

Carlson School

A MAGAZINE FOR ALUMNI AND FRIENDS / CARLSON SCHOOL OF MANAGEMENT UNIVERSITY OF MINNESOTA

FALL 2008

Next Steps

A look at the future
of business in the 21st century

Craig Dexheimer, BSB '96, director of operations and administration, SALO

The Dean's Corner

Welcome to *Carlson School* magazine. In this issue, we've put a spotlight on the workplace of the future. Rapid changes in technology, knowledge, and demographics are bringing transformation and change to both for-profit and nonprofit firms. What will the workplace of the future look like? Interviews with our faculty, staff, and alumni reveal answers to this question and provide a first-hand look at our faculty's breakthrough research on this issue.

Shaping organizations in anticipation of the future is a key task in business and higher education. At the Carlson School we have a unique opportunity to prepare students for their roles in the work world and also to encourage them to

be leaders who transform the nature of work and organizations. While looking ahead is second nature to our faculty in their endeavors to produce innovative world-class research, the changing world around us challenges me and other school leaders to maintain a strong organizational foundation that will continue to support academic excellence now and into the future. I recently engaged our faculty and staff in a school-wide strategic planning process to help us embrace a shared vision of our own future.

Our strategic plan focuses our efforts on achieving academic excellence by concentrating on six priorities: outstanding faculty, a premier undergraduate experience, a strong MBA portfolio, exceptional international study programs, interdisciplinary research and teaching, and a robust portfolio in Executive Education.



Alison Davis-Blake

Through these distinctive elements, we provide the global leaders of today and tomorrow with access to exceptional lifelong learning opportunities at every stage of their careers. You'll find stories throughout this issue that highlight our progress toward these strategic goals.

This fall, we opened the doors to an important part of the Carlson School's future: Herbert M. Hanson, Jr. Hall. This state-of-the-art learning facility is dedicated to the undergraduate degree program in business and includes technology-rich classrooms, collaborative study and gathering spaces, offices for advising and career counseling, and a recruiter meeting lounge. Just as impressive is the revitalized undergraduate curriculum our faculty rolled out this fall. It boldly embraces the increasingly global nature of business by requiring all students to participate in an international experience. Both the new undergraduate facility and our new curriculum set the foundation for academic excellence. Our new program meets the needs of millennial generation students, enhances their competitive advantage, and increases their opportunities to build meaningful connections with fellow students and recruiters.

I hope this issue helps you visualize the Carlson School of today and all that we are doing to ensure the value of a business degree from the University of Minnesota. Whether you are an alum or not, I also hope it encourages you to remain engaged in the life of the school through our integrated community of scholars, students, and practitioners around the world. At the Carlson School of Management, we're driving innovation and creating world-class connections. Join us!

*With warm regards,
Alison Davis-Blake, Dean
Investors in Leadership Distinguished Chair in Organizational Behavior*

Carlson School

A MAGAZINE FOR ALUMNI AND FRIENDS

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The mission of the Carlson School of Management is to discover transformative knowledge about the issues faced by organizations and managers in a dynamic global economy and to create exceptional learning and career opportunities by facilitating an engaged and integrated community of scholars, students, and practitioners.

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UNDERGRADUATE EXPANSION



In with the New

The Carlson School unveils Herbert M. Hanson, Jr. Hall and a host of energizing changes to its undergraduate program.

By Vicki Stavig



With the opening of Hanson Hall and breakthrough curriculum changes, the school has enhanced and expanded educational opportunities for its students.

“We’ve been on a five-year commitment to improve the undergraduate experience at the Carlson School,” says Bob Ruekert, associate dean for the undergraduate programs. “We were turning away some of the best and brightest students because of a limited number of spaces.”

The need for additional space was first addressed when alum Herb Hanson, Jr. and his wife, Bar, pledged \$10 million toward the construction of a new undergraduate facility. That gift, combined with an allocation of \$26.6 million from the Minnesota State Legislature and additional funding from corporate and individual donors, funded the building of Hanson Hall, a 132,000-square-foot, four-story facility.

Hanson Hall was designed by RSP Architects of Minneapolis. It is as impressive inside as it is outside and includes nine classrooms, a collaborative learning center, private offices for advisors and career counselors, a recruiter-meeting lounge, 22 interview rooms, and a range of gathering spaces for students. “The building incorporates young, fresh, forward ideas,” says Mary Maus Kosir, assistant dean for undergraduate programs. “It includes laptop lockers so students

can charge their computers in a secure location and has little nooks and crannies with small, flat-screen TVs where students can work on presentations. It’s an open and collaborative workspace.”

Just as important as the building’s amenities is what that additional space brings to the Carlson School. “This new building will allow us to serve 50 percent more undergraduate students,” Maus Kosir says. “We have about 2,000 undergrads now and our final target enrollment is 2,400.”

CURRICULUM CHANGES

As the funding and plans for Hanson Hall took shape, the need for changes to the curriculum also became apparent. “What good is a great new building if what we’re doing inside it is not among the best in the country?” Ruekert says. “That led to the second phase—a thoughtful review of what we were doing with curriculum.”

The curriculum changes include the addition of a Public/Nonprofit Management major, a mandatory international experience component, a Contemporary Management course for freshmen, and an immersion core set of classes for sophomores. The Public/Nonprofit Management major is the result of an initiative led by students. “Students are very much interested in giving back to their communities,” says Maus Kosir. “The students who led



Herbert M. Hanson, Jr. Hall, the Carlson School's new building for undergraduate education and career services, includes an atrium designed to accommodate 850 students changing classrooms simultaneously; a first-floor classroom level featuring four large, 125-seat classrooms, five 75-seat classrooms, and a series of breakout rooms; and a monumental staircase that links three levels, among other features. The Learning Lab, a key part of the new building, is a state-of-the-art technology study center featuring wireless capability, individual workstations, collaborative work spaces, and laptop lockers. Hanson Hall was designed by RSP Architects and built by McGough Construction.

UNDERGRADUATE EXPANSION

this effort were graduating, so it was something they did for future students. It's a great legacy."

That new major makes the Carlson School unique. It is rare for a business program to offer an undergraduate major in Public/Nonprofit Management. The major includes courses in nonprofit public budgeting and finance, leadership, nonprofit management and governance, three entrepreneurship courses, and a capstone course that involves consulting with local nonprofit organizations through the University's Hubert H. Humphrey Institute of Public Affairs.

Two other curriculum changes are geared toward getting students involved in business courses early in their academic careers. The Contemporary Management course provides freshmen with

the opportunity to acquire a business mindset from the start, while the immersion core provides sophomores with an earlier introduction to the major coursework. "It's not unlike an introductory MBA-like experience," Maus Kosir says of the immersion core. "We've linked four courses: Introduction to Marketing, Finance, Operations, and Strategy into one academic semester."

Another exciting change is a mandatory international experience for all undergraduates. While the requirement is unique among public universities, the school's leaders felt it was an essential element in developing global citizens and broadening their skills and knowledge of the world. "This really leverages the strength of the Carlson School," Ruekert says. "We believe we're the only public university in the country to require our undergraduate students to



1 From left, U of M President Robert Bruininks, Dean Alison Davis-Blake, benefactors Herb and Bar Hanson, and U of M Regent and Carlson School alum Venora Hung, led the Hanson Hall Grand Opening Ceremony on September 25.

2 Former interim Co-Dean James Campbell and Carlson School Board of Overseers' Chair Bill Van Dyke enjoy a laugh with Herb Hanson at the grand opening celebration.

3 Sonia and Mac McDonald contributed a lead gift in naming the spaces and places in Hanson Hall. The Malcolm S. and Sonia R. McDonald Business Career Center features 30 interview/training rooms and breakout meeting rooms.

4 Mary Maus Kosir, assistant dean, and Bob Ruekert, associate dean of undergraduate programs, led several teams in implementing curriculum changes and ensuring the building's construction.

5 From left, students Blake Koch, Jaci Daudt, and Abby Faust, Assistant Dean Mary Maus Kosir, and students Amanda Legler and Chad Vaske.

6 Kevin Upton, an instructor in the Department of Marketing and Logistics Management, explains the new classroom technology to guests at the Hanson Hall open house.

7 Undergraduate students Kate Davis and Joe Keys discuss how Hanson Hall will benefit them and their fellow students and successors during the grand opening ceremony.

have some form of international experience or study.”

Reaction to the new Hanson Hall and the curriculum changes has been overwhelmingly positive from students and faculty alike. “I think the faculty has been reenergized in thinking more about undergraduate students,” Ruekert says. “And Hanson Hall is an important new building. It’s a strong signal of the school’s commitment to the students.”

Maus Kosir agrees. “The new hall gave us a reason and a timeline to implement this new curriculum,” she says. “We wanted to make sure that as we opened the new building, we were launching these new state-of-the-art programs to go with it.”

Vicki Stavig is a Bloomington, Minn.-based freelance writer.



New and Improved

The Carlson School’s Business Career Center upgrades its location—and its ability to serve students.

The Carlson School’s Business Career Center’s new home in Hanson Hall has allowed it to expand both its space and the services it provides to students. “We’re a full-service center to help undergrads with everything from individual skills to getting their first jobs,” says Morgan Kinross-Wright, director of the Undergraduate Career Center. “When we moved into Hanson Hall in May, our facilities tripled in size. The facilities are amazing—better than we could have imagined.”

Located on the building’s second floor, the center will serve more than 1,000 students each year. The new space includes a career center for grads and undergrads; 22 interview rooms; a new recruiter lounge; a well-stocked career library; and waiting areas complete with computers, printers, and flat-screen TVs.

The center’s expanded services include the addition of a Career Coaching program that helps graduate students review their resumes and sharpen their interview skills. “We’re also strengthening our support services for students,” says Ann Lowry, director of Leadership Development and Career Coaching, Graduate Business Career Center. “We want to ensure our students have a value-added piece that makes them stand out in the workplace, so we make sure they are well-versed in team leadership. We’re continuing to develop leadership training for full- and part-time master’s students as well as workshops on communicating with confidence and non-verbal communication skills.”

Kinross-Wright and Lowry agree that Hanson Hall is a great venue for the Business Career Center. “We add many new and exciting programs each year in response to student needs,” Kinross-Wright says. “This new space will allow us to respond to those needs even better than before.”

—V.S.



The Business Career Center reception area was a popular stop on the Hanson Hall open house tour.

Building on Success

Carlson School students share their enthusiasm for Hanson Hall and the breakthrough changes in the curriculum.



Tom DeMarco

TOM DEMARCO

Tom DeMarco couldn't be more pleased with his new workspace in Hanson Hall. A sophomore in the Carlson School's new Public/Nonprofit Management program who also works as a front-desk employee in the undergraduate office, he's been answering the phones and booking appointments since the department moved into the new building in May. "The building is amazing," he says. "It has all the latest technology. I'm excited for students to see it."

It's about more than a shiny new building for DeMarco, however. "I knew the Carlson School was where I could combine my passions for volunteering and business," he says. "It's a great opportunity for those who want to go into business—not to make millions of dollars, but to improve the community. It's about more than just making a profit; it's about creating positive change."

That interest in helping others isn't just lip service. DeMarco, a native of St. Paul, has volunteered extensively at churches, schools, and nonprofits such as Habitat for Humanity and Feed My Starving Children. He also has tutored Latino students in math and reading at a public elementary school and worked with children with disabilities. "There needs to be people in each community who take a stand and fix what's happening around them," DeMarco says. "I feel the most purpose when I am helping someone."

DeMarco is particularly interested in Latino culture, and left in August for Santiago, Dominican Republic, where he will spend five months working with a nonprofit organization to create education programs for local children. Although that program is through the University of Minnesota's Learning Abroad Center, he will receive credits from the Carlson School. "I also plan to study abroad again during my junior and senior years," he says.

"I knew the Carlson School was where I could combine my passions for volunteering and business."

MILES SWAMMI

Miles Swammi was valedictorian of his graduating class at Patrick Henry High School in Minneapolis last May. Today he is a freshman at the Carlson School, where he is pursuing a double major in finance and political science.

"It looks like [the majors] are at totally opposite ends of the spectrum, but I think it will be interesting to see how these two worlds come together," he says. "At the end of the day, everything is business through a transaction of some sort, whether it's services or money. My long-term goal, 30 or 40 years down the line, is to be the CEO of a company and to use that position to do something positive for the local, national, or global community."

Although Swammi didn't start classes until September, he had visited the campus and liked what he saw at Hanson Hall. "The first thought that came to mind was 'impressive,'" he says, adding that the new facility sets the stage for the move into the real world of business. "It's definitely a stellar facility. The resources there are mind-boggling—the laptop center, the meeting rooms that are styled like corporate meeting facilities—it all supports the idea that this is a business school and here's what it will be like for you in the business world."

Swammi also is excited about the curriculum changes, particularly the new Contemporary Management course and the international experience requirement. "I think it's cool that we'll have business classes as freshmen," he says. "And I think it's fantastic that Carlson is pushing the international experience. When I talk to people who went to college, they say one of their greatest moments was going abroad—or that one of their biggest regrets was not going abroad."



Kian Missaghi

KIAN MISSAGHI

A senior this year, Kian Missaghi describes her experience at the Carlson School as “even better than I had expected.”

She has particularly high praise for the Consulting Enterprise, which she says, “gives me great experience with the real business world. It’s like a mini-consulting firm within Carlson. We work in teams and are assigned to different projects with companies. It has given me a great framework for problem solving.”

Missaghi has made the most of her time at the Carlson School, both inside the classroom and out. She is a member of the Student Advisory Board and the only undergrad in the Microfinance Alliance,

a new organization designed to raise awareness of the importance of microfinance as a tool for community development and alleviating poverty. Microfinance, she says, provides finance options to people who traditionally haven’t had that opportunity. “It’s a great way to build a community,” she says.

Working toward a degree in international business and finance, Missaghi gained valuable experience while serving

as a marketing intern at a company in China. “I lived in China from August 2006 until July 2007,” she says. “I worked for a company for one semester and then studied Mandarin at East China Normal University in Shanghai.”

Missaghi adds that she’s enjoying her senior year, thanks in part to all the amenities available in Hanson Hall. “It’s a great building,” she says. “It’s exciting to have an area devoted for the most part to undergrads.”

JOE KEYS

Joe Keys, who will graduate this May with a degree in Management Information Systems, is more than a little excited about Hanson Hall. “The technology is awesome,” he says. “For example, each classroom has electrical outlets on top of the desks. Before, students would bring in extension cords or power strips to juice up their laptops.”

As Keys prepares to go through the interview process with recruiters, he also is enthusiastic about the new recruiter and mock-interview rooms, which include video equipment that students can use to record and critique their mock interviews.

An Ohio native, Keys officially started his career at the Carlson School in 2005, although he spent time at the school in 2004, the summer before his senior year of high school. “I was involved in the LEAD program [short for Leadership, Education, and Development], which is run out of Philadelphia and gives students a first-hand look at the best business schools in the country,” he says of the three-week program that landed him at the Carlson School. “It was a wonderful opportunity and quite a blessing.”

Along with his studies, Keys has had two internships—one working as a claim processor at State Farm Insurance’s Heartland headquarters in Lincoln, Neb., and the second in the Systems Recovery Department at Target Corp. in Minneapolis. For the past two-and-a-half years he also has served as a community advisor on campus and currently works the front desk at the Undergraduate Business Office in Hanson Hall and with the school’s IT Department.

“My years at Carlson have been wonderful,” he says. “They have provided me with opportunities and connections I wouldn’t have gotten at other places. I’m very grateful.”

—V.S.

“[Hanson Hall] is a great building. It’s exciting to have an area devoted for the most part to undergrads.”



Joe Keys

Admissions Q&A

Insight into the Carlson School's freshman admissions process.

As the doors to Hanson Hall opened this fall, 450 students became the first freshman class to use the new facility and participate in an enhanced Carlson School undergraduate curriculum. This year's freshman class had top-notch academic credentials: an average high school rank of 94 percent and an average ACT composite score of 29.

We asked Bob Ruckert, the Carlson School's associate dean for undergraduate programs, and Wayne Sigler, director of admissions, University of Minnesota-Twin Cities, to tell us more about the freshman admissions process and how it affects applications to the Carlson School.

What does it take to get accepted into the Carlson School today?

"Admission to the University of Minnesota is competitive, much more so than it was 20 or 30 years ago," says Sigler. "For example, 29,000 applications were received to fill the 5,200 freshman openings at the University of Minnesota for fall semester 2008. The Carlson School received 4,100 applications for 450 freshman spots."

"Over the last decade, the growth in the number and quality of applicants has significantly outpaced increases in the number of freshman openings, which has resulted in a more competitive admission situation," says Ruckert. "The last few years have been especially intense; we've attracted 'the best and the brightest' applicants, accepted as many students as possible, and turned many away as well. With the addition of Hanson Hall, we've increased the number of freshman slots by 50 percent. In 2005, we admitted 309 freshmen; this year we admitted 450."

How are freshman applications reviewed?

All freshman applications to the University of Minnesota-Twin Cities are individually reviewed by at least two staff members in

the Office of Admissions. Admission decisions are based on an overall assessment of a range of academic and personal factors, in addition to the student's academic interests.

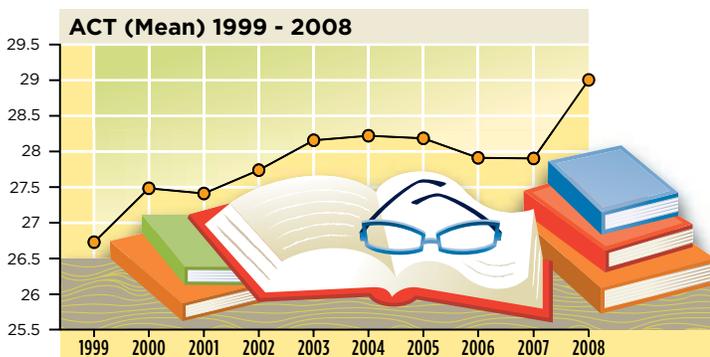
What factors are considered when reviewing applicants?

An applicant's academic achievements are the primary factors considered; these include completion of a college-preparatory curriculum through high school graduation, high school rank percentile, grade point average, and ACT or SAT scores. Secondary factors are used to make decisions among similarly qualified applicants. Some of these factors include an exceptionally rigorous academic curriculum (courses exceeding the subject requirements, as well as honors, AP, IB, or college-level courses), outstanding high school or community involvement, work experience, and other extenuating circumstances.

How do you decide which college a student will attend?

Freshmen are admitted to one of seven colleges at the University: Biological Sciences; Design; Education and Human Development; Food, Agricultural and Natural Resource Sciences; Liberal Arts; the Carlson School; and the Institute of Technology. Each has its own admission requirements. For example, in addition to the core subjects required by the University, the Carlson School requires four years of mathematics as well as biological science, chemistry, and physics.

On their applications, students indicate their first and second choices among the seven colleges. Initially, applicants are considered for admission to their first-choice college. If admission cannot be offered to the first-choice college, then applicants are considered for admission to their second-choice college or to the college that best matches their academic interests and preparation.



What is the geographic profile of the freshman class?

As a state land-grant university, the majority of our freshman admission spaces are given to Minnesota residents. Typically, about two-thirds of the freshman class is from Minnesota; a quarter are from the reciprocity states of Wisconsin, North Dakota, and South Dakota; and the remaining students come from other states and countries.

How do you determine the number of spaces available for freshmen?

The size of the freshman class is based on the resources available to support student success, including academic advisers, classroom and lab space, and course offerings.

Is there anything students can do to improve their chances of admission?

Students can apply on or before the priority application deadline and successfully complete a strong, college-preparatory curriculum during high school. Applications that are received after the priority deadline are considered on a space-available basis.

Are different admissions criteria used for transfer students to the Carlson School?

Transfer students are admitted to the Carlson School’s sophomore and junior classes. Transfer applications are reviewed annually by the Carlson School’s undergraduate programs office. “The transfer process is as competitive as or more competitive than the freshman admissions process since applicants are competing for fewer open slots, usually about 170 to 190 openings between both classes,” says Ruckert. “In transfer students, we look for strong performance in college coursework, as well as on-campus leadership and involvement.”

What role do letters of recommendation play in the admissions process?

Letters of recommendation are not required. However, every piece of information provided by applicants is reviewed and carefully considered.

Do you have any final comments?

“The University of Minnesota’s admission policies and processes are not designed to keep students out,” says Sigler. “We make decisions that are student-oriented which ensure students have a strong chance of success. We are a flagship public university and our admissions standards—and competitiveness—are commensurate with this stature.”

“Secondary factors can be tipping points when academic credentials among applicants are relatively equal,” says Ruckert. “At the Carlson School, we look for leadership and active involvement, and we value depth over breadth of experience. For example, we are more impressed by high school students who played leadership roles in single organizations rather than those who passively participated in numerous groups. We value people who can work with others to achieve things.”

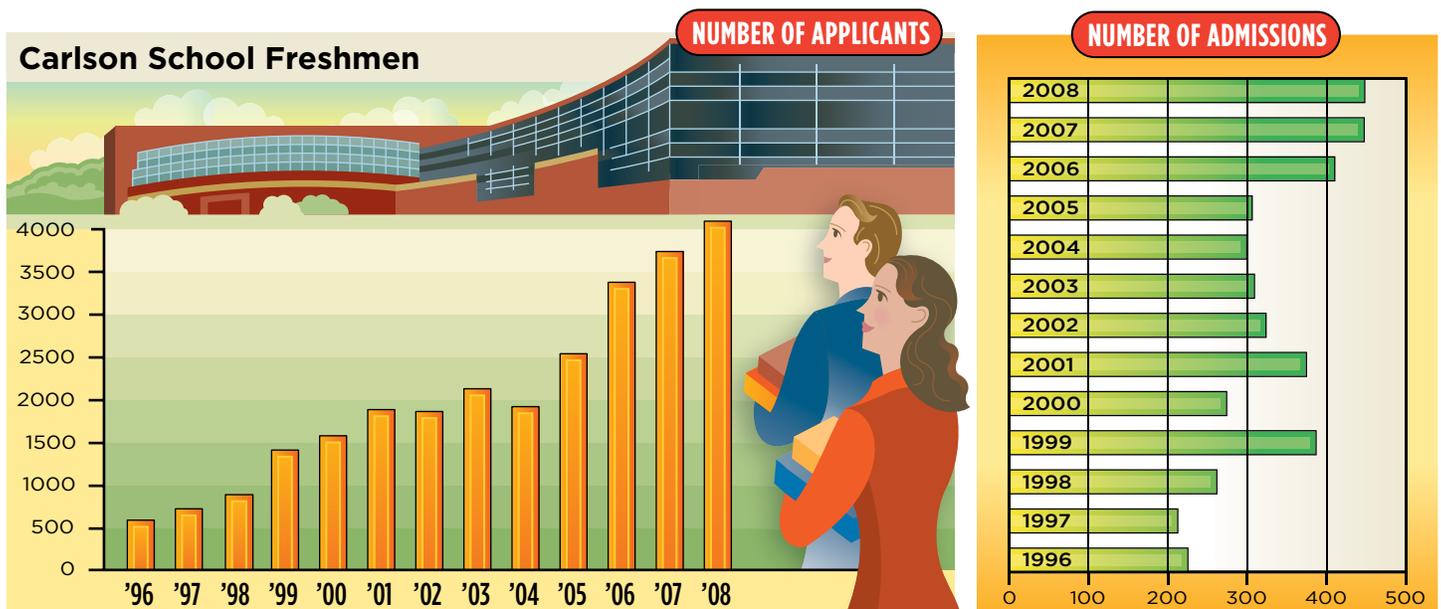
In closing, Sigler emphasizes that the University values every student application it receives. “We do not take students’ interest in the University for granted,” he says. “I can assure applicants and their families that each application we receive is very important to us and we make every effort to ensure that all applications are given a very careful, consistent, and fair review.”

Where can I find more information?

Contact the University of Minnesota-Twin Cities Office of Admissions at 612-625-2008 or 800-752-1000.

Or go to <http://admissions.tc.umn.edu>.

— Sue Wilson



Reduce, Reuse, Recycle

Carlson School students and staff pioneer an ambitious new green initiative in Hanson Hall.

Staff and students at the Carlson School's new Herbert M. Hanson, Jr. Hall are officially going green. Mary Maus Kosir, assistant dean of undergraduate programs, has teamed up with Carlson School student Mark Schiller, the Active Energy Club (a campus-wide student group), and the new Organics Waste Recycling Program to pilot a recycling initiative that could one day set the pace across the University of Minnesota.

Hanson Hall is one of four buildings across campus to test the effectiveness of the recycling program. In the building's cafeteria areas and staff and faculty kitchens, labeled bins collect leftover food and paper materials. Every day, the bins are emptied by members of Team Recycle, a group of student workers, and brought to the University of Minnesota's St. Paul campus to be composted as part of the Organics Waste Recycling Program. Maus Kosir hopes to extend the composting program to paper towels used in the school's restrooms.

Another change comes in the types of products chosen for use in everyday activities. These include reusable, washable mugs and water bottles for staff members; inexpensive, dishwasher-safe dishes; compostable paper plates; and durable stemware for on-campus recruiters. "With the sheer volume of recruiters we host during high-recruitment seasons, we needed to find a more sustainable solution," says Maus Kosir. "By eliminating the use of Styrofoam and non-compostable items, we believe we are doing a service to the environment."

PHOTOGRAPH BY SARA JORDE

Carlson School Undergraduate Program Timeline



2004
Herb and Bar Hanson pledge \$10 million toward the construction of a new undergraduate facility.

2005
University of Minnesota President Robert Bruininks presents a \$206.1 million, six-year proposal for the 2006 Capital Bonding Request to the Board of Regents. The board approves the proposal, which includes funding for an expansion of the Carlson School, in addition to a new science teaching student services building, and a new medical biosciences building.

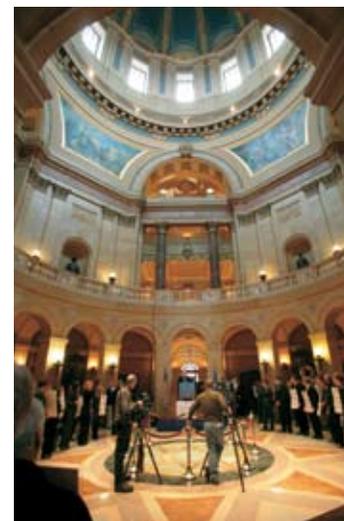


Winter 2006
The building design for Hanson Hall is finalized by RSP Architects.



Feb. 21, 2006
Members from the Minnesota House committees for Higher Education and Finance and Capital Investment visit the Carlson School to see the expansion requests first-hand.

March 6, 2006
Carlson School students, staff, and faculty visit the Minnesota State Capitol for "Day at the Capitol" to rally support for the undergraduate program expansion from lawmakers. Jim Campbell, Michael Houston, and Surmodics CEO Dale Olseth, '52 BSB, share their support of the expansion, and the rally concludes with a song: Members of the University of Minnesota marching band lead the group in the University song, the "Minnesota Rouser."





Mark Schiller and Mary Maus Kosir

The new recruiter lounge in Hanson Hall is outfitted with a dishwasher, and the staff kitchens have drying racks for hand-washing dishes. The office has also switched to using Mrs. Meyer's Clean Day products, including natural, chemical-free and biodegradable hand and dish soap. The brand was created by University of Minnesota alum and Carlson School Undergraduate Advisory Board Member Monica Nassif.

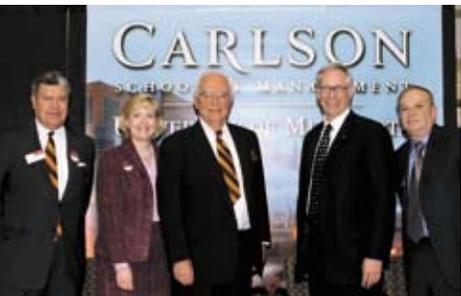
Schiller has examined electricity usage, another aspect of the building's sustainability. He recently presented tips to employees at a town hall meeting. One of his points: Employees can use less energy by simply turning off computer towers and lights at the end of the day. Schiller also hopes to organize an environmental career fair for Earth Day in 2009. "Many Twin Cities companies now have environmental teams that are rapidly growing to meet consumer demand," he says. "I want to help get more Carlson School students interested in pursuing this area of business."
—Alyssa Atkins



June 1, 2006
Gov. Tim Pawlenty signs the state's bonding bill at the Carlson School to highlight the bill's college and university building spending.

Aug. 25, 2006
Herb Hanson receives the University of Minnesota's Outstanding Achievement Award.

Fall 2006
The Carlson School admits 125 additional freshmen.



March 30, 2006
University of Minnesota President Robert Bruininks announces the Carlson School's undergraduate building will be named Herbert M. Hanson, Jr. Hall.

May 22, 2006
The Minnesota legislature approves an allocation of \$26.6 million to Hanson Hall.



Sept. 28, 2006
The Carlson School breaks ground on Herbert M. Hanson, Jr. Hall. Students create a virtual tour of the future Hanson Hall on DVD.

Feb. 7, 2007
Target Corp. makes a gift of \$5 million to the University of Minnesota. The gift is designated for Hanson Hall, the Weisman Art Museum, and TCF Bank Stadium.

September 2007
The Class of 2011 begins its studies at the Carlson School. For the first time, students participate in an innovative laptop program that creates a mobile, collaborative learning environment.

The Carlson School announces a new international experience requirement for the incoming freshman class of 2008.

Three Carlson School undergraduate students successfully lobby faculty for a Public/Nonprofit Management major. The new major was approved in

spring 2007 and became available to students in fall 2007.

Dean Alison Davis-Blake announces significant changes in the undergraduate program curriculum, including a new contemporary management course and an immersion core.

September 2008
A grand opening ceremony and open house for Herbert M. Hanson, Jr. Hall is held on September 25.

The Carlson School welcomes 450 incoming freshman undergraduate students, up from 300 in 2004.

Atrium

News and updates from around the Carlson School and beyond.

In Search of Innovation

A Carlson School panel discussion explores innovation drivers and obstacles in today's economy.



On July 28, U.S. Secretary of Commerce Carlos Gutierrez joined forces with Professor Rajesh Chandy, James D. Watkins Chair in Marketing and co-director of the Institute for Research in Marketing, to moderate a panel discussion on innovation at the Carlson School. Hosted by the Carlson School's Institute for Research in Marketing, the forum featured panel participants from three major U.S. companies headquartered in the Twin Cities: George Buckley, chairman of the board, president, and CEO of 3M; William Hawkins, president and CEO of Medtronic; and Marilyn Carlson Nelson, chairman of the board of Carlson.

The forum was a response to recent recommendations published by Secretary Gutierrez's Advisory Committee on Measuring Innovation in the 21st Century Economy. Chandy and Buckley were members of this committee, which included 15 top CEOs and academics. The panelists discussed innovation drivers and impediments in today's enterprises and economies, shared their insights and experiences, and presented their thoughts on how government policies can help or hinder innovation.

"Innovation is a topic of intense interest to all of us—consumers, managers, and policymakers," says Chandy. "The Carlson School was delighted and honored to host such a distinguished panel on such an important topic."

—Sue Wilson

Clockwise from left: U.S. Secretary of Commerce Carlos Gutierrez.

Gutierrez with panelists William Hawkins and George Buckley.

William Hawkins, George Buckley, Marilyn Carlson Nelson, and Rajesh Chandy.

Jim Hartfiel, Winsights Network; Don Roberts, Cargill; and Jim Hield, Cargill.



PHOTOGRAPHY BY TIM RUMMELHOFF

Made in China

Thanks to a unique course that blended classroom work with international travel, a group of Carlson School students got a lifetime of learning in only a few months.

Last spring, a group of Carlson School undergraduates packed a semester's worth of learning into seven weeks of coursework and two weeks of travel. The course: Introduction to Global Entrepreneurship; the setting: China. As numerous participants recall, it was a short, intense, and eye-opening experience that mixed bookwork with hands-on learning. "There was always something happening," says Mike Noshay, an entrepreneurial management and marketing major.

The course, offered by the Carlson School's Office of International Programs, helps students explore and understand the lifecycle of new ventures. With that in mind, the group took a detailed look at a number of companies. One of them was Shanghai-based Bohdisattva Mountain Bikes, a business formed in the 1990s by an expatriate Wisconsinite named Paul Stepanek. Over the years, the company has expanded its product line and now organizes bike tours throughout China. "[Stepanek] saw the need and manufactured a product to fill it," says Noshay. "It was a smart move, and it paid off for him."

The travel weeks were spent visiting companies in Beijing, Shanghai, and Moganshan. Several visits stood out. For instance, the students visited International Network for



Clockwise from top left: Carlson School undergraduates enrolled in Management 3010: An Introduction to Global Entrepreneurship visit China.

Claire Grasse, Bin "Chloe" Liang, and Xia Fang.

Students take a Bohdisattva bike tour.



Bamboo and Rattan, a nonprofit that makes everything from flooring to paper to bedding out of bamboo (a sustainable wood source). And while in Moganshan, they went on a Bohdisattva bike tour. "The trip was by far the highlight for everyone," says Kari Foley, a double nonprofit and entrepreneurial management major. "It was a hands-on experience—the classroom alone couldn't have given us that level of learning."

Senior lecturer and course instructor Steve

Spruth agrees. "This class shows students you don't have to have a multinational company—you can be an individual entrepreneur and still pursue all kinds of opportunities," he says. "Our students got to see and use the [bike tour] service, which would have been impossible to do if they were just studying the case in class."

Noshay, who says he aspires to one day start his own business, says the experience made a lasting impression on him. "This was the class I've learned the most in," he notes. "It's difficult to come up with a business idea and make it work, but that's why we're here—to learn how to make a new venture successful."

—Susan Meinz

China, Demystified

A visit to China as part of the Carlson School's Executive MBA program makes a powerful impact on one Twin Cities business executive.

Visiting China with the Carlson School's Executive MBA program has taken much of the mystery out of doing business there for Twin Cities entrepreneur Shean Ferrell.

Before, Ferrell notes, getting business done in China meant working with local agents to find manufacturers and other resources. But since he spent two weeks there last March and April, he now has the contacts and first-hand knowledge to source products in China. "It builds your confidence to do business overseas, which I think a lot of people are nervous about," he says of the journey, a required element of his

MBA studies, which he completed at the end of April. "Absolutely, it was a major value-add. It will help me out for a lifetime."

Ferrell is a partner at Pellegrine, Ferrell & Associates Inc. (PFA), a Wayzata, Minn., firm that represents manufacturers seeking to get their products sold at retailers such as Target and Best Buy and which also develops and manufactures its own consumer products.

The destination and timing of his visit were fortunate, allowing him to meet with factories about a new product PFA

was developing. The product is Soap Tunes, a hand soap dispenser that plays a short, educational ditty when a child uses it. Target began selling it nationwide in July. "The Carlson School trip gave us a basic understanding of what life is like and what business is like [in China]," he says. "It helped us understand the culture, to understand the thought process. It laid a really nice foundation for us."

Ferrell and his classmates toured the Chinese facilities of Toyota, Coca-Cola, and other companies. They met officials at the U.S. Consulate and visited the American Chamber of Commerce in China, which Ferrell later joined. The chamber has helped him find factories that can make components his company needs. "That opened up doors to new factories and new products that we can manufacture and sell," he notes. "And people are looking to us to source products, knowing we have knowledge of the infrastructure and resources there."

The benefits of having been to China with the Carlson School were evident when he returned on a business trip a few weeks later. "I was much more comfortable traveling there," he says. "I knew exactly where to go and who to talk to. When you start making direct contacts, you learn you don't need an agent. You can cut out the middle man."

He's not done traveling there either. "Similar to doing business in the United States, you need to stay in constant communication," says Ferrell, who uses Skype software to place telephone calls over the Internet to contacts throughout China. "We'll probably make the trip every six months to maintain our relationships and understand what's happening in the culture, in politics, and with trade policies."

—Todd Nelson



Shean Ferrell



The Carlson Executive MBA class visited Guangzhou Toyota in China as part of their program and were hosted by their peers in the Carlson China Executive MBA program.

Thinking Beyond Boundaries

A new course explores integrative leadership and the concept of “collective action across boundaries.”

Integrative leadership is an emerging idea in academic circles, so it’s no wonder that a new course through the Center for Integrative Leadership was designed as “an exploratory enterprise,” says Carlson School Professor Paul Vaaler, who co-taught the class with Jay Kiedrowski, a senior fellow with the Humphrey Institute’s Public and Nonprofit Leadership Center.

Integrative leadership can be described as “collective action across boundaries,” says Kiedrowski. With that in mind, the course—Theory and Practice of Integrative Leadership—explored case studies of public/private/nonprofit sector partnerships and other kinds of collective action. For the 25 graduate students who participated, the course provided insights into the craft of integrative leadership—such skills as strategic thinking, conflict resolution, innovation, and policy analysis. In addition, case studies provided examples of outcomes that would not have been possible without integrative leadership.

“We need to understand the borders of our responsibility. We as a company cannot take on so many problems that we can’t be an economic animal. That would be short-sighted. But we don’t want to let quarter-to-quarter earnings drive everything, either.”

—Marilyn Carlson Nelson,
Chairman, Carlson

The seven-week course featured several of the case studies, each with a Minnesota connection, on topics ranging from health care to the intersection of global business and social problems. For example, Vaaler presented a case based on his research on the impact of global financial markets on the economies of developing countries. “As these countries move toward democracy, global financial and political players work together but don’t know it,” he says. Another one of Vaaler’s observations is that financial market swings are frequently influenced by the one-word descriptors that market analysts provide for candidates seeking elective office in developing countries. Such financial swings can seriously affect the country’s economy, sometimes for years. “These market analysts are people who don’t cast votes at the ballot box, but they vote in the financial markets every day and have a huge influence on the economies of developing countries.”

Another case focused on the Carlson decision to sign an international code of conduct for the travel industry to protect children from sexual exploitation at tourist destinations. Minneapolis-based Carlson, which operates more than 950 hotels, resorts, and cruise ships in 71 countries, was the first large travel company to sign the code, which requires the company to train employees to identify human traffickers and sex tourists.

Carlson Chairman Marilyn Carlson Nelson and several Carlson executives attended the April 15 session of the class to describe how their partnership with Queen Silvia of Sweden (who has become an international



Carlson, an international travel industry leader, was the first company to sign an international code of conduct to protect children from sexual exploitation at tourist destinations.

spokesperson on the issue), governmental agencies, and non-governmental organizations led to the decision to sign the code. Later, the company went ahead with plans to build a large resort in Papagayo, Costa Rica, despite the area’s reputation as a sex tourist destination.

Signing the code was easy from a moral perspective, but resulted in the company assuming additional responsibilities in terms of employee training and hotel operations, as well as increased legal liability and potential exposure to damaging publicity, the Carlson executives told the students. The company moved forward with the resort because of Nelson’s personal commitment to the code and her belief that the issue requires a strong response. Human trafficking ranks third behind trafficking in drugs and arms as an organized crime.

On the night of the Carlson case presentation, more than 50 people, including several professors and students from both schools, attended the class. Discussion centered on the additional burdens companies assume when they choose to take a lead on social issues and the factors that go into decisions about corporate responsibility.

For companies trying to act responsibly, collaboration with governments and non-governmental organizations is vital, according to Nelson. “We need to understand the borders of our responsibility,” she says. “We as a company cannot take on so many problems that we can’t be an economic animal. That would be short-sighted. But we don’t want to let quarter-to-quarter earnings drive everything, either.”

Ultimately, the class concluded that for individuals and organizations to address issues thoughtfully, they require a variety of attributes, including courage, trust, vision, relationships with others, an understanding of the facts, and “a broader perspective than you might be expected to have,” says Kiedrowski.

—Mary Lahr Schier

Northern Exposure

A two-week education abroad program offers an up-close look at Scandinavian corporate responsibility practices.



When second-year MBA student Laura Philippsen first heard about a new, two-week education abroad program focused on corporate social responsibility in Scandinavia, she was intrigued. Philippsen had never been to that part of the world nor had corporate social responsibility really crossed her radar in a significant way.

Along with 24 other Carlson School students, she left in May 2008 for Oslo, Stockholm, and Copenhagen to meet with a mix of business and nonprofit executives in organizations ranging from IKEA to UNICEF, from Ericsson to Greenpeace Norway, from Novo Nordisk to Save The Children. The group also visited with corporate responsibility scholars at various colleges throughout the region during the program.

"I learned a lot about what companies can do about corporate social responsibility and how it is more than just about environmental actions," says Philippsen. "Some Scandinavian companies see it much differently, and certain companies, in particular, seem much more ahead of the curve in what they've set up."

The four-credit course, *Corporate Responsibility: A Scandinavian Approach*, is the brainchild of Robert Strand, '05 MBA, and the Office of International Programs at the Carlson School. Strand, a marketing planner at Boston Scientific, traveled to Scandinavia in 2005 and 2006 on a Fulbright scholarship to study corporate social responsibility in a "region where, as a whole, the economic, environmental, and social practices are better than anywhere else in the world," he notes.

The course is modeled after a business ethics course Strand took in 2003. The course was sponsored by International Programs and then taught by Carlson School Professor Norm Bowie. The program offered students a two-week trip to London and Brussels to visit nongovernmental organizations, businesses, and government agencies. For this new ethics seminar, Strand used connections he had made on his Fulbright, and support from International Programs, to craft a program with meetings during the day and free evenings.

For Philippsen the course provided many insights. In one session she learned about how Novo Nordisk and the World Wildlife Fund collaborated on renewable energy strategies that led to the company building wind turbines—rather than buying wind energy—to power offices and plants.

Many of executives she met also were more candid than she expected. "In the question and answer period, we asked one executive if he would continue sustainability measures if his business was struggling," says Philippsen. "He conceded that [a sustainability focus] was not a sure thing."

Strand has been gratified by the large number of part-time Carlson students who attended the Scandinavian course, an appealing virtue to Philippsen, a full-time student. "One of the best things I got out of the trip was getting to know more students in the part-time program," she says. "We were together for two straight weeks, taking overnight trains together and having a great time. It was a great group of people—I think a lot of those relationships that we made will continue. We've already had a few reunions." —Frank Jossi



Bryan Henneman and B. Bea Rajsombath

Olympic Glory

Lindsey Berg, BSB '01, had a busy few weeks in August as a key member of the U.S. Olympic Women's Volleyball team that won a silver medal at the 2008 summer games in Beijing. Berg, who was a three-time All Big Ten selection from 1999 to 2001, was captain of the U.S. team, which lost a breathtakingly close final match to the Brazilians. She also played on the 2004 U.S. team.



LINDSEY BERG PHOTO BY JOHN BEVER/SPIRITS ILLUSTRATED/GETTY IMAGES

Lindsey Berg (left) and teammate Kimberly Glass celebrate the U.S. Olympic Women's Volleyball team's semifinal victory over Cuba on Aug. 21, 2008.



**What changes are
in store for the business
world of the future?**

Tomorrow Land

By almost any measure, predicting the future of business is a challenging endeavor. Yet there's no shortage of pundits, consultants, and analysts who regularly take stabs at it. Type "2008 business predictions" into a search engine and among the millions of results, you'll get more than a few that forecasted continuing turbulence in the U.S. economy. It's much harder to find ones that predicted the widespread impact of this fall's credit crisis. In a similar vein, management experts in the 1970s and early 1980s predicted that the rise of the personal computer in business would dramatically boost productivity and slash workweek hours. At least they were half-right.

Still, change is inevitable and we have to rely on forward thinking to help guide us down the right path. So what new developments await the business world in the years ahead? For starters, there is a massive demographic shift afoot in the United States. The baby boom generation is heading into its retirement years, leaving behind millions of open jobs (up to 25 million, by some estimates) and new generational conflicts to manage. At the same time, technology promises to keep changing the way we do business. New computing tools are already shaking up entire industries. Some people may even find themselves working in virtual-world offices with colleagues who appear as avatars (computer representations of themselves).

With all of that in mind, we asked some Carlson School alumni and staff for their thoughts on the future.

FLEXIBILITY, FLEXIBILITY, FLEXIBILITY

It's impossible to talk about the workplace of the future without Generation Y coming up in the first few minutes. According to the U.S. Census Bureau, the number of Americans 65 and older will more than double between 2000 and 2040. With 76 million baby boomers set to retire between 2008 and 2030 and only about 48 million Generations Xers in line to fill their spots, it's up to the Gen Y crowd (also known as the "millennials") at least in part, to help shore up that looming gap in employment.

This, of course, has companies of all sizes interested in understanding the Gen Y mind. After all, you can't attract the best and the brightest if you don't have what they want. Mike Davis, senior vice president of global human resources at General Mills, is also a lecturer with the Carlson School of Management's Industrial Relations Center. So he hears firsthand what it takes to pique the interest of young professionals. "In both the workplace and the classroom I'm hearing people place a strong emphasis on the importance of flexibility," he says.

By Meleah Maynard // Photographs by Mark Luinenburg

Like many Minnesota companies, General Mills already has a policy that allows employees to take advantage of the region's short summers. In exchange for working 45 minutes more per day Monday through Thursday between Memorial Day and Labor Day, employees get to leave three hours early on Friday. People like the schedule, but many employees want more. In addition to flexible scheduling, they've been asking to be able to work from home or a nearby coffee shop. They also want a workplace that recognizes a job well done by more than simply tracking the hours people spend at their desks each day.

So General Mills is exploring ways to allow workers of all ages more control over their work lives. "It's not that we need to put another policy in place," says Kelly Baker, vice president of corporate diversity for the company—which was recognized by *Working Mother* magazine as one of the top 100 corporations for working moms. "We need to increase the sense of possibility for our employees and managers on when, where, and how work can get done."

Not surprisingly, Baker continues, the need for flexibility and the desire for work/life balance is not unique to Gen Y. Employees of all ages have been pushing for more autonomy for years. So why is it that the millennials may actually be the ones to finally make this desire a reality for all in the not-too-distant future? "Gen Y is articulate and verbal about its needs, desires, and expectations," Baker says. "They're more comfortable talking about what they want and they've put a voice to the needs and desires of everybody in the workplace."

Morgan Kinross-Wright, director of the Carlson School's Undergraduate Business Career Center, agrees, adding that more attention will need to be paid to managing generational conflict that may arise when older workers' and millennials' work styles collide. "There will be situations that aren't comfortable," she says. "But companies will find ways to help people work together. There will have to be compromise on both sides."

One tricky situation will involve career advancement, says Mindy Deardurff, the Carlson School's director of recruitment and marketing for undergraduate programs. Because they are quick learners and very tech savvy, millennials typically aren't content for long with entry-level jobs. They want to know if there is room for advancement—quickly. "This will be difficult," Deardurff explains, "because boomers believe workers should earn their stripes and prove themselves. Companies are going to need to find a way to give millennials what they want while reassuring boomers that they weren't wrong for working so hard for 20 years to get to where they are."

TECHNOLOGY AND THE 24/7 WORKPLACE

"The workplace of the future is global, so it's all about finding a way to stay connected anywhere, anytime, and on any device," says Chuck Edward, MAIR '93, Microsoft's general manager of human resources for customer service and support groups. Even if people wanted to, it simply isn't feasible to hold meetings between colleagues spanning time zones that include the United States, Japan, Germany, and India, Edward notes. "There will be heavier use of



Chuck Edward



Morgan Kinross-Wright

"There will be situations that aren't comfortable. But companies will have to find ways to help people work together. There will have to be compromise on both sides."

instant messaging, email, and network platforms where we can share documents. We already host servers where people can connect no matter where they are or what time it is.”

This does not mean the end of the office as we know it, however. People have a need to collaborate, and Gen Y members seem to value that process even more than their predecessors did. “We have to match the way we do things to fit changing generations, and the



Mindy Deardurff

“Companies are going to need to find a way to give millennials what they want while reassuring boomers that they weren’t wrong for working so hard for 20 years to get to where they are.”

bottom line is there’s going to be more of a blurring between work and play,” he says.

Cue avatars and the “Metaverse.” The Metaverse is a term that refers to online virtual world environments. There are a host of them out there these days, including the largest and most well known, Second Life (www.secondlife.com), and Lively (www.lively.com), a recent introduction by Google. All use 3-D technology to create detailed images and animations that are increasingly indistinguishable from the real thing, and which are also being used for

a range of business and educational purposes. “There could be common sites in the virtual world where we could get work done in real time as avatars holding virtual meetings,” Edward says. “We’d essentially be leveraging the same methodology that works in gaming. That’s something younger generations can relate to which could be really fun.”

Deardurff seconds Edward’s belief that virtual reality will play a role in the office of the future. While the Carlson School won’t forego its traditional career fair, next year the school is considering a virtual fair for undergrads. “Some companies are doing career fairs this way now,” she says. “It’s something these students are very comfortable with.”

Edward believes we can expect technology to advance much more quickly in the coming years, with devices becoming more intelligent and intuitive. Voice recognition, for example, will make it possible for computers to respond to commands to display email from the previous evening or sort ezzz by importance.

These advances will inevitably result in generational differences as older workers struggle to get comfortable with technology that the younger crowd already feels a natural affinity for. This is where, Edward notes, Gen Y gets a chance to mentor Generation X and the boomers. “Take me, for example. I’m not an early adopter, but once someone shows me how to use something, I love it and start to evangelize it,” he says. “Being comfortable with a digital work style will give everyone more flexibility.”

What it really comes down to, Edward adds, is control. “If you embrace all this technology and let the talent throughout the world embrace it, it’s really powerful,” he says. “If you don’t, you’re still managing people like you’re walking a factory floor.”

HEALTH AND FUN AT WORK

At a time when it’s hard to go five minutes without hearing about something that will make us thinner, stronger, or more long-lived, it’s no surprise that the office of the future is expected to be a healthier place, too. With the ever-increasing cost of health care, it needs to be. Some firms now are pushing mandatory corporate wellness programs as ways to cut rising health insurance costs. Anyone wishing to get a glimpse of the future need only enter the offices of SALO and its affiliates, Oberon and NumberWorks. The Minneapolis-based firm specializes in placing experienced accounting and finance professionals on interim projects. Its employees aren’t always sitting slump-shouldered at their desks. They’re often walking on one of 16 treadmill workstations the company has installed. Equipped with shelves for a computer monitor, mouse, and keyboard, the treadmills allow employees to type and talk on the phone just as they usually would—only they do it while walking two miles per hour. Meetings are held in a conference room equipped with several machines that face each other.

This leisurely pace may not sound like much, but one mile per hour of walking burns about 100 calories, says Craig Dexheimer, BSB ’96, SALO’s director of operations and administration. He should know. When company cofounders Amy Langer and John Folkestad read about the treadmill desk being developed by James Levine, an endocrinologist at the Mayo Clinic in Rochester, Minn., she contacted him and SALO began collaborating with him on the project.



Craig Dexheimer, BSB '96

“Gen Y will play a key role in shaping what business culture will look like in the future and we want them to say, ‘Hey, that’s a company I want to work for.’”

For six months, Dexheimer and 17 other employees participated in a study during which they used the treadmill desks as part of their regular workday. To his surprise, he lost 25 lbs. and 7½ percent of his body fat in a little more than six months. “I got involved because I could afford to lose some pounds,” Dexheimer recalls. “I tried to walk about four miles a day. I never went to the gym. I was never short of breath, so it didn’t interfere with talking on the phone.”

Most importantly, he adds, the experiment has helped him and others at SALO think about the office of the future. Small details such as the fact that the firm’s office has no cubes and no walls of any kind allow for a significant amount of collaboration among team members who sit around kidney-shaped desks in a hip, warehouse-style setting. Those who don’t want to walk on treadmills can shoot hoops or play with the company’s Wii Fit or Guitar Hero

video games. There’s an office iPod and people can add their favorite songs into the rotation. There’s also satellite radio, a video game room, and a meditation room outfitted with over-size massage chairs equipped with iPod docking stations. “We want to create an environment that energizes people,” says Dexheimer. “During the day, people can break away from their work and do something relaxing or challenge each other to a short game of Guitar Hero. These things help people feel ready to go again.”

In an attempt to learn more about what Gen Y expects from the workplace, SALO is in the midst of crunching data collected from 100 high-level executives in the Twin Cities to learn more about how companies may change their culture to suit the next generation of workers. Results will be released sometime later this year. “Gen Y will play a key role in shaping what business culture will look like in the future, and we want them to say, ‘Hey, that’s a company I want to work for,’” notes Dexheimer. “So far, nothing has come up that can’t be navigated.”

Meleah Maynard is a Minneapolis freelance writer.



With a labor shortage looming for U.S. companies over the next several decades, new Carlson School faculty research is helping find solutions.

Closing the Gap

Walk through the office of the future and you'll likely see much younger workers and possibly even more empty cubicles. Blame it on the baby boomers. According to the U.S. Census Bureau, the number of Americans 65 and older will more than double between 2000 and 2040, and 76 million boomers will be retiring in the next two decades. By some estimates, the country could be facing a labor shortage of more than 25 million workers.

How will U.S. companies deal with this crunch? Offshore outsourcing and technical/productivity enhancements will ease some of the burden. New waves of immigrants will also take up some of the slack. Many workers will stay with companies past the traditional retirement age of 65. But those scenarios won't compensate—and they'll also deliver a host of different challenges to deal with. In short, companies will need to be innovative and proactive. With that in mind, new Carlson School faculty research is helping lead the way, illustrating such solutions as improved soft skills, global team-building, a willingness to fully embrace diversity, and more.

KEVIN LINDERMAN: NAVIGATING THE ORGANIZATIONAL WATERS

Kevin Linderman doesn't want you to make the mistake of thinking that Six Sigma is all numbers and spreadsheets. "I like Six Sigma pioneer Mikel Harry's description of a practitioner as 'basically a statistician with a personality,'" says Linderman, associate professor, Operations and Management Science. He describes a practitioner as "someone with the ability to fluidly move from dealing with team dynamics and social behavioral issues to the technical and analytical aspects of problem solving. That ability to move between domains is becoming increasingly important."

That left brain-right brain balancing act—and its impact on how companies will adapt in the years ahead—continues to fascinate Linderman and drive his research efforts. "I'm interested

in how organizations improve the way that work gets done," he says. "Quality management is focused on how an organization's processes work and how the organization delivers value to its customers. To understand all that, you have to look into issues such as organizational learning and knowledge creation."

Along with Professor Roger Schroeder, the Frank A. Donaldson Chair in Operations Management, and Sri Zaheer, professor of Strategic Management and Organization, Linderman received a National Science Foundation grant a few years back to study Six Sigma and knowledge creation. "Results from that study motivated me to continue down this line of inquiry," he says. "We examined the technical environment, which involves using statistical tools

By Phil Bolsta // Photographs by Gary Bistram

and methods to solve problems. But we also studied the behavior dynamics within a team—like whether team members felt safe to share ideas; we call that psychological safety. We found that both factors independently influence the team’s ability to solve problems and create knowledge.”

In the company of the future, managers won’t be the only ones who must strive for balance between the technical and the social. “The effort needs to be led by management or it won’t work,” Linderman explains. “Managers lead the way in trying to solve problems and improve the way work gets done in the organization. But lower-level employees need to increase their cognitive skills too, because they are the ones who will be communicating where the problems are. They will also be involved in the technical aspect of problem-solving activities.”

Sending information up the organizational chart is where the challenge lies. “Management needs to set up an environment in which lower-level employees aren’t afraid to speak up about where the problems are, because pointing out problems might imply that their manager isn’t doing a good job,” Linderman says. “Management needs to create a culture in which employees feel comfortable and safe sharing their ideas.”

In the coming years, the ability to communicate across different functional areas of organizations will be highly prized. “It’s critical to have a common problem-solving language that everyone follows,” Linderman says. “If someone uses a certain term in marketing, how will that translate to someone else in operations or finance? One of the benefits of implementing Six Sigma is that it creates a common language across disciplines that allows people to communicate with one another. That’s important because people fundamentally see things from different functional perspectives—which creates difficulties in trying to solve problems and create knowledge for the organization.”

**LISA LESLIE:
DIVERSITY MATTERS**

According to research by Lisa Leslie, assistant professor, Human Resources and Industrial Relations, diversity can affect team effectiveness and performance, albeit in unpredictable ways. “There is some reason to think that ethnically diverse teams might perform better than homogenous teams, but there’s actually not a lot of great support for it,” she notes. “The findings are inconsistent; sometimes diversity is a bad thing, sometimes it’s a good thing, and sometimes it has no effect.”

After digging deeper, Leslie identified a factor that determines whether team diversity ends up as a good or bad thing. “It depends on the type of context the work group is embedded in,” she says. “A cooperative context where differences are valued and not viewed as threatening will lead to positive outcomes. But in a competi-



Kevin Linderman



Lisa Leslie

tive context that focuses on individual rewards, diversity may have negative implications.”

Exploring the nature and effects of diversity has been one of Leslie’s lifelong passions. “Diversity has to do with fundamental rules of human interaction,” she says. “We all have the tendency to like people who are like us more than people who aren’t like us. Given the increase in diversity in organizations and in the United States in general, we really need to get beyond that. We need to figure out ways to reduce discrimination and facilitate more positive experiences for everyone.”

Leslie’s interests under the diversity umbrella are broad and varied. While she is primarily focused on issues that deal with gender, race, ethnicity, and culture as they relate to organizational behavior, she is also deeply curious about everything from gender and ethnic discrimination to the factors that help or impede women on their career paths.

Leslie hopes to see greater diversity in the office of the future.

“There is more labor force participation today by both women and ethnic minorities than there has been in the past, but it’s not equally distributed,” she notes. “The top is still very white, very American, very male. The organizations that realize it’s in their best interests to use the talents and abilities of the full labor pool, regardless of its demographic characteristics, will form more cohesive, more inclusive work environments and do a better job getting more minorities and women into the upper echelons of management.”

It will be incumbent upon management to foster cultures in



Jason Shaw

which diversity is not only accepted but also embraced. “There will be a need for more diversity training and cross-cultural understanding because people from different backgrounds and cultures interpret events and respond to the world around them in fundamentally different ways,” Leslie adds. “That kind of cultural change can be implemented by management, but it also has to be embraced by employees in the way they treat one another.”

Indeed, a classic theory of diversity holds that when people who are different from each other work side by side, it reduces intergroup bias and discrimination. Leslie’s research, however, tells her that this “contact theory” is only true under the right conditions. “The people interacting with each other need to have equal status,” she points out. “They need to be at the same level, in the same positions, and have equal power in the organization.”

Mentoring will also play a big role in the years to come. “Management needs to facilitate cross-gender and cross-race mentoring relationships between employees of lower and higher status in the organization,” Leslie says. “Ultimately, they will have to make sure that high-potential individuals, especially if they are from an underrepresented group, are being mentored by someone who has their best career interests at heart.”

JASON SHAW: THE PSYCHOLOGY OF PAY

Can employees gauge their value to an organization by the size of their paychecks? Not necessarily, according to Jason Shaw, the Curtis L. Carlson School-wide Professor of Industrial Relations. “The size of a given merit pay raise is perceived differently by almost everybody,” he says. “It’s fascinating, because in general, you would tend to think the more pay, the better. And that is probably true. But understanding the psychology of those reactions is actually fairly complex.”

Shaw’s fascination with the “psychology of pay” began 15 years ago in graduate school. While he also conducts studies on the effect of turnover rates on organizational performance, compensation issues have remained his primary focus. The essence of his compensation research is to discover how and why people react to pay raises and other compensation changes. “It’s been interesting to try to understand why reactions to raises seem so idiosyncratic,” he says. “Some factors that play a role are social comparisons, prior expectations, and pay-raise histories.”

In a study, “Merit Pay Raises and Organization-based Self-esteem,” which was published in the *Journal of Organizational Behavior*, Shaw and his coauthors, Carlson School Associate Professor of Human Resources and Industrial Relations Michelle Duffy and Kristin Scott of Clemson University, conclude that how people react to pay changes is a function not only of the size of a given raise but of their age as well. That finding has significant implications for the office of the future as the youngest baby boomers move into their late 40s.

The study was motivated by a theory that Shaw and his colleagues discovered in basic psychology disciplines which suggests that people’s motivations change as they get older. “When you’re younger, you’re in an exploratory process of expanding your horizons and trying as many things as you can,” Shaw says. “As people get older, they become less motivated to explore and more motivated to extract or derive meaning out of the narrower set of avenues they are pursuing.”

In applying that general issue to how people react to merit pay raises, Shaw’s research team found, as expected, that the size of merit-based pay raises among younger people had little effect on whether or not they viewed themselves as valuable employees. The team also confirmed that raises among older employees were interpreted as reflections of their organizational self-worth.

There was one rather surprising discovery. “The most interesting finding in the study concerned older people in our sample who received very large raises,” Shaw explains. “Regardless of how raises were determined, you would expect that people would have a fairly positive reaction to a very large pay raise. However, if those raises were perceived as illegitimate or if the compensation process

“Organizations should always be concerned with justice and fairness. Our results suggest that greater attention should be paid to those issues as the desire for meaning grows among older employees.”

itself was perceived as unfair, then the raise was actually damaging to their self-worth. That is consistent with the theoretical idea that it's important for older people to have a positive reflection of themselves and to derive meaning out of the life domains they are focusing on.”

As the work force ages, Shaw recommends that businesses become more sensitive to this issue to keep people happy and motivated. “Organizations should always be concerned with justice and fairness,” he says. “Our results suggest that greater attention should be paid to those issues as the desire for meaning grows among older employees.”

**MARY ZELLMER-BRUHN:
TRUE TEAMWORK**

Now more than ever, the world is a global marketplace. People from different cultures with different languages, customs, and expectations are doing business with each other. Companies in every country are concerned with miscommunication and misinterpretation with their business partners.

In Mary Zellmer-Bruhn's view, it's a ripe area for research. Her interest in global and cross-cultural issues was sparked when she worked at Trek Bicycle Corp. in Waterloo, Wis. During her five years in the firm's marketing department, Trek grew exponentially and began selling products in 30 countries. “Over the course of my working and academic careers, I've seen the power that can happen when people coordinate and work well together,” says Zellmer-Bruhn, an associate professor of Strategic Management and Organization. “But I also have seen the challenges and difficulties. It's an interesting puzzle: How can we get the positive experiences to happen more often than the difficult, negative ones?”

Her research on teams and teamwork focuses on the benefits and challenges produced by all forms of diversity. “I don't mean only racial, ethnic, or gender diversity, but actually ways of thinking,” she says. “That includes teams which are constituted of people from different functional backgrounds, organizational areas, and business areas. I'm interested in how team members work to understand each other and benefit from their different backgrounds and areas of expertise—and not let those things become barriers to team performance.”

Clearly, a whole lot of learning needs to take place among all participants. “I've been studying how teams support learning—how they integrate and apply knowledge within the organization,” Zellmer-Bruhn adds. “The thing that keeps me interested is the

complexity. The more we understand, the more complexity we have. There are also new and not-well-understood areas developing in how teams are used strategically within organizations. The opportunity to have an impact with these new frontiers is exciting.”

Those issues will grow ever more important in years to come as technology paves the way for the proliferation of global virtual teams. Such teams will have members located in more than one national location who primarily interact via computer-based technology or other kinds of telecommunications media. “In that context, ‘cultural intelligence’ becomes more important,” Zellmer-Bruhn says. “Cultural intelligence is the ability to recognize when you're in a situation where your values, norms, and default ways of interacting and communicating are different than somebody else's. It's also about having the ability to reflect and be mindful of those differences so you can tune and adjust your behaviors.”

Figuring out how to cultivate cultural intelligence will be a high priority for organizations of all kinds. “In my opinion, that starts with people having exposure to different people from other places in the world,” she notes. “The new curriculum in the Carlson's undergraduate program reflects that reality because it requires



Mary Zellmer-Bruhn

that every one of our students have an international experience. It's vitally important for organizations to train people to develop these cultural skills.”

While technology makes globalization possible, technology alone is not the answer. “There's pretty good research evidence that teams using low-tech communications can perform as well or better than teams with the highest-tech live satellite video feeds,” Zellmer-Bruhn says. “So it really does come down to whether the team is set up and designed well. All of the things that make *any* team successful have to be there first in a global virtual team. And then you can start thinking about how you vary the mix of the communication technology.”

Phil Bolsta is a Blaine, Minn.-based freelance writer.



8 Questions: Mark Kizilos

Mark Kizilos is the Carlson School's new assistant dean for Executive Education. Over the course of his 15-year career in the academic and business sectors, he's developed a passion for executive development and leadership education.

Kizilos is also no stranger to the Carlson School's executive education activities, as he served on the school's Executive Education Board of Advisors and taught in the Talent Strategies program. "I was attracted to this position because of the Carlson School's great reputation and the opportunity to work with the Twin Cities business community," he says. "I'm excited to be working with executives and managers from some of the top companies in the area as well as our world-class faculty members."

Most recently, Kizilos worked at Thomson Corp., where he served in varied leadership positions in executive development and talent management. While at Thomson, he led Thomson University and coauthored an internal book profiling the developmental experiences of top company leaders. During his career, he also worked as an assistant professor at the University of Alberta and served in a variety of leadership development roles at Hay Management Consultants, the Center for Leadership Solutions, and CVS/Pharmacy. He received his PhD in

management and organization from the University of Southern California.

Kizilos has also had a range of remarkable experiences outside his professional career. He composes orchestral, chamber, and choral music; holds a U.S. patent for a device he invented for storing and dispensing disposable cup lids; served on the board of a small company that produced an award-winning feature film with Fuji Television of Japan and U.S. actor Peter Falk; and worked on a Greek cargo ship during a summer break from college.

He sat down with us recently to discuss his plans for enhancing and expanding the Carlson School's Executive Education program.

What can you tell us about the Executive Education program?

For more than 35 years, it has fostered a tradition of partnership with the Twin Cities business community and offered exceptional development programs that are continually rated among the finest in the world. The International University Consortium certified Carlson School's Executive Education as a quality provider of such programs, one of about 70 "first-tier" providers in the world. Last year, nearly 1,200 participants from more than 340 companies attended our programs.

Our open enrollment programs provide training on key business functions such as finance, marketing, and operations, as well as broader development topics like leadership and strategy. These programs are typically offered for two to four days, allowing managers to gain valuable knowledge without having to be away from the office for a long period of time.

Our general management programs provide leaders with the essential, comprehensive knowledge they need to deliver optimal business results. For more than 35 years, Hormel Foods has been sending its high-potential employees to these general management programs to gain the skills they need to perform at the highest levels in their company and industry. The programs help top employees think more strategically, build long-lasting business connections, and gain broader perspectives for examining issues.

To gain a competitive edge, companies of all sizes and scope develop custom programs with Executive Education to meet their organizational and business objectives. For example, when Pentair wanted to develop its leadership pool while undergoing a strategic transformation, it teamed with Executive Education to design a management program focusing on leadership, finance, growth, and global business. Pentair executives played a key role in the development and delivery of the curriculum, working collaboratively with Carlson faculty. As a result of the program, the company has strengthened its available leadership resources and enhanced its ability to drive faster growth and manage across global boundaries.

What makes the Carlson School strong in this area?

Our programs are designed and taught by Carlson School faculty and business professionals from across the country. Our faculty is among the top seven in research productivity, according to a decade-long study by the *Academy of Management Journal*. They are experts at translating their research into actionable business solutions and delivering cutting-edge programs.

Executive Education also enjoys the support of the business community through its Board of Advisors (composed of vice presidents of human resources and chief learning officers from major corporations) and the participation of local executives as presenters in most programs.

What attracted you to this position?

I like that I am communicating with business executives and professors, essentially serving as a “translator” between the groups. It’s exciting to have the opportunity to promote the faculty’s research and extend its reach to the broader business community. I also like that we can affect people at many levels of a company, in a diverse range of businesses. If you teach one leader, you also reach all the employees who work with him or her.

What do you like most about the Carlson School?

It has a stellar reputation. It’s ranked in the top 10 nationwide in a number of areas. Additionally, Executive Education is a priority for Dean Alison Davis-Blake and for the broader university; they are very supportive and want the program to grow and thrive. Finally, the program has a long history of engagement with the business community and there are deep partnerships with many local companies. This is a great foundation to build upon.

What role does Executive Education play at the Carlson School?

Like the Carlson School’s undergraduate and graduate programs, its Executive Education program is designed to deliver a world-class learning experience to participants and to increase the reach of faculty research. On the other hand, Executive Education partners directly with organizations to help them drive change, attain goals, and develop talent. It also extends the broad resources of the Carlson School, bringing a unique mix of world-class thought leadership and practical experience to its participants.

What are your goals for Executive Education?

A key priority is expanding the reach and number of our custom programs. These programs enable organizations to address their most pressing talent needs and deliver a world-class learning experience to an entire management and leadership group. Another important priority is program innovation. We plan to continuously evolve our open enrollment offerings to ensure that we’re providing the most relevant topics, the preferred learning formats, and the most effective presenters.

Another goal is ensuring that our participants have an exceptional experience at our programs. To create a world-class learning environment, we recently remodeled our facilities at the Carlson School to enhance comfort and convenience. We also added two new classrooms and several breakout rooms. Our larger classrooms now have stadium-style seating, are handicap accessible, and offer videoconferencing and recording capabilities. A new, easy-to-find entrance and a spacious foyer with gathering spaces, meeting rooms, and technology areas accommodate business people.

Do challenging economic times affect training budgets?

With food and energy prices soaring, many businesses are facing rapidly escalating costs and shrinking margins. Traditionally, training has been one of the first areas to be cut. However, competition is intensifying and knowledge is changing rapidly right now. To sustain competitiveness, companies need leaders and managers with up-to-the-minute skills and knowledge who can deliver high levels of corporate performance. In other words, training is more important than ever at this time.

What do you want readers to know about Executive Education?

The Executive Education programs provide the tools you need to advance your career and build a better business. If you’ve been out of school for a few years, our courses provide a great opportunity to refresh your skills or develop new ones. If you’re an executive, our programs can prepare your people to effectively implement your business strategies, meet your business objectives, and deal with any challenges your business may be facing. The Executive Education programs are designed to produce a significant return on your investment.

You don’t have to be a Carlson School graduate to attend our programs—you can participate as an individual or as an employee. You can review our current programs on the Carlson School website, under the Executive Education tab.

— Sue Wilson

Old Friends, Strong Ties

For more than 65 years, Eileen Russell and Arline Dimond have been close friends with each other and strong supporters of the Carlson School.



Eileen Russell



Arline Dimond

When Eileen (Teigum) Russell, BBA '43, and Arline Dimond, BBA '43, started college, the conventional thinking was that women had two career options: teaching and nursing. The trouble was that neither Russell nor Dimond was interested in those fields. Instead, they opted to major in business—a move they've never regretted. During their years at the Carlson School, they learned skills that would carry them through long careers in the business world.

Russell worked in personnel for Northwest Airlines for nearly 45 years, while Dimond had an equally lengthy career as an administrator at Children's Hospital in Minneapolis and at other medical entities. Both say they went farther in their professions because of their business training and college degrees gained from the University of Minnesota.

But just as important to Dimond and Russell were the strong friendships they made at the Carlson School. These friendships, forged during classes, while living in the residence halls, and through the Phi Delta business sorority, have been the steady backbeat of their lives. For 65 years Russell and Dimond have stayed close—to the Carlson School, the University of Minnesota, and each other. The pair even moved into the same Golden Valley retirement community in the spring of 2001, and together they decided to give generously to their alma mater.

Both women plan to leave significant portions of their estates to the Carlson School for scholarships and the expansion of undergraduate business education. "Because of my wonderful experience at the University, I just think that it's payback time," says Russell. "I hope we can help some bright, young people who couldn't afford to go to school."

Acknowledging that higher education is much costlier these days, Dimond and Russell believe strongly in helping students pay for college. Many years ago the pair joined with a classmate, Cora Peffer, and others to create the Phi Delta Sorority Scholarship Fund, intending to carry on the sorority's long tradition of offering financial aid to fellow business students. More recently, they committed to expanding undergraduate education by helping to fund the Carlson School's construction of Herbert M. Hanson, Jr. Hall, which opened this fall.

"I want to help today's young generation in any way that I can, and I think scholarships are really important today," notes Dimond, who is grateful that college was so affordable in the 1940s and that her parents could pay for her schooling. "We're giving back now because of the wonderful education we had and the good times we had. That's the best thing we can do."

— *Suzy Frisch*

Building the Future

The Carlson School helped Rhonda Paulsen, MBA '07, get on track to a new career. Her work on behalf of the 2008 class gift will help ensure that others get the same opportunity.

Rhonda Paulsen is a firm believer in giving back. As chair of the 2008 class gift, she not only helped to raise \$74,556 that will provide scholarships for full-time Carlson School students, she personally contributed \$2,008, as did several of her classmates.

"It's important to support the program and the future by giving back," she says. "The class gift has been going on for many years, but has really been stepped up during the last five years. It was difficult this year because of the uncertainty of the economy, but it was great to see so many people give."

Paulsen also was involved in an annual MBA Association-sponsored event during which money is raised and donated to a charity. "Students host it every year and choose the charity," she says. "I helped with marketing and communications and also got a reputation as a fundraiser. We raised and donated about \$12,000, which went to People Serving People, a nonprofit shelter for families in transition." [The 2009 event is scheduled for February 20.]

Paulsen, an Iowa native, earned her MBA last May. She had earned her undergraduate degree from the University of Iowa in 1999 in communication studies with an emphasis on media and film production, and then headed to Los Angeles, where she worked in the film industry. "I didn't particularly enjoy it and ended up getting into advertising, which I really enjoyed," she says. "I decided to go back to school to advance my career."

The Carlson School was appealing for two reasons, Paulsen says. "It has one of the best marketing programs in the country, and I wanted to be back in the Midwest, close to my family," she says. "I plan to remain in the Midwest, to put down some roots here."

Paulsen got some real-life experience in her field while she worked on research, strategic planning, and communications as an intern with Carlson Marketing Worldwide. Following her graduation last May, she signed on with Thrivent



Rhonda Paulsen

Financial for Lutherans in Minneapolis, where she works as an enterprise consultant on various internal projects, including marketing and new product development.

Pleased with her choice of schools and career path, Paulsen describes her two years at Carlson as challenging and exciting. "The highlight of the MBA program is sharing your experiences and working together with your classmates," she says. "You have a common ground, a connection, that extends beyond the two years. I think the class gift is part of that. In a way it says we're a united group."

—Vicki Stavig

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William C. Watson
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Richard & Elizabeth Weigel
Juliet A. & Jeffrey M. Weirens
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Nathan A. & Shelly Sangalang Windom
Andrew Winton & Judi Lambie
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Scott A. Wolf
Linda W. Woo
John G. Wood
Woodbury District Network Office
Fumio Yamada
Linda & David Yim
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Mahmood A. Zaidi
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David Brian Ziegler
William D. Zollars
Terri L. Zuraff

To ensure the accuracy of our benefactor listing, we occasionally find errors. If you note a problem or omission, please accept our apologies, and contact Roberta Collins (612)-624-5256 or rjc@umn.edu so we may correct our records. Gifts in this listing were cash gifts and pledges made between July 1, 2007, and June 30, 2008.

1970s

Lynn Bentley, '72 MAIR, is a senior account executive with Cote & D'Ambrosio Marketing and Communications. He leads marketing and business development for the eastern region of the United States, focusing on market research, business strategy development, ad agency services and business planning solutions. He and his wife, Dorothy, live in Wickford, R.I.

Richard Berger, '78 MAIR, was promoted to vice president at The Segal Co. He joined Segal's Washington, D.C., office in 1997 as a benefits consultant and has more than 20 years experience working with pension and group health plans in the maritime and service industries.

Dr. Gordon Patzer, '76 MBA, will be working in Delhi, India, through December 2008 as part of a U.S. Fulbright Scholar commission.

Paul A. Ries, '73 BSB, and his wife, Judy, returned to Minnesota in June 2006. Ries has been working in contract materials and purchasing positions as a consultant/temporary agent and has been invited to speak at ISM Meetings of the Southern Minnesota Chapter of ISM.

1980s

Timothy F. Floeder, '80 BSB, '88 MBA, has been appointed vice president of corporate development at Synovis Life Technologies Inc. He will be responsible for identifying and acquiring or licensing products in the bariatric, general, vascular, and micro/reconstructive surgery realms.

Peter M. Gill, '80 BSB, '82 MBA, has been appointed vice president of corporate development at UnitedHealth Group.

Craig Mack, '88 BSB, was named a finalist for the 2008 Minnesota Cup, a statewide contest that seeks out, supports, and promotes new and innovative business concepts.

Bob Pickens, '83 BSB, completed his merger work for Integra/Eschelon and opted to leave the company instead of moving to Portland, Ore. He is enjoying being semiretired and is starting to work on his next project/company.

1990s

William Benjamin, '92 MBA, has been named CEO of US Bancorp Investments Inc., and US Bancorp Insurance

Services. He previously has held senior wealth management positions at UBS Financial Services and Piper Jaffray.

Chris Fischer, '91 MBA, was recently appointed senior director of COLLOQUY, a marketing and consulting company. Fischer's role will include new business acquisitions and client services.

Roumiana Gotseva-Yordanova, '99 MBA, leads the Futures Observatory program and manages Social Technologies' London office. Since joining the company in 2005, she has managed consulting projects for European firms such as BP and Cadbury Schweppes. An accredited expert with the European Commission, she evaluates proposals and projects under the Information Society Technologies and e-Content programs. She is also a founding fellow of the European Academy for Digital Media and has sat on juries for the EuroPrix digital content award and the Bulgarian Web Awards.

Amy B. Hietapelto, '97 PhD, has been named interim dean of Northeastern Illinois University's College of Business and Management in Chicago, effective July 1. She was previously an associate dean at the university.

Yvonne Houle-Gillard, '98 MBA, accepted a new position as manager of information technology and eBusiness for 3M's Electro & Communications Business in January 2008. She is collocated in Austin, Texas, and St. Paul, Minn.

Chris Meidt, '96 MBA, is now an offensive assistant coach with the Washington Redskins of the NFL. He spent the last six years as the head football coach at St. Olaf College in Northfield, Minn.

Luther Ottaway, '99 MBA, is the assistant treasurer of Koch Industries Inc.

Matthew Rausch, '99 MBA, is a shareholder and has also been named managing director at Brill Street + Co. in Chicago.

Jennifer Simek, '98 MBA, is a senior marketing manager at Ecolab Inc. and was lead manager for two award-winning campaigns on behalf of the company's Equipment Care line.

John Utley, '98 MBA, was promoted to vice president of global product management for Teletrax, a London-based television monitoring and analytics company. He will oversee all aspects of the

company's product portfolio, product development, and technology research & development. He lives in Charlotte, N.C., with his wife, Julie, and daughter, Jillian.

Dr. Robert M. Wiseman, '92 PhD, was promoted to full professor in the Eli Broad College of Business at Michigan State University. He also holds the Eli Broad Legacy Fellow of Management research fellowship.

2000-Present

Brandy Burton, '06 BSB, was hired by Denali, a Twin Cities-area marketing agency, as an account executive. She previously worked at Carlson Marketing Worldwide, where she was a fulfillment and promotions specialist.

Brian Carlson, '06 MBA, has consolidated management of Ambrion under himself and a business partner. The company specializes in the placement of accounting and finance employees on a permanent, contract, and consulting basis.

Jeanne Chase, '03 MBA, was promoted to vice president of marketing at EquiFirst Corp., a division of Barclay's Bank.

Matt Dickinson, MBA '07, welcomed a son, Nathan Michael, on July 1, 2008.

Irene Fernando, '07 BSB, Brian Peterson, '07 BSB, and Greg Tehven, '06 BSB founded the organization Students Today Leaders Forever, which was selected as the winner of the 2008 Social Entrepreneur's Cup at last summer's Engaged Philanthropy Conference, hosted by Social Venture Partners Minnesota. The Social Entrepreneur's Cup seeks out, supports, and promotes social entrepreneurs and the nonprofit organizations they lead.

Peter Gastreich, '01 MBA, was promoted to head of Asia oil and petrochemical research for UBS in Hong Kong. He is an executive director with the firm and has worked as an equities analyst for UBS since graduation.

Kyle Henderson, '08 BSB, was named a finalist for the 2008 Minnesota Cup.

Nila Khan, '08 BSB, is working for Polaris Industries as a sales associate in the leadership and sales development program. She previously interned with the Toro Co. and Xcel Energy.

Lance Madson, '00 MBT, was promoted to partner at Boulay, Heutmaker, Zibell & Co., a Twin Cities-based accounting and consulting firm. He started at the firm in 2005 as a tax manager.

Michael Olson, '05 MBA, was promoted to vice president of information systems at Wells Fargo Equipment Finance in Minneapolis.

Aaron Pearson, '01 MBA, has been promoted to senior vice president in the technology practice of Weber Shandwick's Minneapolis-St.Paul office. He specializes in developing trade media relations, analyst relations, and vertical market programs primarily for enterprise technology companies.

Jay Peters, '00 BSB, '06 MBA, was hired by Denali as an account director. His primary responsibility is the Sun Country Airlines Ufly program, as well as account support and Web development. Peters previously was employed by MilePoint Worldwide in Web marketing and product design and Best Buy as a consumer marketing associate.

Marc Salmon, '05 MBA, has been named vice president of business development at Stearns Financial Services in Edina, Minn.

Andrew Schornack, '04 BSB, was promoted to vice president of business development at First Commercial Bank in Bloomington, Minn. He was previously the bank's associate vice president.

Julia Testa, '05 MBA, is an account director at Denali and is working on the Best Buy Reward Zone program. She previously was employed by Carlson Marketing in its Client Services Group.

Jason Turtle, '08 MBA, has accepted a position at General Mills Inc. as a zone operations manager in its consumer food sales division.

Matthew Valle, '01 MBA, recently accepted the position of senior vice president, Central Region, at MarketTools Inc.

Michael Wandschneider, '01 MBA, is the marketing manager of Kohler Brand Bathing Products at Kohler Co. He joined Kohler in 2001.

Want to be included in Class Notes? Contact carlsonalumni@umn.edu or visit Alumni Online at carlsonschool.umn.edu/alumni.

EDITOR'S NOTE: Class notes are submitted by alumni and gathered from various newspapers and media sources. 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.

Carlson School's 11th Annual Day at the Races

Last August, Carlson School alumni reconnected and networked with former classmates at this annual event held at Canterbury Park in Shakopee, Minn.



1 Carlson School Associate Professor of Accounting Gordon Duke and Goldy Gopher.

2 Enjoying the horses at Canterbury.

3 The Pagel family enjoys time together at Canterbury.

4 Face painting is always popular.

5 From left, Jon Lipp, '00 MBA, Marketing Professor Mark Bergen, and Brett Day enjoy reconnecting.



The Third Annual Carlson School Reunion was held Oct. 31-Nov. 1, 2008. To view photos, please visit flickr.com/photos/carlsonschool.

The 2007-2008 Carlson School Annual Report is available for viewing at carlsonschool.umn.edu/2008AnnualReport.

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Event Calendar

DECEMBER 2008

2 First Tuesday John Taft, co-chairman and head of RBC US Wealth Management, RBC Dain Rauscher; McNamara Alumni Center, 200 Oak St. S.E., Minneapolis; 11:30 a.m.-1 p.m.

21-23 First Friday MBA Alumni and student networking event at Kieran's Irish Pub, 330 Second Ave. S., Minneapolis; 5:30-7:30 p.m.

JANUARY 2009

2 First Friday Alumni networking event. Open to all MBA and graduate program alumni; 5:30-7:30 p.m.; location TBD.

6 First Tuesday Harry Debes, chief executive officer, president, and director, Lawson Software, Inc.; McNamara Alumni Center, 200 Oak St. S.E., Minneapolis; 11:30 a.m.-1 p.m.

8 San Francisco Alumni Event Hosted by John Hammergren, '81 BSB. McKesson. 6-8 p.m.

TBD Seattle Alumni Regional Reception Contact alumni relations for more details: 612-626-9486.

FEBRUARY 2009

3 First Tuesday Alex Barned, director and market area manager, UBS Wealth Management; McNamara Alumni Center, 200 Oak St. S.E., Minneapolis; 11:30 a.m.-1 p.m.

6 First Friday Alumni networking event. Open to all MBA and graduate program alumni. Location TBD; 5:30-7:30 pm.

19 HRIR Herman Reference Room Open House Carlson School of Management, 321 19th Ave. S., Suite 3-306, Minneapolis; 4-6 p.m.

22 MBA Charity Auction A Carlson MBA fundraiser benefitting People Serving People; 6-9 p.m.

MARCH 2009

3 First Tuesday Joe Dowling, artistic director, Guthrie Theater; McNamara Alumni Center, 200 Oak St. S.E., Minneapolis; 11:30 a.m.-1 p.m.

6 First Friday Alumni networking event. Open to all MBA and graduate program alumni. Location TBD; 5:30-7:30 pm.

APRIL 2009

3 First Friday Open to all MBA and graduate program alumni. Location TBD; 5:30-7:30 pm.

7 First Tuesday Jodee Kozlak, executive vice president human resources, Target Corporation; McNamara Alumni Center, 200 Oak St. S.E., Minneapolis; 11:30 a.m.-1 p.m.

10 Fifth Annual Women's Leadership Conference Keynote speaker: Gail Evans, author of *Play Like A Man, Win Like A Woman*; Coffman Memorial Union; 8 a.m.-4:30 p.m.

17 HR Tomorrow Conference "Building Capabilities—Driving Results." Carlson School Atrium, 8 a.m.-5:30 p.m.

For more information on alumni events, go to carlsonschool.umn.edu/events.

Carlson School

FALL 2008

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