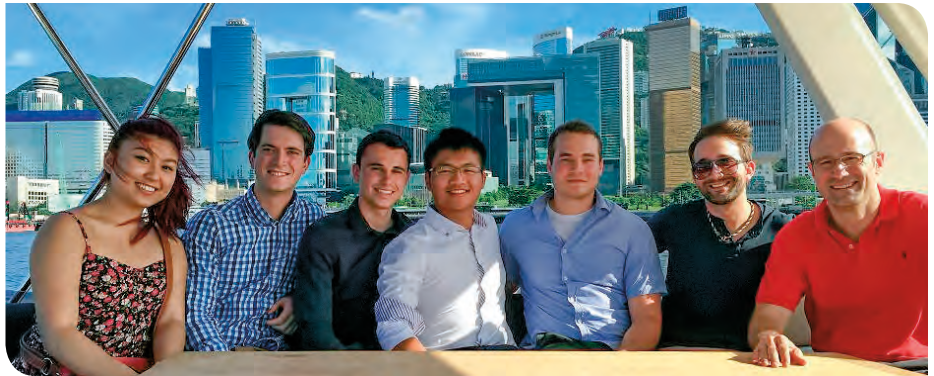
consumer attitudes and viewing habits toward British television programs.

“After analyzing results from a survey taken in seven countries in the region, I helped create social media content and promotional videos for the launch of a new on-demand digital streaming service called BBC Player,” she says. “It’s been exciting to watch my hard work come to life as the content has rolled out over the past few months.”

The multi-cultural element of her internship allowed Modl the opportunity to understand what marketing strategies different cultures responded to and how to adapt her communication style to suit the needs of each market. “Working alongside a diverse team of individuals enhanced my ability to reach consumers more effectively on a global scale, which is a skill that can be transferred to future roles,” she says.

Modl notes that her internship was unique in that she was able to see the consumer marketplace through an international lens, and that was a revelation. “I’ve studied the role of culture in the workplace several times throughout my undergraduate career, but nothing compares to actually living it,” she says. “I wouldn’t say I experienced much culture shock, but differences in lifestyles impacted everything from how I connected with my team to what modes of communication we used when sending out marketing messages. I’m excited to apply the knowledge I’ve gained in different technology trends to a future role back in the U.S.”

The “people element” of another culture is also something that Modl was best able to appreciate first-hand. “Watching my studies of individualism versus collectivism come to life within a corporate culture proved to be very interesting,” she says. “In a collectivist-focused country like Singapore, the emphasis on working in teams and collaborating was unlike anything I’ve ever experienced. I learned that incentives were intrinsically motivated



Christian Yonkoski (third from left) with his class colleagues in Hong Kong, along with Alejandro Vargas, '04 BSB (second from right) and Peter Gastreich, '01 MBA (far right). This gathering was hosted by Richard Lee, '77 BSB, '79 MBA (not pictured).

rather than rewards-based. Sometimes it was more important to spend two hours bonding with a colleague over a lunch break than it was to be the first one at the office ready to work.”

SMALL CULTURAL DIFFERENCES CAN HAVE LARGE EFFECTS

As Christian Yonkoski was thinking about how to beef up his knowledge of international finance, he figured the best way would be to land an overseas internship. He had two internships in the past, but they were both in chemical engineering, and not out of the country. So this was going to be a new experience all around. For his international target,

» Vibrant Surroundings

The hustle and bustle of Hong Kong was a siren call to Christian Yonkoski.



he found himself drawn to the energy and excitement of Hong Kong. A couple of his close friends previously had studied there and had many good things to say about the country.

As it happened, he managed to secure a position at Morningstar, where he interned as an equity research analyst. “I supported four analysts with day-to-day research tasks as they came up and worked on a couple of different projects,” he says. These projects included creating discounted cash flow models for companies in the telecommunications, consumer, and energy sectors as well as building from scratch an intricate model for an impending IPO of a Chinese cell phone tower company. “This was a joint venture among the three largest mobile phone carriers in China,” he says. Yonkoski also authored a section of a report on the Macau casino industry that was sent out to investors.

From his experience, Yonkoski gleaned much that would be common with in-country internships. “I learned a lot about managing deadlines and communicating with my analysts. It is important to let them know when you have too much on your plate and when you can handle more work so you can prioritize your time,” he says. “I also learned a lot of what kind of depth goes into research that is presented to clients. I ended up reading over 500 articles on a single issue for my section of a report.”

But being an international internship, this experience also gave Yonkoski some insights that are unique to the particular country. “I learned about how small cultural differences can make a big difference in your everyday life,” he says. “For instance, in Hong Kong, everyone goes into work around 10:00 a.m. and stays until 7:00 p.m. or so. It really altered my schedule and took some getting used to.”

He also found that you had to be careful about word choice while immersed in a new culture. “I ended up in a sticky situation for using the word ‘crazy’ in a positive way, when my supervisor thought I meant it in a negative way,” he says.

In all, this finance and accounting junior found the experience both illuminating and extremely valuable. “It is a great talking point on my resume,” he says. “It has really helped differentiate me in interviews and get my foot in the door at a lot of firms.”

DEVELOPING CONFIDENCE

Lauren Dwyer found her internship through the Learning Abroad Center. An accounting and MIS major, Dwyer is minoring in international business, so her

experience was really a must-do. “I knew I wanted to study abroad in Sydney, Australia and my options were between taking four classes or taking two classes and a part-time internship,” she says. “I heard great things from other students who have interned abroad and I thought it would be a great way to diversify myself. I also saw it as a great way to gain experience if I want to work abroad in the future after college.”

She landed a position as a finance intern with the Australian Baseball League. One of her biggest projects was creating a cash flow spreadsheet for the upcoming fiscal year. The spreadsheet needed to be formulated to adjust cash flows based on changing assumptions to help the company understand how these variables may affect the company’s cash account.

Although she primarily worked in an office located in downtown Sydney, Dwyer had the opportunity to get out in the field, so to speak. “I was able to help out at the biggest baseball tournament Sydney has ever held,” she says. “This was the World Baseball Classic Qualifier where Australia, New Zealand, the Philippines, and South Africa played in a tournament with the winner going on to play in the World



» Fast Friends

Lauren Dwyer (right) befriends a wallaby during a rare break from her intern duties in Australia.

Baseball Classic.” Although this was only a weekend tournament, Dwyer says it was a memorable experience seeing baseball as an up-and-coming sport in other countries.

This wasn’t the only cultural difference she noted. “In general I think Australia is a lot more laid-back, which creates a very relaxed business environment,” she says. “Australian business culture, in my experience, values having close relationships with coworkers. They make time for leisurely lunches to get to know one another. The U.S. typically has a more fast-paced environment where people often work through lunch.”


Dwyer adds that one of her coworkers explained that in Australian business culture, people have what is called a “tall poppy syndrome,” meaning that no one employee likes to stand out above the rest because they really value and respect humility. “This causes their work environments to have a relatively flat hierarchy, meaning everyone across the organization is typically treated the same,” she says. “I thought this was very interesting and is something I would not have learned without this internship experience.”



▲ Play Ball

Lauren Dwyer (second from right) helps out at Sydney’s biggest-ever baseball tournament.

TOO OFTEN HIGH PERFORMERS ARE BROUGHT IN TO SAVE A TEAM, BUT THAT MIGHT BE REALLY PROBLEMATIC FOR THE SOCIAL DYNAMIC. THEY SHOULD REMEMBER THE DUTCH PROVERB: 'TALL TREES CATCH MUCH WIND.'

To view video, visit carlsonschoolmagazine.com. 

Hot Shots, Cool Receptions

BY STEVE RUDOLPH



▲ Elizabeth Campbell
Assistant Professor
Work and Organizations

Organizations invest countless time and money to attract high performers to their work environments, yet too often these individuals flounder or end up leaving early.

Drawing upon an extensive field study of Taiwanese salons followed by a controlled experiment, Assistant Professor Elizabeth Campbell discovered an odd paradox might explain what many high performers were experiencing, particularly in workplaces that emphasized teamwork.

Campbell discovered high achievers were being undermined by their peers for standing out while at the same time earning higher levels of support from these same peers.

“High performers are getting crushed in the middle,” she says. “When viewed as benefiting the group, high performers are receiving more support from peers than others. However, they are often simultaneously viewed as a threat by the very same peers for shattering standards, which can lead to sabotage or undermining.”

Previous research by the Carlson School’s Professor Michelle Duffy has shown experiencing both friendly and hostile responses from the same source is actually more harmful than simply experiencing hostility.

So how can managers, HR departments, and high performers use this discovery to create more functional workplaces? For starters, Campbell says managers need to be more cognizant about the social experiences of a high performer, particularly in organizations that emphasize the team.

“Too often high performers are brought in to save a team, but that might be really problematic for the social dynamic,” she says. “They should remember the Dutch proverb: ‘Tall trees catch much wind.’”

For HR professionals, the research suggests paying closer attention to the composition of teams. Rather than plugging in a high performer anywhere, HR should make sure they are placing top performers in a group that can cope with someone who might be comparatively better than the norm.

Finally, Campbell’s advice to high performers is to not be caught off guard by mixed signals. Rather, focus on celebrating and supporting others’ success. Remind coworkers that you’re in it for the team: “Be very vocal about the fact that what’s motivating your contributions is being ‘prosocial’—being other-oriented, helping the collective rather than simply pursuing your own goals.”

CEO Power vs. Audit Committee Effectiveness

BY CHRIS MIKKO



By its nature, an independent audit committee should be exactly as its name suggests—independent. These committees play a crucial role, providing unbiased review and oversight of a corporation's financial reporting system. To do that, they need the liberty to act autonomously, free of external—and internal—influence.

But as Associate Professor Ivy Zhang has found, that's not always the case. The primary culprit, according to Zhang: powerful CEOs. "Our research measured audit committee effectiveness by looking at incidents of reporting internal control weaknesses," she explains. "We found that when CEO power is low, audit committee financial expertise helps to reduce the likelihood of those weaknesses. But as CEO power increases, an audit committee's impact decreases."


And the results, Zhang notes, are often quite striking. "We looked at the frequency of audit committee meetings when there was a powerful CEO in place," she says. "We found that they have fewer meetings

when that's the case. This suggests that they're less diligent in monitoring management."

Zhang and her colleagues found that corporate leaders can sway audit committee work in other ways as well. Case in point: "Audit committees rely on information provided by a CEO to perform their monitoring functions," she explains. "If the CEO doesn't provide detailed, high-quality information, they're less likely to monitor effectively."

Given the importance of the audit committee role, the last decade has seen a wealth of regulations and reforms designed to help ensure it provides high-quality financial reporting. But as Zhang notes, those guidelines may work well in theory, but not always in practice. "It's top management that ultimately determines the monitoring effectiveness of an audit committee," she says. "Regulations can change audit committee effectiveness in form or in appearance, but they may not change their effectiveness in substance."

AUDIT COMMITTEES
RELY ON INFORMATION
PROVIDED BY A
CEO TO PERFORM
THEIR MONITORING
FUNCTIONS. IF THE
CEO DOESN'T PROVIDE
DETAILED, HIGH-
QUALITY INFORMATION,
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To view video, visit carlsonschoolmagazine.com. 

After all, if you
have something
good to say,
why not shout it?



Greetings from the Assistant Dean for Institutional Advancement

Having to be quiet all the time is not fun, as my nine year daughter is quick to point out. After all, if you have something good to say, why not shout it? This is exactly the position the Carlson School has found itself in the last several years as we (quietly) prepare for the largest and most ambitious fundraising effort in the school's nearly 100 year history. Thankfully, the muzzles are about to come off and our community of alumni, friends, and corporate partners will let their voices be heard. This school, at this time, has a story to tell and the world is our audience.

This fall, in partnership with the University of Minnesota, the Carlson School of Management will launch a fundraising campaign that will transform our ability to prepare future leaders. I won't get into the details just yet (this is, after all, still the quiet phase) but it is important to point out that this is not the first and most certainly won't be our last campaign. Four previous campaigns have fueled the school's rise from a good regional business school to a national powerhouse with a growing global footprint. Through the power of philanthropy, Carlson School donors have made a college education attainable for thousands, enabled us to attract world-class faculty, and helped create a learning environment that fosters creativity and enables ideas to blossom.

Each campaign has built on the last and the Carlson School's story has evolved accordingly. It is a story firmly rooted in one of America's most celebrated epicenters for business and philanthropy. And, it is at this intersection that the school's next chapter will be written. We embrace the uniquely Minnesota mindset that business, if enabled, can drive social good and create better places to live. We also understand that in order for business to have true social impact, strong leadership is needed in areas far removed from *Fortune* 500 board rooms. Healthcare, social services, government, and nonprofits all require talent reflective of our interconnected world. This is why Michael Fiterman, '70 BSB, along with his wife Linda, '70 BS, with their visionary gift to help create the next generation of nonprofit leaders (page 42), insisted the Carlson School be a key partner in delivering on their investment.

Herein lies the real reason campaigns are important. They give us the license to communicate, loudly and proudly, a vision for the Carlson School's future. A vision that is shared between the school and all of you. The time for being quiet is coming to a close and we can't wait for you to join us in making history.

A handwritten signature in black ink that reads "Travis Smith". The signature is fluid and cursive.

Travis Smith
Assistant Dean for Institutional Advancement

Volunteer Spotlight

Robert Kueppers, '76 BSB, and Wendy Nelson have graciously agreed to leadership roles with the Carlson School's upcoming campaign efforts. Kueppers and Nelson will serve as co-chairs of the Campaign Steering Committee and will play a pivotal role in the design and execution of the campaign, which officially kicks off in the fall of 2017.

"It's an incredible time to be a part of the Carlson School of Management as momentum for the campaign is building," says Kueppers, who also chairs the School's Board of Overseers. "Our ability to attract the most talented students, regardless of their backgrounds, and world-class faculty is critical as we continue our quest to be viewed as one of America's best business schools."

Nelson believes the Carlson School has a unique role in driving Minnesota's economy and overall quality of life. "This campaign is not just an investment in the Carlson School, but also for the state of Minnesota's economic and social future," says Nelson. "As the granddaughter of one of the school's early champions, Curt Carlson, it is my honor to continue the legacy of shining a bright light on the importance of the Carlson School and ensuring it assumes its rightful place among the top business schools in the world."

The full Campaign Steering Committee will be announced in the fall and will work closely with school leadership to provide support and strategic guidance for all aspects of the campaign.

"Bob and Wendy are highly respected members of the Carlson School family and proven leaders," says

Dean Sri Zaheer. "I am delighted they have agreed to share their vast expertise with us as we prepare for the most ambitious fundraising effort in the Carlson School's history."



Robert Kueppers, '76 BSB
Vice Chairman (ret.)
Deloitte LLP



Wendy Nelson
Vice President
Curtis Carlson Family Foundation

→ Did you know...

The Carlson School has

359 Mentors

530 Board Members

311 Volunteers

317 Guest Speakers

(2015-16 school year)



Planned Giving • Chuck Stoddard

Stoddard is leaving a bequest to the University of Minnesota. He is supporting the Bell Museum of Natural History as well as the Carlson School, where he will fund a professorship and an undergraduate scholarship.

For more information on Planned Giving, visit carlsonschool.umn.edu/giving

Chuck Stoddard, '59 BS, believes it is important to leave the world a better place than when he entered it. He also thinks it is essential to contribute to the causes he finds most meaningful. Both of these philosophies have served him well throughout his life and now he plans to exercise them in a big way.

Stoddard says he feels indebted to the Carlson School because the great experience he had here led to the success he found in his life. Growing up in the St. Paul area, Stoddard didn't apply himself and received average grades in elementary and high school. That turned around when he enrolled in the business school. He found his coursework to be interesting and engaging as he immersed himself in his studies and the school. "I went from a middling student in high school to being the president of Beta Gamma Sigma at the business school," he says. "My experience at the school turned my life around."

After graduating in 1959, Stoddard was drafted by the U.S. Army and served on a Hawaiian base for three years. Returning home in 1962, Stoddard was ready to enter law school. However, his real passion was investing, and he landed a job at First Bank (now known as U.S. Bank) and eventually settled at Wells Fargo. He was named vice president of investments,

a title he held for the rest of his career. Even now, at the age of 79, Stoddard still works one day a week at Wells Fargo doing stock market research at home. He often wakes up to start his work at 3:00 a.m., as he did in college, as he finds it is a good, quiet time to think about investments and the world that surrounds them. Every Thursday, his Wells Fargo associates receive a call from him with updates on his work.

Stoddard loves staying busy and says he'll probably never retire. In addition to keeping up with the stock market, he enjoys playing golf and tennis several days a week. He also likes spending time with his wife, Deedee, and his grandchildren.

It's the responsibility of alumni to give back to their schools, Stoddard says. And he hopes his gift will help elevate the Carlson School in notoriety and help recruit and retain high-quality students and faculty. He says he wants the school to be successful and wants to help other students receive the same positive experience as he did. "The U was really one of the highlights of my life," he says. "I worked hard and studied every moment when I wasn't sleeping. As the U presented great opportunities for me, I want this gift to say thanks for what it has done for me."



Investors Circle

Brian Milovich



After graduating from the Carlson School, Brian Milovich, '00 BSB, stayed in the area for a while, working for Wells Fargo in the Twin Cities as an analyst and later as a relationship manager. However, the coast was calling him, so he ended up moving to California to complete an MBA and then worked at a large real estate private equity firm. In 2010, he and two graduate school classmates went out on their own to create their own real estate investment company, Calvera Partners. Calvera purchases apartment buildings in Silicon Valley and other select markets across the country on behalf of high-net worth investors.

Despite being half a continent away and knee deep in the intense world of California real estate, Milovich has not forgotten his roots. "I really feel that the foundation I received at the Carlson School is second to none," he says. "I want to give back to help get the word out that the Carlson School is an elite institution and that its students can compete with anyone across the country and globe."

Milovich is a member of the Carlson School's Investors Circle—a group that recognizes the school's top champions through his support of the San Francisco Bay Area Alumni Chapter's Scholarship Fund. "The founding members of the

alumni chapter and I created a one-of-a-kind scholarship to support undergraduate students' efforts to pursue a career in Silicon Valley," he says. "We want to import Carlson School talent to the Bay Area and provide them with a support system, financially and through networking, to make it happen."

He adds that it was the access to scholarships and deep connections to the business community that made him want to attend the Carlson School in the first place. "I believe it's important to provide those same opportunities to current and future students as well," he says.

To others who are considering joining the Investors Circle, Milovich has two simple words: "Why not?" He says it's a great way to provide a meaningful gift to maintain and grow the quality of a Carlson School degree. "Find a cause to support, create a scholarship, or provide a general gift to make it happen," he says. "Help us create a stronger culture of philanthropy at the Carlson School."



To learn more about becoming a champion of the Carlson School and joining the Investors Circle, visit z.umn.edu/InvestorsCircle.



a.m. photography

Promoting Philanthropy and Fundraising

Fundraising belongs in the same category as sales. Engaging with a potential donor to address their philanthropic needs is equivalent to pitching a product which will fulfill a prospective customer's desires. Anyway, that's how Mike Fiterman, '70 BSB, sees it—and he's in a good position to know.

Fiterman is a member of the University of Minnesota Foundation Board and during his term as chair, the Foundation raised more than \$300 million each year toward a \$4 billion campaign. He is also chairman and CEO of Liberty Diversified International, a now fourth-generation family business that specializes in the manufacture of corrugated shipping container components, office supplies, and building materials.

But for Fiterman and his wife, Linda, their passion is in charitable causes. They've worked with Children's Hospital, United Way, various Jewish causes in the community, and other fundraising events too numerous to name. "Both Linda and I have the privilege of working with great, dedicated, and passionate fundraising people," he says. The challenge is to keep up with the massive future demand for charitable giving.

Where is the next generation of professional fundraisers? Pondering this question gave the Fitermans an idea. "We wanted to earmark a specialty within a student's background," he says. "Many young students want to go into nonprofit... (and) there are a few schools that have a fundraising curriculum, but Minnesota didn't."

As alumni of the University with a daughter who is also a Carlson MBA alumna, the Fitermans felt the Carlson School would be the best home for a fundraising program. "It was essential that fundraising development be in the business school," he says. Fundraising is key to any organization's sustainability. So, through the generous support of the Fitermans, a fundraising program is now a reality at the Carlson School with a new class dedicated to the topic and a new scholarship program for students majoring in nonprofit management.

Philanthropy and Professional Fundraising Strategy

The idea of adding the fundraising topic to the curriculum first came up two summers ago. Anne Cohen, senior lecturer and faculty advisor for the public and nonprofit

management program, was notified that there was a donor interested in developing top-notch professional fundraisers.

When asked whether there would be an interest, she pitched the idea to her students. Their response was overwhelmingly positive. "Students were saying 'we understand how important this function is... we see that building these relationships takes skill... we would definitely like to take this class,'" she says. So Cohen went ahead getting it developed and approved.

The class, Philanthropy and Professional Fundraising Strategy, begins this spring. The course delves into strategy from both donor and nonprofit perspectives. "It's a seven-week class and fairly intensive," she says. "Students are going to do a project with a real nonprofit to help it build its fundraising strategy."

An extra perk of the program is that students will learn from professionals in the field. The Fitermans had requested that guest speakers be an integral part of the class. "We wanted (students to understand the) officers' standpoint and what they learned during the course of their career," Fiterman says.

Meet the Fiterman Scholars

Senior Katy Putzker is one of the inaugural recipients of the Fiterman Scholarship for nonprofit management majors. She first heard about the major through a course that asked her to look at what she enjoyed doing most to help her figure out what to do professionally. “I had an ‘ah ha’ moment and am so thankful that the U offers a nonprofit management path as an undergraduate,” she says. “My second major is marketing. I hope to work for a nonprofit in marketing and fundraising in the future.”

Putzker is not only receiving a financial scholarship courtesy of the Fitermans, but is also being directly mentored by Mr. Fiterman. “Mike’s mentorship is definitely helping me realize my career goals and explore exactly where I want to be,” she says. “He and Linda are so generous and are willing to work with me in order to help me get to where I want to be professionally. For me, it really isn’t about the financial support. Mike and Linda have made it so much more and have been there to support me and help me continue to realize my future dreams.”

Another scholarship recipient, Lauren Hepburn, is a junior finance and public and nonprofit management major with a minor in business law. She came to her major in a roundabout way as her sights were first set on sports management before she discovered her true passion. “I knew I wanted to work in a business environment, but learning about corporate social responsibility in an ethics class reinforced my desire to make philanthropy and social service a part of my professional life,” she says. “Going forward, I want to work in consulting because it appeals to my big-picture perspective and ‘fixer’ mentality. The most

ideal version of that would be consulting for nonprofit organizations to help them fundraise effectively and structure themselves as sustainable as possible.”

As a Fiterman Scholar, her dream is one step closer to reality. “A large part of my college experience is my sorority, Alpha Chi Omega. That’s where I’ve received a lot of my experience with nonprofit organizations and fundraising, as well as support in a million other ways,” she says. “To pay for tuition, rent, dues, and expenses, I work year round. The support I receive from the Fitermans gives me more breathing room. I can focus on jobs that are interesting and great experiences, and money doesn’t have to be the deciding factor.”

Hepburn says other potential donors can look to the Fitermans as an example. “They identified an opportunity for change and used their resources to encourage that change,” she says. “Their goal is to encourage Carlson School students to work in fundraising and nonprofits, and that’s exactly what I’m doing.”

For the Fitermans, there is a satisfaction in giving back. “Those of us who have been given great blessings also have great responsibilities. But it also gives us a great pleasure to give to others so someday they have that opportunity to pass that give on,” Fiterman says. “The reason that it’s fun to give back is we know the dollars will be well shepherded. The University of Minnesota is one of the greatest institutions to invest in because it is an investment in our future. When you give to the U, you give to what our future is going to look like.”



Linda Fiterman,
Lauren Hepburn,
Kate Bishop,
Kathleen Putzker,
and Mike Fiterman
(not pictured
Rachel Mortvedt).

Alumni Club & Chapter Happenings



GENERAL MILLS

On October 19, General Mills hosted a “Border Battle” event for University of Minnesota and University of Wisconsin alumni. To celebrate football and tailgate season, the event featured lawn games, trivia, and raffle prizes. Lisa Lewis, president of UMAA, spoke, along with Scott Swayne, director of U.S. Recruiting at General Mills, and alumna Stephanie Tomczyk, '13 BSB.



MEDTRONIC

Medtronic recently held a successful U of M/Medtronic Connection kickoff event. Last fall, the group hosted a happy hour and a session featuring Carlson School Professor and James D. Watkins Chair in Marketing Mark Bergen. Senior Lecturer Sijetlana Madzar also spoke to the group on February 22. Currently, the group is planning onsite Part-Time and Executive MBA recruiting events with the Carlson School. It has been an exciting year; the group has enjoyed a steady growth in club participation and aims to broaden engagement between Medtronic, the Carlson School, and the broader U of M network in the future.



NEW YORK

Save the date for the 12th-annual Summer Social at the New York Central Park Boathouse on Tuesday, August 22, 2017.

UHG

Over the past few months, the UnitedHealth Group Alumni Club has hosted a variety of events for alumni and has seen tremendous growth. It had a successful turnout for the annual Summer Happy Hour at Jake's City Grille. It had its highest-attended event ever, featuring guest speaker Senior Vice President of Strategy and New Ventures John Cosgriff. He presented on “Courage to Grow: Strategy and Innovation at UnitedHealth Group.” The group also hosted an alumni favorite, a networking breakfast with Goldy Gopher! The club looks forward to many successful events in the upcoming months, including continuing a new series of networking lunches with board members. The group has stayed true to its mission of bringing people together who share a common background to network and foster relationships within UnitedHealth Group.



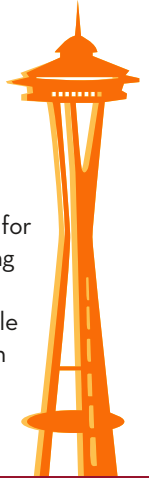
BEST BUY

In December, the Best Buy corporate club hosted Professor Susanne Jones who spoke on “Workplace Communication: Interpersonal Dynamics, Improving Teamwork, and Settling Disputes.” The corporate club also had a follow-up session with Kirk Froggatt from the University of Technology Institute, who presented on “Emotional Intelligence” in February.



SEATTLE

On December 13, Seattle alumni joined current Carlson School MBA students for an evening of socializing and networking at the Seattle Winter Social. The event was held during the MBA Trek to Seattle where students visited companies such as Amazon, Microsoft, T-Mobile, and Starbucks.



U.S. BANK

The U.S. Bank University of Minnesota Corporate Club kicked off 2017 with a lunch and learn event featuring Lindsay Whalen, former Gophers women’s basketball player and current guard for the Minnesota Lynx. U.S. Bank is planning several more events throughout the year to form a strong and active alumni network with the University.



STAY CONNECTED.

Take advantage of all that your degree provides. As a member of the Carlson School alumni network, you have access to resources and services that support you at all stages of your career.

- o Join the Carlson School alumni group on LinkedIn
- o Find a club or chapter near you
- o Build your network by attending an event
- o Make your annual gift to the Carlson School
- o Participate in executive education and other opportunities for professional development
- o Submit a Class Note
- o Update your information to ensure you’re receiving our monthly newsletters



Visit <https://carlsonschool.umn.edu/alumni> for more information.



SAN FRANCISCO

More than 100 Carlson School alumni and MBA students celebrated at the fourth-annual San Francisco Fall Social in October. Dean Sri Zaheer joined alumni, current students, and friends of the Carlson School for a fun social evening in the bay area.

TARGET

On February 16, Target’s University of Minnesota Alumni Network and CLA Career Services partnered to host the annual CLA/Target Resume Event on campus. Volunteers met one-on-one with students to review their resumes and give them tips for improvement.



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Business as a Force for Good

The Carlson School has a powerful impact on the global business community. Many companies and private foundations support the school philanthropically through scholarships, attracting and retaining outstanding faculty, and facility improvement to name a few. However, some companies use their philanthropy as a vehicle to make an impact far beyond the walls of the Carlson School. Here are examples of organizations that have made gifts to the school that have benefitted the greater community while also enriching our learning environment.



Supporting the Enterprises

Carlson and the Carlson Family Foundation provided a grant that allowed our Brands and Consulting Enterprises to do several nonprofit projects with organizations who otherwise could not have afforded them.



Supporting Entrepreneurship

The Deluxe Foundation made a lead gift in 2008 to establish the Deluxe E-ternship Program, which places and subsidizes more than 50 undergraduate students in internships with leading early-stage companies each year.



Supporting the MN Cup and the Holmes Center for Entrepreneurship

The Bush Foundation has been a lead supporter of the MN Cup, in particular the Social Entrepreneurship division that seeks to use business and entrepreneurship to promote social causes.



Supporting GopherBusiness

Travelers has been the lead supporter of our GopherBusiness program since its inception eight years ago. This is the Carlson School's program to help broaden the diversity of students and has been very successful at helping countless students learn about business. Travelers has supported eight classes of GopherBusiness students through scholarships, program support, site visits, and the Travelers Edge program.



Supporting research on global competency skills through the Carlson Global Institute

In 2015, 3Mgives supported a research project at the Carlson School to better understand the impacts and learning outcomes of how we address and implement programming to help students learn abroad and address complex global challenges. This research work benefits college students at all levels all over the country.



Supporting Veterans

Newman's Own gifts have provided philanthropy to support women veterans in our MBA program, as well as a gift this year to support MBA veterans and entrepreneurship.



Supporting the President's Emerging Scholars program

This is the second year U.S. Bank has sponsored the President's Emerging Scholars (PES) program. Each year, approximately 20 incoming Carlson School freshmen are admitted to PES, a University-wide program encouraging and supporting academic, career, and personal well-being through scholarships, programming, professional advising, and peer mentoring for first-generation college students.

Class Notes

1980s



Richard Murphy, Jr., '86 MBA, FASLA, president and CEO of Murphy

Warehouse Company, was honored with two awards in 2016. The *Minneapolis/St. Paul Business Journal* named Murphy to its inaugural list of Most Admired CEOs and AARP and Pollen include him in their "50 Over 50" business honorees.

1990s

Donald Keyser, '90 MBA, was hired as an adjunct finance professor at the Carlson School in Minneapolis. He will be teaching classes in the evening to Part-Time MBA students. He previously served on the Carlson School Alumni Board.



Andy Cecere, '91 MBA, is U.S. Bancorp CEO. U.S. Bancorp is headquartered

in Minneapolis. Cecere has been with U.S. Bancorp since 1985 and previously held the positions of vice chairman and chief financial officer.

Sandee Joppa, '91 MA-HRIR, is executive director of RealTime Talent in Minneapolis.

Gary Tenison, '93 MBA, is vice president of business development at the Triumph Group in Berwyn, Pennsylvania.



Leander LeSure, '95 MA-HRIR, is chief human resources officer at Getty Images in New York.

Angela Riley, '96 MBA, is vice president and CFO of St. Catherine University in St. Paul.



Adam Ehrmantraut, '97 BSB, is president at Benilde-St. Margaret's

School in St. Louis Park, Minnesota. Ehrmantraut has worked in education in Minnesota for more than 18 years.

Jing Liao, '97 MA-HRIR, is chief human resources officer at SoFi in San Francisco.



Hilke Riechardt-Martinez, '99 MBA, is vice president of finance of

Nexus: Youth and Family Solutions, headquartered in Minneapolis. Riechardt-Martinez shares a passion for supporting underserved populations, aligning with Nexus' mission to provide youth and family mental health solutions.

2000s



Matt Dudley, '00 MBA, received an Alumni Service Award from the University of Minnesota Alumni Association (UMAA) on October 20. Recipients are recognized for their impact and contribution to the University. Since 2005, Dudley has been a member of the Carlson Funds Enterprise's advisory board, and has served as chair since 2010.



Melissa Gruys, '00 PhD-HRIR, is dean of the Doermer School of Business at Indiana University-Purdue University Fort Wayne.



Andrew Mellin, MD, '01 MBA, is chief medical officer of Spok Holdings in

Springfield, West Virginia. In this role, he is responsible for representing physicians' needs in order to find ways to improve efficiency and patient care.



Zach McGillis, '02 BSB, '09 MBA, is senior director of transplant

services at UnitedHealth Group in Eden Prairie, Minnesota.



Will Schultz, '02 MA-HRIR, is HR director at Whirlpool Corporation in

Toledo, Ohio.



Bryan Mullin, '03 MBA, is head of alternative investment platforms at RBC Wealth Management in Minneapolis.



Stephanie Thomes, '04 MBA, is vice president, head of alternative investments at Allianz Life Insurance Company in Minneapolis. In her role, she works to grow the company's assets portfolio.

Greg Cline, '05 MA-HRIR, is a managing partner at InclineHR in Boston.

Laura Kato, '05 MA-HRIR, is people and culture business partner manager at Stitch Fix in Phoenix, Arizona.



Todd Laddusaw, '05 MBA, joined RedBrick Health in Minneapolis as chief financial

officer. In this role, he oversees the company's financial strategy and operations as RedBrick continues to grow opportunities to help its clients improve engagement, well-being, and performance across diverse populations.



Niles Randolph, '05 MBA, is digital marketing director at Carlson Wagonlit

Travel in Minneapolis.

Tyree (Zapata) Boze, '06 MA-HRIR, joined team relations at Quicken Loans in Phoenix.

James Malley, '06 MA-HRIR, is human resources director at Shire in Boston.



Lindsay Amundson, '07 BSB, '12 MBA, started as an intern at Land

O'Lakes in 2011, and is now marketing manager of the retail cheese division in Arden Hills, Minnesota. Amundson's career with Land O'Lakes includes experience with global dairy ingredients, butter and spreads, and the marketing innovation department.



Submit a Class Note

Notes and photos can be submitted to carlsonschool.umn.edu/share.



Frank Grazzini II, '07 MBA, received an Alumni Service Award from the University of Minnesota Alumni Association (UMAA) on October 20. Recipients are recognized for their impact and contribution to the University. Grazzini is a founding member of the Carlson School MBA Alumni Board and participated in the Carlson School Mentor Program for four years.



Krista Steinbach, '07 BSB, was named a "40 Under 40" honoree by the

Minneapolis/St. Paul Business Journal. Steinbach is currently co-founder and COO at WholeMe in St. Paul.

Na Sun, '07 MA-HRIR, is compensation manager at U.S. Bank in Minneapolis.

Dave Dahlgren, '08 MA-HRIR, is Workday HRIS systems administrator at American Crystal Sugar in Minneapolis.



Maggie Manteuffel, '08 BSB, '13 MBA, joined UnitedHealth

Group as a digital solutions product manager in Wausau, Wisconsin.

Kelly Marshall, '09 MA-HRIR, is senior HR consultant with Capital Group-American Funds in Los Angeles.

● 2010s



Josh Edgar, '10 BSB, is an organizational effectiveness consultant

at Slalom Consulting in Minneapolis.



Phil Krump, '10 MBA, was named a "40 Under 40" honoree by the *Minneapolis/St. Paul Business Journal*. Krump is currently with BMO Harris Bank in the Twin Cities.



Kyle LaMere, '11 BSB, is national account manager at Code42 in Minneapolis.

The 160-year old software company helps businesses protect and realize the value of their endpoint data. LaMere has been with Code42 for two years.



Will O'Brien, '11 MA-HRIR, is chief human resources officer at Angie's List

in Indianapolis.



Melissa Johnston, '11 MBA, was named a "40 Under 40"

honoree by the *Minneapolis/St. Paul Business Journal*. Johnston is vice president of business banking with Highland Bank in Minnetonka, Minnesota.

Tiffany Trzebiatowski, '11 MA-HRIR, is assistant professor in the Department of Management at the University of Massachusetts Amherst.



Amelia (Brunelle) Helm, '12 MBA, is product marketing

strategist at Granicus in Minneapolis. Granicus provides technology that empowers government organizations to create better lives for the people they serve.

Dustin Huibregtse, '12 BSB, was featured in *Minnesota Business Magazine's* February "The (Real) Power 50." The list highlights "remarkable players in the Minnesota business community." Huibregtse is currently a senior consultant at Deloitte and the program director/curator for TEDxMinneapolis.



Kelly Manke, '12 MBA, was featured as one of *Finance & Commerce's*

"Top Women in Finance." She is senior vice president of Bell Bank in Minneapolis.

Paul Sterling, '12 MBA, joined United Healthcare in Dallas, Texas as vice president of emerging products.



Alex Bossert, '13 BSB, founded Bossert Capital, a value-focused investment

firm in greater Minneapolis-St. Paul in February. Bossert was included in SumZero's "Buyside Analyst Honors" published in *The Wall Street Journal* in 2012.

Jake Stanczyk, '14 BSB, has joined the wealth management team at Accredited Investors Wealth Management in Edina, Minnesota.



Diego Borgert, '15 BSB, is a junior trader at Apex Capital Holdings in

New York.



Elizabeth Lindskoog, '15 MBA, joined Xcel Energy in St. Paul as the product portfolio manager for customer experience.



MA-HRIR Lunch

During a lunch held in Silicon Valley in early November, several MA-HRIR alumnae shared a sizzling lunch and some lively conversation. From left are Indu Bhargava, '13; Kinh DeMaree, '05; Denuo (Dora) Kong, '16; Hsi-jung (Sharon) Lin, '12; Jingjing Chen, '12; Hongying (Cindy) Fan, '12; Yingmei (Emm) Yang, '16; Lingxiao Shi, '16; and Hsin-Tzu (Mavis) Liu, '14. Not pictured is Bijun Zhang, '12.



Brock Meyer, '15 MA-HRIR, was named to the Society for Human Resource Management's "30 Under 30."



Benjamin Rosaasen, '15 MBA, was named as one of 25 citizens

selected from 12 of the 23 Native nations overlapping North Dakota, South Dakota, and Minnesota to serve in the eighth cohort of the Native Nation Rebuilders Program. The Rebuilders Program is the leadership component of a larger initiative launched in 2010 to support tribes as they strengthen their governing capabilities. He was selected by the Native Governance Center and the Bush Foundation.



Kara Hedlund, '16 MBA, joined Magnet 360 in the greater St. Paul-

Minneapolis area as an Innovation services associate architect.

● Future Gophers

Shanequa Williams, '08 MA-HRIR, welcomed baby Harper Grace into her family. She was welcomed home by big sister Taylor.

Marc Gauthier, '12 MA-HRIR, and Renee Vavroch welcomed baby May Elise-Vavroch Gauthier into their family.

Kendall Poch, '15 MBA, husband **Mike Poch**, '15 MBT, and big brother, Michael, welcomed baby Matthew Isaac to the family on October 26.

● In Memoriam

1st-Ever Woman MIS Doctor Passes Away



Debra Hua Lu, the seventh graduate of the MIS program at

the University of Minnesota and the first woman anywhere to receive a doctorate in the discipline, passed away on December 18, 2016.

She was born in Fujian, China in 1941 and grew up in Taipei, Taiwan. After receiving her bachelor's degree from National Cheng Kung University in 1963, she came to Minneapolis to pursue her graduate studies at the University of Minnesota. She received her master's degree in 1967 and her doctorate in 1973. Her dissertation was "An Examination of the Ex Ante and Ex Post Predictability of Computer Programming Time Estimation Models."

After finishing up her PhD, she moved to St. Cloud with her family to start a teaching career. She was an accounting professor at St. Cloud State University from 1973 to 1996. She subsequently taught at Lingnan University as a visiting professor. She was married for 51 years to Ming-Te Lu, a 1971 PhD in quantitative analysis.



Donald Harper, Emeritus Professor of Marketing, passed away on February 25. He was 89 years old.

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Shelly Ibach <i>President and CEO</i> Select Comfort	June 6, 2017
P.J. Fleck <i>Head Football Coach</i> University of Minnesota	August 1, 2017
Neel Kashkari <i>President</i> Federal Reserve Bank of Minneapolis	September 5, 2017

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For more information and to register visit:
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NOTE: While we welcome alumni news, the Carlson School does not verify Class Note submissions and is not responsible for the accuracy of information contained in Class Notes.

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Supply Chain Field Solutions
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ALUMNI EVENTS



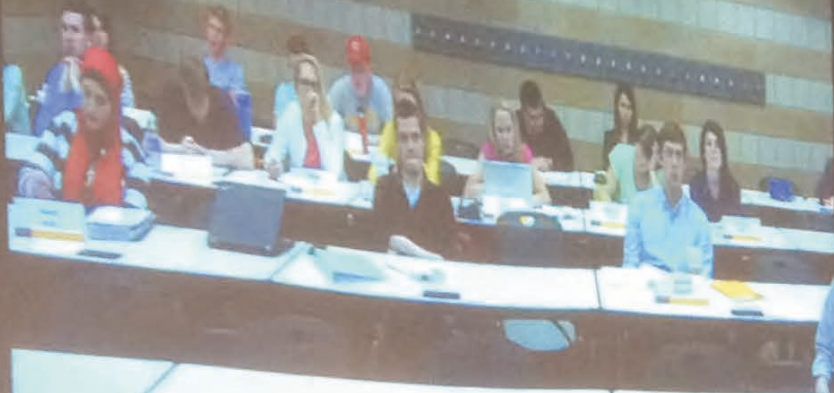
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Maddie Jesser, '19 BSB,
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has honed her leadership
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the Women's Leadership
Conference, an internship
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