Shaping the Future of Global Business

Carlson Global Institute

YEAR IN REVIEW / 2015-2016
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Our Mission
Advance global management education through transformative experiences and cross-sectoral collaboration that inspire and develop future leaders.

Our Vision
Shape the future of business by advancing excellence in global management education.

Dear Friends,

This year, I witnessed firsthand how international education shapes a global mindset in our students. For the first time, I had the good fortune of accompanying 27 of our talented undergraduate students and their incredible instructor as they learned valuable lessons on entrepreneurism in one of the least likely locations: Cuba.

As the students and I discovered, the spirit of entrepreneurism is alive and well in Cuba. The persistence and resilience of the small business owners we met in the face of seemingly insurmountable odds were truly inspiring.

For me, the joy of traveling with our students, getting to know them on a deeper level, and processing together what we had observed and learned was the best takeaway from the experience.

The experience reinforced my long-held belief that the Carlson Global Institute is one of the school’s greatest assets—they created an experience that even a scholar of international business found life-changing.

And as you’ll discover from the stories in this publication, sending students abroad is a mere fraction of their mission. The Carlson Global Institute advances excellence in global management education by forging new global partnerships, innovating education abroad programs, integrating intercultural learning, and measuring the impact, developing opportunities for students to learn hands-on from global companies, and so much more.

Sincerely,

Sri Zaheer
Dean
Dear Friends,

This past academic year we celebrated key milestones, created exciting new opportunities for students with our overseas partners, and worked with stakeholders to envision new pathways for our future. With this fourth annual year in review, we are pleased to share these highlights with you.

This year, we celebrated anniversary milestones for several courses and institutional partnerships. Building on the foresight and commitment of past leaders, and established and engaged partners in Minnesota and around the globe, we have continued to innovate and iterate. Also, we added a variety of new opportunities for our students, including exchange partnerships and internship programs in Europe and Asia, and a new entrepreneurship course to Cuba.

The University and the Carlson School both recently published new strategic plans. This past year, the Carlson Global Institute launched a process to connect with stakeholders inside and beyond the University to assess our current direction and envision the next iteration of our work. With the rich insights gathered through these conversations, we fine-tuned our mission, vision, and strategic priorities to ensure alignment with the work and vision of the broader University and the Carlson School.

Thank you for your support and engagement with this work over the last year. We look forward to fostering new ways of collaborating and learning about the world well into the future.

Sincerely,

Michael J. Houston
Associate Dean of Global Initiatives

Anne M. D’Angelo
Assistant Dean of Global Initiatives
Developing Globally Mindful Leaders

India
Carlson School Educators Inspire Students’ Global Curiosity

Two faculty leaders are developing new teaching models to deepen students’ cultural understanding

Studying abroad impacts students in ways that they can never experience in a classroom. “Life can only be understood backwards; but it must be lived forwards.” Purposeful reflection is a critical element of learning. It helps students engage with the learning process in a way that deepens their understanding as they create relevance for themselves.

In lieu of assigning a typical essay to summarize their experience abroad, Senior Lecturer Seth Werner challenges students to reflect on and codify their key learnings into whatever format best expresses their interests, talents, and passions. The goal of the exercise is to help students evaluate themselves and take agency in the learning process.

Designing individualized reflection assignments

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Research by the Carlson Global Institute provides evidence that studying abroad imparts invaluable benefits to future business leaders: international education strengthens their ability to navigate unfamiliar situations, work effectively on cross-cultural teams, and so much more.

To unlock these effects, two Carlson School faculty are creating innovative models that empower students to engage with the world around them in new ways.

Designing individualized reflection assignments

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The assignment prompts students to ponder their own mindset, the structured and unstructured learning elements of the experience abroad, and the business course objectives. Throughout the years, students have performed comedy sketches and dances, created paintings and collages, written letters to past professors and loved ones, and cooked meals.

While unconventional, Werner says this model encourages students to be more purposeful about their learning throughout the course.

“If students know at the outset of the course that they want to do a scrapbook, suddenly it becomes a collective process throughout the experience, instead of a summary process at the end,” he says. “I think it deepens the experience because they’re being purposeful.”

He’s posed the assignment to classes held in a variety of countries including China, UAE, Chile, and Argentina. The projects may take nearly any form, so long as they convey how the student connected their international experience to their personal perspective, to their outside experiences, to the site visits the class embarked on, and to their other courses.

“My hope is that it gives students a way to articulate what they learned,” says Werner. “If these same students take an exam, they leave it all there on the paper, it’s very momentary. But if it’s a project that has meaning to them, it makes the entire experience more long term and they’ll carry it with them.”

Approaching the city as a classroom

Senior Lecturer Steve Spruth uses the city as a classroom to encourage students to immerse themselves in a host country. At the outset of his education abroad classes, he directs the students to visit local businesses and make observations about how the products, pricing, customers, and other factors differ from retailers in the United States. Then the class reconvenes to discuss their interpretations and surprises.

NEW IN 2015-16

Exchange Partnerships
• Hitotsubashi University (Tokyo)
• ESCP Europe (Paris)

Summer Internship Programs
• Business internship in Hong Kong
• Business internship in Singapore

Education Abroad Courses
• IDSC 4471: Information Systems and Innovation in the UK and Germany
• IBUS 3010: Introduction to Global Entrepreneurship in Cuba
• IBUS 5400: Global Business Practicum in Costa Rica
• IBUS 6997: MLI Global Valuation Lab in Sweden
There is nothing more valuable when visiting a new country than talking to people that live and breathe the country; it enriches the experience by giving us real-life insights.”

SHAYLA THACKER, ’16 BSB // FINANCE AND ENTREPRENEURIAL MANAGEMENT MAJOR

“This exercise leads students to make sense out of a new environment and begin to develop empathy for the local culture,” he says. “It’s a way to help students become more confident and curious as they’re immersed in a foreign culture that gets beyond standard site visits.”

This “city as a classroom” model kindles the students’ curiosity about the new environment and provides a valuable context for the subsequent coursework.

“There are so many opportunities for surprises in these unscripted, deep dives into these unfamiliar neighborhoods,” says Spruth. “When we’re surprised by things, it shocks us into looking at things in new ways.”

And it doesn’t stop on day one: throughout his education abroad courses, Spruth advises students to integrate themselves into their surroundings. This spring, he led a class of 27 undergraduate students in Cuba as they explored how entrepreneurs are cultivating their own businesses. And by interacting with the local culture, the students gained a new view on the entrepreneurship lessons they had learned in the classroom.

“There is nothing more valuable when visiting a new country than talking to people that live and breathe the country; it enriches the experience by giving us real-life insights,” says Finance and Entrepreneurial Management major Shayla Thacker, ’16 BSB. “Exploring the city independently allowed each student the opportunity to interact with parts of the culture that they were specifically interested in. We all had the same core experience that was connected to the class, but also got to make the experience our own.”

See photos and more on the students’ experience in Cuba at z.umn.edu/CarlsonInCuba

A RICH TRADITION OF INTERNATIONAL EDUCATION

This past academic year marked the anniversaries of numerous partnerships and courses developed by the Carlson Global Institute.

Exchange partnership  Global Enrichment course  Global Executive MBA partnership

5 YEARS
Turkey 🇹🇷 Ozyegin University
South Korea 🇰🇷 Sogang University
China 🇨🇳 Tsinghua University
Brazil 🇧🇷 MGMT 4050: Innovation and Change in Brazil
Italy 🇮🇹 MKTG 4082W: Marketing in Italy

10 YEARS
Germany 🇩🇪 University of Cologne / Germany

15 YEARS
France 🇫🇷 KEDGE Business School
Norway 🇳🇴 BI Norwegian Business School
Singapore 🇸🇬 Singapore Management University
China 🇨🇳 Lingnan (University) College
Austria 🇦🇹 Vienna University of Economics and Business

20 YEARS
England 🇬🇧 The University of Manchester
Netherlands 🇳🇱 Universiteit Maastricht
Central and Eastern Europe 🇦🇹 Global Business Practicum in Central and Eastern Europe (with Vienna University of Economics and Business)

25 YEARS
Spain 🇪🇸 ESADE
Brazil 🇧🇷 Fundacao Getulio Vargas
Sweden 🇸🇪 Stockholm School of Economics
Italy 🇮🇹 Università Commerciale Luigi Bocconi
Poland 🇵🇱 Warszaw School of Economics
Advancing Experiential Learning on a Global Scale

Last year, Carlson MBA students joined leaders from the Minnesota healthcare community and students from seven different countries to learn hands-on from Sweden’s innovative medical technology landscape.

The Carlson School’s Medical Industry Leadership Institute (MILI) hosted its hallmark Global Valuation Laboratory in Sweden last July to challenge students and professionals alike to evaluate new medical technologies in an international context. Participants ranged from Carlson MBA students and Twin Cities healthcare professionals, to Swedish medical residents and entrepreneurship students. Together, they examined four real-world medical inventions and determined their potential value to the worldwide healthcare market.

“The students did an early state assessment of the viability of new medical technologies,” says MILI Director and Professor Stephen Parente. “It was a very rich and diverse class—our goal was to give them an opportunity to work with and learn from peers from other cultures.”

They performed a market analysis—researched intellectual property rights, sized up potential markets, and completed an investment analysis—to determine the inventions’ potential for success in the global market.

“The differences in patent law, regulatory requirements, reimbursement, and healthcare delivery outside the U.S. can put a slightly different spin on how a medical technology is evaluated and the strategy for commercialization,” says Mayo Clinic Business Development Manager Emily Wampfler.

Much of the course took place in Stockholm; an emerging hotbed for entrepreneurship. The students also engaged in classroom lessons led by expert faculty, got an inside look at start-up companies, and toured corporations like Pfizer, Elekta, 3M, and Biolamina.

“Learning and understanding international perspectives is important so they can be taken into consideration for successful development of new technologies into products and therapies that will ultimately benefit patients worldwide,” says Wampfler.

The students realized how important global thinking was for the healthcare landscape. You never know when you will find teammates across the ocean who can give you a much wider perspective.”

PROFESSOR STEPHEN PARENTE // DIRECTOR, MEDICAL INDUSTRY LEADERSHIP INSTITUTE AND ASSOCIATE DEAN, MBA PROGRAMS

GLOBAL VALUATION LABORATORY PARTNERS

The course was made possible by a network of leading education institutions:

- Carlson Global Institute
- Medical Industry Leadership Institute
- Carlson Executive Education Program

Karolinska Institutet

Stockholm School of Entrepreneurship

KEIO UNIVERSITY STUDENTS ACCESS NEW PERSPECTIVE ON CORPORATE SOCIAL RESPONSIBILITY

The Carlson School has enjoyed its partnership with Keio University in Tokyo for more than three decades. Last August, the Carlson School welcomed a group of 16 undergraduate business students who were participating in an immersion program focused on corporate social responsibility (CSR) and business ethics. For ten days, they received academic instruction from Carlson School faculty; visited Minnesota firms like Best Buy, Aveda, 3M, and Mosaic; and took part in social activities to get acquainted with U.S. culture.

The students’ academic sessions were led by Strategic Management & Entrepreneurship Professor Ian Maitland and Senior Lecturer Rand Park, whose combined expertise spans globalization, ethics, and corporate responsibility.

“Since Keio University was chosen to be one of the Super Global Program Universities by the Ministry of Education of Japan, we were happy to begin this unique exchange opportunity with the Carlson School,” says Keio University Associate Professor of Business Ethics and CSR Mitsuhiro Umez. The program was designed in collaboration with Keio University to complement class sessions the students began in Tokyo, prior to their visit.

PROFESSOR IAN MAITLAND // STRATEGIC MANAGEMENT & ENTREPRENEURSHIP
Grounded in Research & Innovation
As a worldwide leader in international education, the Carlson Global Institute systematically measures how studying abroad impacts students’ global competence. Since 2011, Carlson MBA students have completed the Global Mindset Inventory (GMI): a statistically reliable and valid measure of intercultural sensitivity and awareness. The assessment was designed to provide greater insights and recommendations for students to increase their self-awareness, passion for diversity, and ability to understand and communicate more effectively across cultures.

For the first time this year, the 3M Foundation provided funds to support this crucial research.

“We’re providing over $12 million a year [to education]. In order to keep doing that, we need to understand which elements of the curriculum are most impactful, why they’re effective, and how we can continue to accelerate students’ learning,” says 3M Strategic Initiatives Specialist Matt Ladhoff, ’16 MBA.

The GMI has been praised by peer institutions and firms as a valuable tool for measuring an individual’s global mindset—a trait that employers, 3M included, increasingly demand from their leaders.

“In order to be successful, our business leaders must have diverse experiences and perspectives. Studying abroad better prepares students for future opportunities at 3M and in the larger business community,” says Ladhoff.

Upon reviewing recent GMI results, the Association to Advance Collegiate Schools of Business (AACSB) recognized the Carlson School’s efforts to demonstrate what students learn from studying abroad. AACSB approved the GMI as an effective tool for assuring learning objectives in global education.

“Our partners have consistently expressed a need for employees who are able to adapt quickly to change, knowledgeable about various cultures, able to work effectively anywhere in the world, and able to come up with creative solutions to problems—whether here or elsewhere,” says Assistant Dean of Global Initiatives Anne D’Angelo. “The GMI provides evidence that studying abroad creates those effects.”

### 3M Sponsors Global Mindset Research

The research demonstrates that international education is imperative for shaping global business leaders.

#### Studying abroad better prepares students for future opportunities at 3M and in the larger business community.

**MATT LADHOFF, ’16 MBA / 3M STRATEGIC INITIATIVES SPECIALIST**

A recent cohort of Carlson Full-Time MBA students completed the Global Mindset Inventory survey: once prior to studying abroad, and again after completing a 2-week international program. The international experience led the students to demonstrate overall substantial growth.

<table>
<thead>
<tr>
<th>Score</th>
<th>Before international experience</th>
<th>After international experience</th>
</tr>
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<tbody>
<tr>
<td>3.40</td>
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<td>3.72</td>
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<td>3.14</td>
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<td>3.71</td>
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<tr>
<td>3.69</td>
<td>4.06</td>
<td>4.06</td>
</tr>
</tbody>
</table>

**GLOBAL MINDSET INVENTORY RESULTS**

Carlson Part-Time MBA students were also surveyed. Students who had not studied abroad and did not intend to, along with students who had not studied abroad but did intend to, were compared to students who had participated in an international experience. The results showed substantial differences in their Global Mindset Inventory scores, establishing the effects of studying abroad.

<table>
<thead>
<tr>
<th>Score</th>
<th>Participated in an international experience</th>
<th>Have not studied abroad but intend to</th>
<th>Have not studied abroad and do not intend to</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.72</td>
<td>3.16</td>
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<td>3.09</td>
<td>3.09</td>
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</tbody>
</table>

**SCORES CAN RANGE FROM ONE TO FIVE.**
Last year, the Carlson Global Institute launched a process to revise its strategic plan to align with newly developed plans of the Carlson School and the University of Minnesota. As part of this process, CGI gathered insights from Carlson School faculty, students, and staff, and University, corporate, government, and global partners, and other external stakeholders through surveys, focus groups, and in-depth interviews.

Numerous insights were gathered that will help shape the Institute’s priorities in the coming years. Themes that emerged from the process include:

• The Carlson School was one of the first U.S. business schools to require an international experience. As education and business continue to evolve, CGI must continue to innovate and iterate its courses and collaborations.

• Global business skills and knowledge apply to all functional areas of business. It is important to continue integrating and instilling a global mindset across the curriculum and co-curricular initiatives.

• The value of international education goes beyond studying abroad: It is about productive interactions with others in the community and workplace whose cultural roots may not be the same as one’s own.

• A significant number of stakeholders from a variety of sectors indicated that soft skills—including the ability to work effectively across cultures, ability to adapt to ambiguous work situations, and ability to creatively solve issues—are critical to succeeding as global leaders.

• CGI has launched a research and evaluation agenda to measure and assess the types and extent of various global initiatives on individuals’ mindsets and motivations for learning. This thoughtful, data-driven approach to global initiatives is highly valued by its stakeholders.

CGI leveraged these findings to refine its mission, vision, and priorities to uphold the Carlson School’s reputation for excellence in global business education well into the future.

Strategic Planning Process Reveals New Insights

ANTAI-CARLSON SCHOOL JOINT RESEARCH CENTER ESTABLISHED

In 2016, the Carlson School of Management announced the creation of a joint research center established in collaboration with the Antai College of Economics and Management (Shanghai Jiao Tong University). The center will be based in Shanghai and is expected to facilitate opportunities for joint research, faculty exchanges, and joint workshops and conferences.

“We have been offering degree programs in China through our China Executive MBA Program in Guangzhou, short-term global enrichment programs for our students, and semester exchange opportunities for several years,” says Professor and Associate Dean of Global Initiatives Michael Houston who serves as Center Director. “This center adds an important new dimension to our presence in China. It builds on the research strengths of both the Carlson School and Antai and offers new collaborative research opportunities for our faculty and Ph.D. students.”
Supported by a Robust Global Network of Key Partners
Heraeus sponsors expansion analysis

Last year, multinational technology firm Heraeus engaged Carlson MBA students enrolled in the Global Business Practicum (GBP) class to evaluate the medical device ecosystem in Costa Rica. The purpose of the project was to determine whether Heraeus should further invest in the country where they had a small manufacturing location. The students investigated the market challenges, the competitive landscape, the related industries in the region, and more.

“Heraeus Medical Components Global Business Unit was looking at expanding our global capacity for manufacturing, and Costa Rica—with its growing medical cluster—was a natural location to investigate,” says Heraeus Executive Vice President, David Ohmann, ‘06 MBA. “Engaging the Carlson School not only provided a detailed level of analysis, but also the objectiveness our executive team was looking for.”

Acting as consultants, the students relied on their collective knowledge to develop strategic recommendations for Heraeus. The group included Carlson MBA students and MBA students from INCAE Business School. Their backgrounds spanned finance, strategy, engineering, and other disciplines.

“The team brought an enormous blend of insights that exceeded what a single consultant could have contributed. It was really a cross-functional, cross-industrial, and cross-cultural team, and that diversity of talent, led by Carlson School and INCAE leading faculty, provided the analytical and strategic perspective that we were looking for,” he says.

Four months after the conclusion of the project, Heraeus broke ground for a new manufacturing facility in Cartago, Costa Rica.

A long-time partner of the Carlson Global Institute, Heraeus has repeatedly granted Carlson MBA students studying abroad an inside look at the company, and has engaged students to solve a global business problem once before—the firm sponsored a similar project in China in 2013.

“What the students delivered in China was above any output an outside consultant has brought to us in the past. The Costa Rica project was no different, the outcome exceeded expectations,” says Ohmann. “Based on this consistency from GBP, we would expect to repeat this project again in the future as our global expansion needs continue.”

Ecolab explores international dining trends

Last fall, international exchange students studying at the Carlson School provided Ecolab with a fresh perspective on the cultural nuances of cleanliness. Nearly 70 students hailing from 22 countries toured Ecolab's global headquarters in Saint Paul. They concluded their visit by discussing the ins and outs of dining in their home countries.

“A big part of Ecolab’s institutional business is providing cleaning and sanitation solutions to restaurants and foodservice facilities. Because we have operations in more than 170 countries, we have to understand what customers value in different parts of the world,” says Ecolab Talent Acquisition Manager Jennifer Shofner.

In small groups, the students discussed a typical restaurant experience in distinct regions throughout the world. They presented their overall findings to leaders from Ecolab’s marketing and recruiting teams who found their observations aligned with trends the company had identified.

The visit was an ideal opportunity for Ecolab to interact with exceptional students from across the world who could someday join the company.

“We are the global leader in water, hygiene, and energy solutions and services—any way we can showcase that to future leaders is great. From a recruiting perspective, they may not be candidates that are going to work in our St. Paul office, but maybe they’re going to go back to Shanghai and apply to our jobs there,” says Shofner.

After hosting this visit, Ecolab again partnered with the Carlson School by collaborating on an event highlighting global experiences for undergraduate students during Business Week: a series of recruiting events in which students learn crucial skills and connect with potential employers.
Family Tradition Prompts International Experience Support for Students

For nearly 10 years, one of the greatest supporters of education abroad at the Carlson School has been the Supporting Organization of the Carlson Family Foundation. Since 2007, the foundation has annually committed $50,000, which has yielded a corresponding $50,000 President’s Match each year, to provide scholarships for students studying outside the country.

“...is your territory, knowledge your compass.”
—CURTIS L. CARLSON

The impetus to support education abroad is simple. It’s in the very blood of the organization, personified in its patriarch, Curtis Carlson, and passed down through the generations. “Growing up inside this family, driven by my grandfather, there was a great deal of emphasis put on travel,” says Rick Gage, a trustee of the Curtis L. Carlson Family Foundation and member of its Supporting Organization. “Part of that certainly is having been in businesses that were travel related, but part of it was an innate understanding of what it did to broaden a person.” Indeed, Curtis Carlson’s motto, “All the world is your territory; knowledge your compass,” is physically engraved on a wall in the dean’s suite at the school.

Carlson Holdings Co-Chair and Co-CEO Scott Gage, a trustee emeritus, says he feels fortunate to have a grandfather like Carlson who took the family all over the world to experience new places and cultures. “One of his favorite things was always after dinner at the hotel, saying to go out and just walk the streets and see what the culture was doing, see what the people were doing, see how they lived,” he says.

Duane Kullberg, a former CEO of Arthur Andersen and trustee emeritus, agrees with the Gages’ sentiments. “Students are missing something if they do not have an experience outside of their own country,” he says. “It advances their attitudes and skill level and helps them learn the challenges of another culture.”

And it’s these skills and attitudes that gives students a leg up on their peers. “I think our job was really to help our young people get better jobs,” says Skip Gage, former CEO of Carlson and former Carlson Board of Overseers Chair (2004-07). “This bullet point of international experience—both for people looking to get hired and for people inside a company looking to get promoted—that experience point should significantly help in both cases.”

Despite the great advantages education abroad brings to students, there is one downside—it is expensive. But, as the Carlson family knew firsthand the benefits of international experience, they decided they had to help. “When this opportunity came along, I think it was a no-brainer,” Scott Gage says. “I thought that this would be a perfect place for some of that supporting organization money to go to. I think that there are so many different things to gain from that experience and it was right there in our wheelhouse.”

The Foundation made its original commitment, it has awarded nearly 650 scholarships to Carlson School students. “There’s nothing more satisfying or enjoyable than getting letters from the students who participated in some of these programs,” says Skip Gage. “It almost doesn’t matter where they’ve gone and what program they’ve been in. Just the exposure to that theme is beneficial.”

One such student is Elizabeth Ward, ’16 MBA, who was the first graduate-level student to take classes at the KEDGE Business School in France. “One of my long-term goals is to be a professor or lecturer in a business program, so this experience was great to have as a benchmark of international studies if I end up at a university with a large international emphasis, or even teaching abroad,” she says.

Joshua Osborne, ’09 BSB and now an IT product owner at Best Buy, took part in an HRIR program in Australia and says the experience has prepared him for a future career of working with partners, vendors, and customers on a global scale. “My experience in Australia helped me to break out of my comfort zone and view business through an international lens,” he says. “I saw first-hand the impact that location and, more importantly, culture have on decision-making in the workplace.”

Although Ward and Osborne had a prior interest in France and Australia, sometimes you can find yourself somewhere you hadn’t even considered. Annette Betting-Fuentes, a senior marketing major and this year’s winner of the school’s prestigious Tomato Can Loving Cup Award, was part of a class that visited Cuba last spring to learn about its business community. “While Cuba was never a place I considered visiting, it was definitely a place that intrigued me,” she says, adding that the experience was not merely about seeing the country and leaving. “It was about visiting with people, trying to understand them, and continually process what we saw. The experience, thanks to my classmates and those running the program, has strengthened my ability to communicate through cultural differences and have the courage to jump head first into the unknown of the world.”

Sentiments like these tell the foundation it is succeeding in what it has set out to do. “To talk to some of the students and see what the support has meant to them has been a really great aspect and rewarding from my point of view as a trustee and somebody trying to extend and keep in the forefront my grandfather’s intent and legacy,” Rick Gage says.
NEW SCHOLARSHIP FUNDS

EDUCATION ABROAD

The Carlson Global Institute thanks its Advisory Council for their pledge of more than $10,000 toward a new scholarship that supports Carlson School students seeking the international experience best suited to them.

“Over the years, we have had the opportunity to hear directly from students about the impact studying abroad has had on them—more confidence in and a better understanding of their own culture and others, awareness of multiple perspectives in approaching and solving problems, and the ability to adapt to changing environments and situations,” says Patrick McGinnis, Vice President and General Manager—Exclusive Brands, Best Buy.

Bestowed by the University’s Global Programs and Strategy Alliance, the award honors Distinguished International Emeritus Professor Dr. Joseph Mestenhauser. It embodies his long-held commitment to enhanced learning among U.S. and international students.

The first round of scholarships will be awarded this fall.

Advisors

2015-2016 Advisory Council

Patrick McGinnis (Chair)
Vice President & General Manager—Exclusive Brands
Best Buy

Jan Shimanski (Vice Chair)
Vice President, Global Talent Solutions
3M

David Clark
President
Yoplait, General Mills

Julie Drysdale
Tax Principal
Transfer Pricing, PwC

John Geisler
Corporate Vice President and Chief Information Officer
Cargill

Rick King
Chief Operating Officer—Technology
Thomson Reuters

Rick McLellan
Senior Vice President, Commercial
Mosaic

Meredith McQuaid
Associate Vice President, Global Programs and Strategy Alliance
University of Minnesota

Katie Clark Sieben
Commissioner
Minnesota Department of Trade and Economic Development

Sebastian Tavenas
Vice President of Global Sales
Julia Knight

Karine Watne
International Business Web & Marketing Communications Manager
Toro

IFAC members 2015-16

Gautam Ray
Associate Professor
Information and Decision Sciences

Helen Moser
Senior Lecturer
Finance

Michelle Duffy
Professor
Human Resources and Labor Studies

Pervin Shroff
Professor
Accounting

Michael Houston,
Professor
Marketing

William Li
Professor
Supply Chain and Operations

Alfred Marcus
Professor
Strategic Management and Entrepreneurship
Carlson Global Institute activities engaged with over 100 public, private, and nonprofit organizations in 2015-2016.