



CARLSON SCHOOL
OF MANAGEMENT

UNIVERSITY OF MINNESOTA



SHAPING THE FUTURE OF GLOBAL BUSINESS



CARLSON
GLOBAL
INSTITUTE

YEAR IN REVIEW

2018 - 2019

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DEAR FRIENDS,

This is a year of celebration for the Carlson School and we are excited to have you here with us to recognize two significant milestones. 2019 marks our first century of providing innovative business and leadership education to our students in addition to offering groundbreaking research to the world. Appropriately, a series of Centennial events are taking place throughout the year not only in the Twin Cities, but also around the country and the globe, including Shanghai, Vienna, and Warsaw.

Another milestone we are celebrating this year is one that seeks to shape the future of business by offering transformative experiences that inspire and develop future leaders. For a decade, an International Experience has been part of the curriculum for all Carlson School students. In the last 10 years, more than 7,000 of our students have engaged in global learning experiences that deepened their cross-cultural understanding, increased their ability to effectively communicate and collaborate, and taught them how to approach challenges from a global perspective.

I have seen this effect firsthand. One of the most rewarding experiences I've had as dean was a few years ago when I traveled with our students to study entrepreneurship in Cuba. Witnessing our students developing their global mindsets was an incredibly rewarding experience for me. I am proud that every one of our students will have similar life-changing moments through their international experiences.

Studies consistently show that international education is among the most influential experiences in participants' lives. To be as impactful as possible, the Carlson School partners across the University with others dedicated to global studies, ensuring we remain at the forefront of best practices in international education.

For the Carlson School, there has been one particular partnership that has made much of our global endeavors possible. The Carlson Family Foundation, through its unwavering and increasing support, allows us to steer the direction and advancement of global business education. And that is the point. Our celebration this year is not just about where we have been, but where we are going. As you read the following pages, you will see how the Carlson School has seen tremendous growth since adding the International Experience into its curriculum and continues to be a recognized leader in the field.

Sincerely,

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

OUR MISSION

To lead 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.

OUR STRATEGIC PRIORITIES

To achieve our mission, the Carlson Global Institute has established a set of strategic priorities. In collaboration with faculty, staff, and other stakeholders, we will:

ADVANCE the international business knowledge and intercultural competence of students through transformative and experiential education opportunities

SUPPORT Carlson School students to help them fully realize their international experiences through curricular and co-curricular innovations and scholarships

DRIVE continuous improvement, impact assessment, and advancements in the field of global management education through evaluation and research

LEVERAGE University resources to foster a dynamic and reciprocal network of global business leaders and institutions in Minnesota and beyond



DEAR FRIENDS,

As we reflect on 10 years since our faculty decided that an International Experience was critical for the curriculum, we can't help but marvel at how successful it has been. In the past decade, we have seen 7,165 students go abroad, more than \$3 million awarded in scholarships, and an increase in partnerships with 42 international business schools. These numbers demonstrate that the work we do requires meaningful collaboration, generous support, and the efforts of a truly global community.

Throughout these 10 years, many of you have played a central role in our ability to offer transformative programs and opportunities for students to expand their global acumen and develop as future leaders. For that, we thank you. Without the support of many, we would not have been able to deliver upon that innovative milestone we established a decade ago.

In the pages ahead, we invite you to learn more about:

- A decade of the International Experience requisite and the impact CGI is making on global management education
- How one China Executive MBA (CHEMBA) alumna used her MBA to realize her dream and build a business
- New efforts to enhance teaching and learning and develop the Carlson School's cultural intelligence
- Ways we continue to contribute to the internationalization of the curriculum and University of Minnesota campus and system
- The Carlson Family Foundation's transformational gift to elevate the Carlson School's global initiatives

We are excited to share with you our 2018-2019 Year in Review, both to highlight another successful year, and also to say thank you for being such an integral part of what we do. Here's to the next 100 years!

Sincerely,

Handwritten signature of Michael J. Houston in black ink.

Michael J. Houston
Associate Dean of Global Initiatives

Handwritten signature of Anne M. D'Angelo in black ink.

Anne M. D'Angelo
Assistant Dean of Global Initiatives



A DIFFERENCE-MAKING DECADE

The 2019-2020 academic year marks 10 years since Carlson School faculty decided to incorporate an International Experience for all undergraduate students into the curriculum. Today, that initiative is a key reason the Carlson School stands out as a worldwide leader in global education.

The roots leading to that decision reach back more than 25 years. At that time, Carlson School faculty began collaborating with the Warsaw School of Economics (SGH) after the collapse of the Soviet Union. Through a grant from the United States Agency for International Development awarded to the Humphrey School, Carlson faculty worked with SGH to revise its curriculum to reflect the country's move into a market-based economy.

This collaboration led to the establishment of an Executive MBA program between the Carlson School and SGH. Later, Carlson branched out with similar Executive MBA programs in Vienna (VEMBA) with the Vienna University of Economics and Business and China (CHEMBA) with Lingnan (University) College of Sun Yat-sen University. Based on their experience teaching in these programs along with the collaborative international research many of them engage in, faculty led the charge to build an international component into the Carlson undergraduate curriculum.

It was a bold experiment, and a decade later, the wisdom of that decision is evident.

"There are very few business schools in the world doing what we're doing," says Michael Houston, associate dean of global initiatives and Ecolab-Pierson M. Grieve Chair in International Marketing. "The work we've accomplished over the past decade is something everybody at the Carlson School and the University of Minnesota should be very proud of."

In the 10 years since an International Experience was incorporated for undergraduates (the MBA program added it a year later), the number of students, programs, corporations and partners around campus and around the world that the Carlson School works with has grown considerably. Today, more than 750 Carlson School students study abroad annually at top universities in nearly 40 countries worldwide. These once-in-a-lifetime experiences have proven to be profoundly impactful on students based on their own testimony and on their career trajectories.

"For some students, the impact is immediate," says Undergraduate Program Associate Dean and Arthur Upgren Chair in Investment Management Raj Singh. "They come back from a short experience and start inquiring about the possibility of spending a semester abroad. For others the impact of their experience becomes obvious later in their careers. These students are more likely to raise their hand when an opportunity to take a global assignment is offered. They will have the confidence and the cultural competence to take the leap."

FINDING EXPERIENCES FOR EVERY STUDENT

After the initial launch of the international initiative, CGI leadership quickly realized there was no one-size-fits-all solution for students looking to complete their overseas experience. Since then, the Carlson School has more than doubled its experiential learning opportunities and continues to collaborate with the University's Learning Abroad Center to co-sponsor and develop new programs.

Today, there are even more ways for students to complete their International Experience other than semester exchange programs. One of the areas that has seen the most significant growth is in faculty-led, shorter term programs. In many of these courses, students begin with a class taught on campus and then travel with their peers overseas. Each year, CGI collaborates with more than 30 faculty members from every Carlson School academic department to deliver a robust educational experience. Their classes run the gamut from "Made in Italy" Brand Management" in Rome and Florence to "Economic Diversification: Moving Beyond Oil" in UAE and Oman.

"Our program to the Middle East is packed with both business and cultural visits," says Senior Lecturer Helen Moser, who instructs the course. "We get an inside look at multi-national and local businesses that students could not access otherwise. We also learn about culture through interaction with locals and, of course, visiting the amazing mosques in the region."

Moser says in two short weeks, students are exposed to ideas, cultures, languages, and climates different than their own. They go through a range of emotions and experiences that can be

scary, strange, exciting, draining, and thought-provoking. They build lifelong relationships with other students. "In two short weeks, their lives are changed forever," she says.

International experiences like these make students more employable and more effective employees, Moser says. "Most of our students will, at some point in their career, work for a company that sources or sells to other countries or for a multi-national company," she says. "International programs allow students to more fully develop their cultural awareness and knowledge of different ways of conducting business. This understanding allows them to be more effective in their interactions in international business and opens doors to new career possibilities."

In addition, CGI offers self-designed programs for undergraduate students. In these unique programs, students customize their own international experience under the supervision of Carlson School faculty and staff.

"Our standard program portfolio fits the needs of most students through a wide array of models, destinations, and topics," says CGI's Education Abroad Director Kirsten Canterbury. "The self-designed International Experience is for those students who have identified an interesting opportunity overseas or whose personal circumstances will not allow them to participate in an existing program. This is one of the ways we ensure that all Carlson students can complete their International Experience."

For graduate students, the Carlson School continues to offer more unique learning opportunities than ever before, including the Global Business Practicum and the Medical



Industry Leadership Institute (MILI) Valuation Lab. With the Global Business Practicum, students work on live case projects with partner companies around the world. This experience gives students the opportunity to strengthen their intercultural skills and apply their business knowledge while working in close collaboration with peers from Carlson's international partner network. In the MILI Valuation Lab, students conduct market assessments for new medical innovations, which encompass more than 30 analyses a year. The Stockholm School for Entrepreneurship and the Swedish medical school Karolinska Institute have an agreement with MILI through CGI.

"The type of offerings continue to grow each and every year," Houston says. "We're constantly adding project-based work and cutting-edge programs that will encourage our students to be more successful, especially when they begin their careers."

PARTNERSHIPS THAT SPAN THE GLOBE

As the number of academic offerings grow, so does the number of partnerships that CGI has forged both on campus and around the world. From the faculty and staff who work with CGI to coordinate abroad programs to safety and security personnel who keep students safe on their experiences, it has taken a village to accomplish all of this over the past decade.

On campus, CGI partners with the Global Programs and Strategy Alliance (GPS Alliance), the Learning Abroad Center (LAC), and the International Student and Scholar Services (ISSS) office. The GPS Alliance is the central international office for the University system. Under its purview is the LAC, which helps coordinate and advise all University undergraduate students on education abroad opportunities, and ISSS, which supports international students and scholars during their time in the Twin Cities.

"The GPS Alliance is a proud partner of CGI and is grateful for the shared expertise and enthusiasm with which we provide academic and support services to all of our students," says Meredith McQuaid, associate vice president and dean of international programs for the University of Minnesota system. "The Carlson School's International Experience is a model for other colleges at the University to study and emulate. Providing high-quality experiences beyond our

geographical borders challenges students to be curious and to explore opportunities that may have once seemed out of reach."

The benefits extend both ways in partnerships with international schools and businesses. At the school level, the University and the Carlson School benefit from having a diverse student body in their classrooms, just as the partner schools enjoy having Carlson School students on their campuses. Through experiential and project-based learning opportunities, students can work on business challenges in real-world settings. The partnering businesses not only receive proposed solutions to their challenges, but also are introduced to top students—good to know when hiring future talent.

Ben Irby, chief marketing and strategy officer for Cereal Partners Worldwide (CPW), a General Mills and Nestlé partnership, says inviting Carlson School students to site visits and collaborating with them on campus has taught the company a lot about itself. "It's for sure a two-way relationship," says Irby, who also serves on CGI's Advisory Council. "We get a lot from the Carlson School, and we see this not only as an opportunity to give back but also as an opportunity to further that partnership and extend it beyond just the Carlson School here in Minnesota." In the 2019-20 academic year, CPW is sponsoring a Global Business Practicum, engaging Carlson MBA and SGH Warsaw School of Economics students on a consulting project in Switzerland and Poland.

AN INSPIRING FUTURE

Thanks to an initial faculty push and subsequent learning partnerships formed over the last 10 years, the Carlson School's forward-thinking decision to incorporate an International Experience into its curriculum has had a tremendous impact. The University is looked upon as a leader in international education and a major reason for the accolade is the Carlson School's focus on business education on a global scale.

As the Carlson School continues to grow its international offerings, its students will continue to reap the benefits. Every day, they are using the knowledge they developed during their International Experience to shape how global business is done and bringing with them the cultural skills necessary to thrive in today's work environment.



In the 10 years since the international experience became part of the undergraduate curriculum, the Carlson School has seen tremendous growth, including:

7,165
students abroad

42
partner schools

73
faculty teaching

828
incoming exchange
students

160
faculty-led
programs

788
global Executive
MBA degrees

More than
1,000
company site visits

More than
\$3 MILLION
in scholarships awarded

LESSONS LEARNED ABROAD STILL RING TRUE FOR GRADS

When Alex Windjue was initially browsing universities, he was having a difficult time deciding where to spend his next four years.

But as he looked closer at the University of Minnesota and the Carlson School, he found one major difference that really stood out: the International Experience. As someone who wanted to study abroad in college, Windjue found the Carlson School to be the perfect fit.

Windjue's first year on campus was in 2008, right after the International Experience was built into the curriculum. His turn came in his junior year, when he studied in Vienna. Throughout his time abroad, Windjue says his experience was everything he had hoped it would be.

As he looks back, what stands out most to him are the friendships he formed with several of his classmates who now live throughout the world. One friend from Norway took his first-ever trip to the United States to visit Windjue. Another, a University of Texas student he met in Austria, is to be a groomsman in Windjue's upcoming wedding. The relationships Windjue forged nearly a decade ago remain strong.

Time abroad also allowed him to learn a lot about himself. One of the biggest personal growth moments Windjue has taken away was to be more flexible, both in everyday life and at work.

“No matter if it’s a project at work or last-minute travel for something, it’s always important to stay flexible,” he says. “Things in your life will change all the time and you’ll never be 100 percent comfortable with what you’re doing. You have to always be willing to roll with it.”

ALEX WINDJUE

CARLSON SCHOOL

ANNETTE BETTING-FUENTES

ALUM'S EXPERIENCE ABROAD INSPIRES NEW BUSINESS

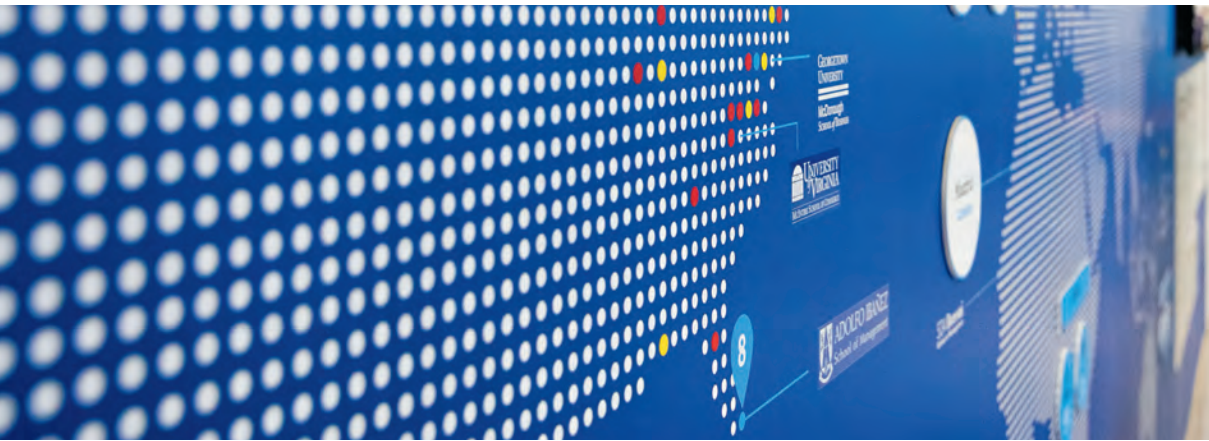
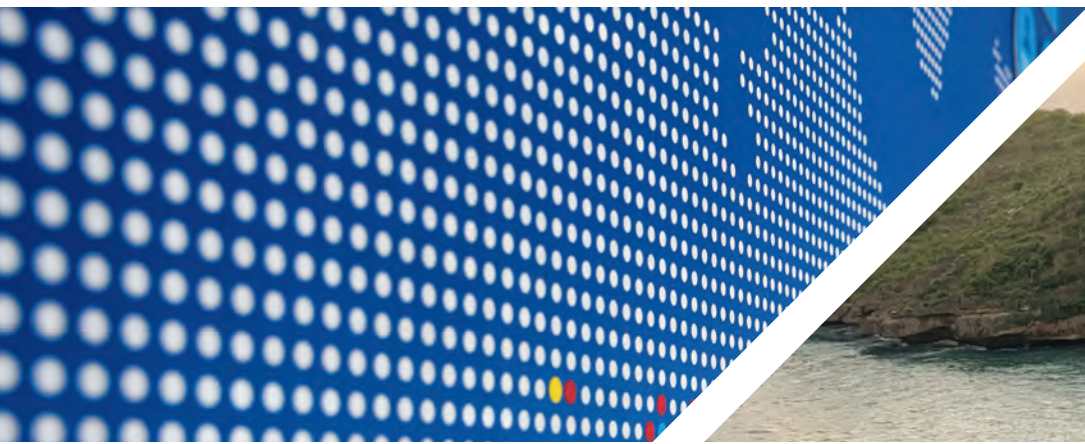
Annette Betting-Fuentes' International Experience inspired her in ways that are still impacting her today. Betting-Fuentes was part of the first Carlson School group that went abroad to Cuba in 2016 following the United States' reopening of relations with the island nation. She and 26 other undergraduate students spent 10 days in Cuba exploring how entrepreneurs overcome immense challenges to cultivate their own businesses. The group was accompanied by Senior Lecturer Steve Spruth and, for part of the journey, Dean Sri Zaheer.

While there, the group visited small businesses launched by enterprising citizens and learned about the Cuban culture through the eyes of those people. The students saw homes that residents repurposed into restaurants, hotels, taxi companies, upstart tourism providers, and more, all with an eye toward just how different both business and culture in Cuba was from the United States.

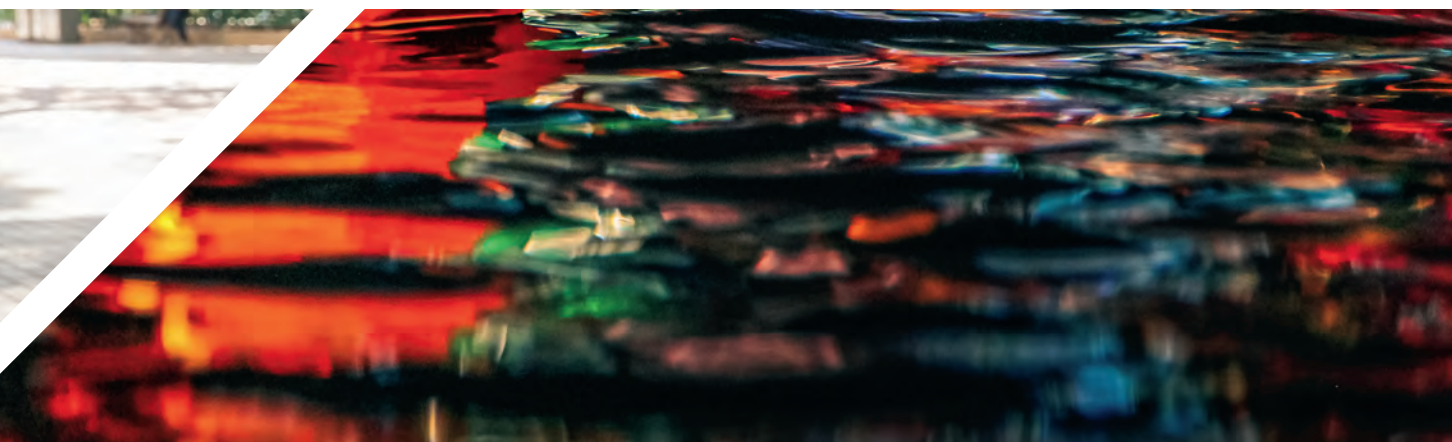
“The Cuba trip created an opportunity for me to visit a place that people don’t often get to visit and see it through the lens of entrepreneurship,” she says.

Now, Betting-Fuentes wants to open the eyes of others and give them meaningful and powerful opportunities to go abroad. To do this, she is starting her own travel business where, similar to the international programs offered by CGI, people can travel abroad to learn more about themselves and other cultures. The first trip planned is to Mexico for Day of the Dead.

“I want to create an experience similar to the one I had in Cuba for other people,” she says. “I want people to get an experience where they get to meet and work with local people and not just do the touristy things, but have a trip that has meaning.”



CRAFTING GLOBALLY MINDFUL LEADERS





TIME ABROAD LEADS STUDENTS TO TRY MULTIPLE INTERNATIONAL EXPERIENCES

Growing up, Luisa Resendiz and her family moved and traveled a lot, and it inspired her.

By the time she arrived on campus for her freshman year at the University of Minnesota, she had already visited six of the seven continents.

So when it came time to prepare for her International Experience at the Carlson School, the supply chain and entrepreneurship double major thought big: She wanted to do a full academic year abroad.

“I’ve always loved to travel. That was something that my parents instilled in me,” she says. “So when I had a few extra credits coming into college, I knew I wanted to study abroad and take a chance to explore the world.”

For Resendiz, she originally had hoped to spend an entire academic year in Hong Kong at the Hong Kong University of Science and Technology (HKUST) because of its world-renowned supply chain program. But since that was only offered for one semester, Resendiz took the opportunity to find a second program, and chose the Aalto Business School in Finland.

During her two programs, Resendiz says she learned a lot about herself, including how to be more self-reliant and self-confident.

“I found out that I was capable of doing a lot on my own,” she says. “When you’re overseas and by yourself, you have to look inward and rely on yourself.”

CGI works diligently to create an abroad experience that will have a lasting impact on each student, no matter the student's background or whether or not they have been overseas before.

“Our goal is always to help students find a program that is the best fit for their interests, goals, and readiness,” says Kirsten Canterbury, director of education abroad for CGI. “Students like Luisa coming in with previous international travel can build on those experiences by choosing a program with a longer duration, a less familiar cultural context, or a different language or academic environment.”

Carrie Agustin, an entrepreneurship management major, also went the extra mile and completed two international experiences in one academic year, spending her first semester in Korea and her second in Australia.

“When I talked to a lot of students, many of them said their biggest regret was either not going abroad at all or only going on a short abroad experience,” Agustin says. “I always want to live my life with no regrets so I jumped right in and made the most of my opportunity.”

The two experiences taught Agustin a lot about herself, she says. In Korea, she had to overcome the barrier of not understanding the language, whereas Australia was much more similar to life in the United States with a few cultural differences.

She says she learned to be independent throughout her time in both countries, a quality she plans to exercise for the rest of her life.

“It can be intimidating to go to a place where you know nobody and try to fit in,” she says. “But my time abroad affirmed a lot about myself and my willingness to always try something new.”

Students such as Resendiz and Agustin who complete multiple international experiences are rare. But some are so inspired by their time abroad that they want to take part in multiple programs.

Stephen Drott, '19 MBA, took full advantage of the international experiences offered throughout his time in the Carlson School's part-time program. After his first education abroad experience for a practicum in Eastern Europe, he was hooked.

“I’ve always been internationally focused and loved to travel and explore,” Drott says. “In today’s business world, you can’t just have a U.S.-centric mindset.” Since then, Drott has traveled to take Carlson School classes in the Middle East, South America, Hong Kong and China, India, and Sweden with the Medical Industry Leadership Institute Valuation Lab. Without a cohort similar to that in the Full-Time MBA program, Drott’s international experiences helped him form relationships that he wouldn’t have developed in the traditional classroom.

“At times, it can be a lonely journey through the Part-Time MBA program, but going abroad really solidifies relationships,” he says. “These are experiences that you can’t recreate yourself and they’re so worth the time and investment.”

“We certainly don’t expect students to study abroad more than once as Carlson School students, but it’s really fun to see those like Stephen who value the experience so much that they want to do all the programs in our portfolio,” added Canterbury.

For those considering going abroad again or taking part in multiple international experiences, Resendiz has some simple advice: go for it. “Don’t think too much about it and do it,” she says. “You learn so much about yourself and what you’re capable of. College is one of the only times when you can go abroad for a long period of time. Take advantage of that and make the most of your opportunity.”



CHEMBA GRAD REFLECTS ON HOW HER MBA HELPED HER LAUNCH A NEW BUSINESS

After decades in the fashion industry, Tao (Daisy) Wang, '17 MBA, took a leap and started her own business. Based on global business practices she learned in the Carlson School's China Executive MBA (CHEMBA) program, Wang launched JDC Fashion Group in 2017. Originally a brick and mortar store, the business is now growing to include online sales.

"With the internet developing at such high speed, the world is more like a village. No one country can develop by itself, neither can one company," Wang says. "We have to think of running business from a global perspective. This is the only way to keep your minds open and know what's going on outside. In China, we have a saying of 'know others and know ourselves, we can beat anything.' So running a business globally is kind of a strong proof point to this saying."

Wang started in the fashion industry first working as a product developer for one of the biggest shoe manufacturers in the world, which made shoes for Nike, Adidas, and other famous shoe brands. After that, Wang went on to work for overseas brands such as Nine West, Calvin Klein, Ugg, Tory Burch, and Aldo in her 19-year career in the industry. As someone who always loved fashion and shoes, it was a dream of hers to have her own women's line.

It was that dream that led Wang to pursue her MBA. The CHEMBA program, offered through a partnership between the Carlson School and Lingnan (University) College of Sun Yat-sen University in Hong Kong, examines senior management practices in the context of a global economy.

Wang says the program taught her a variety of business techniques that she uses every day in her work at JDC Fashion Group. From simply knowing how to construct an organization chart to leveraging more complex finance management and marketing strategy skills, Wang has the tools needed to allow her company to succeed.

One experience that really stood out to Wang was the residency in the Twin Cities before CHEMBA's graduation. On the residency, she and the other students were able to visit a variety of different companies headquartered in the area. Based on her experience and everything she learned, Wang believes it's an easy decision for anyone considering the CHEMBA program.

"People should definitely do it because it's a great opportunity to study again in school after working many years and this program gives people different insights from the global perspective," she says. "I would tell people to just do it if you feel it's the right time to enhance your ability."



CARLSON GLOBAL INSTITUTE FOOTPRINT

Exchanges · Faculty-led Programs · Global Executive MBA · Co-sponsored Programs · Internships



856 STUDENTS STUDYING INTERNATIONALLY



742 UNDERGRADUATE

114 GRADUATE

110 INCOMING EXCHANGE STUDENTS



72 UNDERGRADUATE

38 GRADUATE

191 EDUCATION ABROAD SCHOLARSHIPS AWARDED



166 UNDERGRADUATE

25 GRADUATE

66 GRADUATING EXECUTIVE MBA STUDENTS



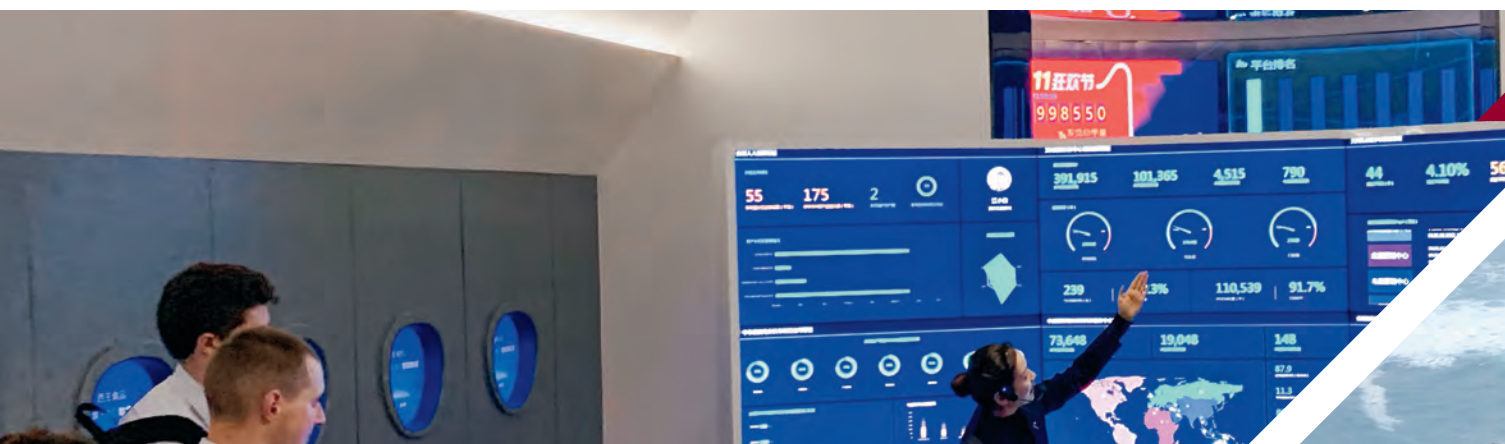
30 CHINA (CHEMBA)

36 VIENNA (VEMBA)





**GROUNDING IN RESEARCH
AND INNOVATION**



CARLSON SCHOOL DEVELOPING INNOVATIVE WAYS TO EXPLORE CULTURAL INTELLIGENCE

Crafting a curriculum that emphasizes international experiences was a bold initiative for the Carlson School. But it was just the beginning. The school has not rested in its pursuit of enhancing both business and cultural learning for all its students.

One of the most significant recent initiatives is called cultural intelligence, or CQ. Cultural intelligence is the capability of an individual or an organization to function effectively in culturally diverse situations.

The concept of CQ was pioneered by Soon Ang, '93 PhD and recipient of the University of Minnesota's Distinguished Leadership Award for Internationals. Ang is the leading authority in CQ and has co-authored two foundational books on the topic (published by Stanford University Press). She is currently the Distinguished University Professor in management at the Nanyang Business School, Nanyang Technological University in Singapore.

Based on the science of intelligence, CQ comprises four factors:

CQ DRIVE (MOTIVATION)

Confidence in intercultural interactions.

CQ KNOWLEDGE (COGNITION)

Knowledge of how cultures are similar and different.

CQ ACTION (BEHAVIOR)

Repertoire of actions required for effective intercultural interactions.

CQ STRATEGY (METACOGNITION)

Strategizing for intercultural interactions.

As people develop their CQ, they become more adept at functioning in a culturally diverse environment, Ang says. Today, more than 150,000 people across 168 countries have taken the CQ test.

"I'm amazed at how fast CQ has moved since we first developed it," Ang says. "There's a real need to advance this research and lead new breakthroughs to help people and organizations develop their cultural intelligence."

A person's CQ is measured on a spectrum and is constantly growing and changing. Developing this capability is extremely important as students enter the workforce.

In today's connected world, it's vital for employees to be comfortable working with people who are culturally different. Cultural differences can include the more obvious such as differences in race or nationality, or the more subtle ones, such as differences in religion or

viewpoints. As a result, CQ has become a major initiative in a variety of formats around the Carlson School.

CGI is developing ways in which CQ can be used in classrooms, specifically with orientation programming in MBA, Masters in Human Resources and Industrial Relations (MHRIR), and short-term education abroad programs. CGI also is responding to interest by faculty and staff across the school and the University on the CQ model.

One of the most robust examples of using CQ in the classroom is in the MHRIR program. Students in the program take an individual CQ assessment during orientation. Results of the CQ assessment are used throughout the program, including the six practicum sessions in the first year when students are exploring real-world business problems, several of them with intercultural themes.

Following the program, the students take a 360-degree assessment to measure how they have changed over time.

"Students in the MHRIR program are able to take the skills and perspectives they've learned in the CGI program out to the organizations where they work," notes Professor John Kammeyer-Mueller. "Their experiences help them address some of the increasing need to effectively manage culturally diverse workforces. It's especially important for contemporary HR leaders to implement rigorously developed and well-structured systems for enhancing CQ in the workplace, and CGI's program is exactly this type of model. In sum, our students learn both the elements of CQ and also gain experience with developing CQ in others."

Clayton Forester, senior lecturer and program director for the Master of Arts in Accountancy, began using the CQ assessment this past fall for his "Managerial Accounting—An International Perspective" course that takes place in both Argentina and Chile. The assessment asks students questions about how they behave and think in certain intercultural settings and situations.

Throughout the course, Forester says he wanted his students to be aware of cultural components and he used the CQ framework to weave those ideas more seamlessly into the course to allow students to explore the interaction of these cultural dimensions in a business setting.

"I think it's really important for everybody to understand how a person's culture shapes their worldview," Forester says. "That affects not only the workplace, but the different perspectives and ideas each one of us brings to the table."

EXPLORING CQ ACROSS THE UNIVERSITY

The Carlson School has taken the lead on using CQ to enhance student learning and faculty teaching, but the concept's presence at the University could be expanding as well.

Michael Goh, vice president for equity and diversity, says he likes the CQ model and would like to see it used widely across campus. The University is in the very early stages of exploring this and how it might be rolled out in the future.

Goh sees the Carlson School and the University as having a chance to be leaders on this topic across U.S. higher education institutions. As of now, he and his team are in a process of discovery and exploration, and looking at ways to train staff on CQ and implement CQ interventions.

Each and every day, everyone across campus is having inherently intercultural interactions, whether it's in a classroom or at work. CQ can bring clarity and context to those everyday situations.

"Whether it's a disagreement based on political beliefs or any other identity dimension, many of these disagreements are inherently intercultural," Goh says. "So for that reason, the skills about being motivated and driven in one's intercultural interactions, having and acquiring the knowledge one needs in an intercultural interaction, knowing in the moment how to be aware, how to be mindful but also check the stereotypes, is essentially necessary for a successful outcome in any of these interactions."





CREATING A TRULY GLOBAL CURRICULUM

The University has come to recognize that global learning is essential to a well-rounded educational experience and leads to greater success in students' professional and personal lives. With that in mind, the U has been diligently "internationalizing" its curriculum throughout its five-campus system, regardless if students study abroad or not.

"In today's world, individuals must be globally minded and have the ability to work collaboratively in diverse settings," says Gayle Woodruff, the founding director of curriculum and campus internationalization (ICC) at the U. "All students need to have the skills, knowledge, and perspective to be global-ready when they go out into their careers and into the world."

Woodruff and her team have launched an array of programs to fulfill the U's educational mission of graduating all students as global citizens. These global learning experiences can be wide ranging. The primary approach to international exposure is with study abroad, but Woodruff and her team are bringing other opportunities

to students. Now throughout their entire experience at the U, students are exposed to cultural diversity through classroom interactions, extracurricular activities, and more.

"Cultural diversity is increasingly present on campus and in the workplace, providing many opportunities for students to develop cultural intelligence and global citizenship skills right here," says Department of Work and Organizations Professor Mary Zellmer-Bruhn, who is an author of many book chapters and journal articles on cross-cultural teamwork and global teams. "Doing so, however, requires that faculty and staff have the knowledge and tools to develop content and effective activities to make the most of these chances."

The U has been engaging directly with faculty and staff in colleges and academic departments across campus to develop curricula that focuses on global learning outcomes. Support also is given to faculty to identify those outcomes that can specifically be tailored to their academic disciplines.

The Carlson School has long been a leader in global education and has partnered with the ICC for more than 10 years. This year, Stacy Doepner-Hove, director of the Carlson School's Masters in Human Resources and Industrial Relations Program (MHRIR), is a member of the Internationalizing Teaching and Learning (ITL) faculty cohort. This cohort is through a partnership with ICC and the U's Center for Educational Innovation.

Doepner-Hove and her cohort work with faculty members from other colleges and departments across the University. Their goal is to develop interdisciplinary approaches to maximize students' international, global, and intercultural learning. As half the students in her MHRIR cohort are international, Doepner-Hove understands how critically important it is to have a curriculum that reflects the needs of every student. In her case, it is key that her students have the intercultural skills necessary to work with diverse groups in the workplace.

"Our students, as they graduate as human resources professionals, will often be the ones that others will look to when they have questions about cross-cultural agility and working in diverse teams," she says. "So the more that we can provide an internationalized curriculum, the more comfortable they will be in those sorts of settings and addressing the intercultural needs of organizations."

To build up the international aspects of her coursework, Doepner-Hove revised the MHRIR leadership practicum. The practicum helps students build cross-cultural agility and develop their leadership qualities. Doepner-Hove's ITL cohort helped her develop some of the lessons and activities she will implement in the upcoming school year.

"The research and practice show that diverse teams and organizations produce overall better results and working in a global marketplace is inevitable for all of us," she says. "Whether you are looking at your clients, suppliers, customers, vendors, employees, or any facet of an organization, you will have contact with an increasingly diverse set of people. These connections and relationships aren't always easy to navigate."

Since the Internationalizing Teaching and Learning program was developed, 83 faculty members from all five U campuses have participated. Together, they have infused their learning in over 150 courses reaching more than 18,000 students.

Woodruff says she considers the Carlson School a model for how colleges can be leaders in internationalizing the student experience because of how passionate everyone at the school is about making it a priority.

"When I see Stacy wanting to improve her teaching and improve her courses so that her students are learning something new and different so they can be better professionals and better global citizens, that's really motivating for me," she says.

In turn, the Carlson School has been instrumental in promoting ICC initiatives. Every two years, the ICC hosts a campus-wide conference to showcase current programs and research. In addition to co-sponsoring the conference and twice serving as the conference location, the Carlson School presents its own groundbreaking research on global learning.

"The Carlson School can always do more to further its efforts in creating and delivering international education opportunities for our students," says Zellmer-Bruhn. "It is great to have an exceptional resource like the ITL program to support our faculty and staff."





**SUPPORTED BY A ROBUST
NETWORK OF KEY PARTNERS**



LEADING INTO THE FUTURE

CARLSON FAMILY FOUNDATION GIFT POSITIONS SCHOOL AS GLOBAL LEADER FOR YEARS TO COME

Continuing its commitment to excellence in global business leadership, the Carlson Family Foundation announced in July 2018 a transformational investment of \$10 million to the Carlson School.

This investment will help the school expand and enhance the work it does through CGI—shaping the future of business by advancing excellence in global management education. The gift will support a variety of initiatives, including:

- **Scholarships and fellowships for students for their International Experiences**
- **Unique programming that strengthens Carlson School leadership in global learning**
- **Carlson School faculty's international research**

This gift is among the largest gifts to the Carlson School since Curt Carlson made his commitment of \$25 million in 1986 to the University, earmarking \$18 million to the business school, which was renamed in his honor. Carlson family philanthropy now stands at more than \$68 million in gifts to the University, ranking the family as one of the U's largest contributors.

The Carlson family has supported CGI's bold initiative since its beginning. An avid traveler, Curt Carlson believed it was critically important for people to experience, understand, and engage in other cultures.

Despite the great advantages education abroad brings to students, there is one downside—it is expensive. Consequently, the Carlson family continues to invest in this transformational experience for students.

Since 2007, the Carlson Family 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. In that timeframe, more than 650 students have been



“All the world is your territory, knowledge your compass.”

-CURT CARLSON

awarded scholarships. Without this important gift, the Carlson School would not have been as successful in supporting students with their International Experience.

Now, the Carlson Family Foundation's new \$10 million investment will continue this initiative and keep Curt Carlson's philosophy alive.

Curt Carlson's groundbreaking 1986 gift ushered in a new era of philanthropic support for the school. Donors since have helped construct two new facilities, establish more than 200 new endowed scholarship funds, and created 42 endowed faculty positions. As a result, the Carlson's School's enrollment has nearly tripled, and its faculty are ranked among the best in the world.

“For over 60 years, the Carlson family has been our partner, allowing us to achieve greater capacity to meet the demands of a rapidly evolving and growing global marketplace,” Dean Sri Zaheer says. “Today's Carlson School graduates have each had an International Experience as part of their academic requirements and are well positioned to look ahead and shape the future.”



CARLSON SCHOOL, U OF M LEARNING ABROAD CENTER TEAM UP FOR NEW ‘BUSINESS IN DUBLIN’ PROGRAM

Business students looking to further their business and cultural learning can now look no further than the Emerald Isle. Debuting this academic year, “Business in Dublin” is bringing together students from around the world to take courses at the Quinn School of Business in Ireland’s capital city.

“We’re really excited about this program because it’s our first in Ireland, which we know is a desirable location for students, and because Dublin is an important place to study business, especially entrepreneurship,” says Kate Terry, program director for education abroad.

While studying in Dublin, undergraduates explore business through an international lens and take classes from local experts. The coursework is unique because it allows Carlson students to participate at any point in their degree, offering foundational and upper level courses.

Students also have an opportunity to complete an internship during their time in Ireland. That experience is designed to give them a glimpse into how a European work environment may be different than in the U.S., and to help them gain skills in working across cultures.

“I think any international experience is of benefit to students as they develop their career interests,”

says Seona Mac Reamoin, the resident director for the University’s Dublin Study Centre. “And, a workplace experience in Ireland puts you on the inside track, broadening your understanding of the culture. Even a short internship experience here gives students cultural insights and perspectives and a deeper understanding of the EU [European Union] to complement their studies.”

To make Business in Dublin possible, the Carlson School teamed up with the Learning Abroad Center, the University’s campus-wide office that provides students with global education opportunities. The center offers a variety of program options—more than 250 programs in more than 70 countries—and helps organize international experiences for students across the nation, not just those on campus. Though the center is a national provider for U.S. students, the Business in Dublin coursework is built with Carlson School undergraduates in mind. Curriculum development included input from Carlson School academic departments.

With the out-of-the-gate success of Business in Dublin, the Carlson School and the Learning Abroad Center are teaming up on another, similar partnership to launch spring of 2020 in Barcelona, Spain.

“As these partnership programs continue to be well-received by students and overseas schools alike, expect to see more of them established in the future to further global business education,” Terry says.

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