

SUMMER 2017

Global Connections

KAY AND YVONNE WHITMORE GLOBAL MANAGEMENT CENTER / CIBER





C O N T E N T S 2 0 1 7

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**KAY AND YVONNE WHITMORE
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Letter From the Director.

OUR DEAR FRIENDS,

The stated mission of the Global Management Center is to:

- 1) prepare Marriott School students for leadership in the global business community and a worldwide church
- 2) assist faculty in internationalizing their research and teaching efforts
- 3) elevate the stature of BYU in the field of international business.

The past year has witnessed significant progress in all three of these areas of strategic importance, thanks to the invaluable support of the Whitmore family and the U.S. Department of Education, through our designation as a CIBER (Center for International Business Education and Research). As only one of 17 such university centers in the country, BYU is firmly "on the map" when it comes to International Business.

In fact, in the latest U.S. News and World Report, BYU is ranked 16th in the country in undergraduate International Business education and 19th at the MBA level. This top-twenty recognition is made possible by the many dedicated staff, faculty, supportive administration, and wonderful students who are passionate about our motto to "Learn, Go, Become Global."

Let me highlight a few of our accomplishments of the past year in the three areas of our mission statement:

STUDENTS:

• English Version of the Global Management Certificate: Business is global and primarily English speakers need the skills supplied by the Certificate program. Our business language track will continue as well, of course, but an expanded number of students will now have the opportunity to be equipped with the tools to become global leaders. We have already seen the growth in Certificate applicants since the advent of this option.

• New International Business and Culture course: As a required part of the new English Version of the Certificate a new class has been added to the curriculum specifically to deepen students' understanding of how culture impacts business around the world.

• Global Business and Literacy Minor: This program continues to grow, with over 100 students participating within the business school and a dozen colleges across campus.

• Study abroad: The Marriott School continues to send the largest number of students from across BYU going on study abroad programs, several hundred in total at the undergraduate and graduate levels, to all corners of the world: Asia-Pacific, India, Europe, Africa, and South America.

• Project-based programs: Of our some 15 programs that go abroad, we are seeing an increase in hands-on projects for students to accomplish while abroad. This gives them real -world experience to leverage in job interviews and their subsequent careers. We also sent students on an extensive HR-based field study in several countries for Honeywell.

• Student scholarships: Through the ongoing support of the Eccles Foundation, 10 first-year MBA students were given resources to further their international business training, including a required experience abroad. The Cardon International Scholarship (CIS) donors continue to allow us to bless the lives of dozens of international students and their families, who will provide leadership in the global business and the worldwide church.

FACULTY:

• Classroom innovations: BYU professors are developing tools such as mobile apps that are useable in the classroom and across campuses to teach International Business concepts in an interactive way.

• Faculty involvement: More faculty than ever are engaging in International Business through research, conference presentations, and mentoring students on international projects.

• Development excursions: Through Center funding, numerous BYU faculty members participated in development trips abroad, visiting businesses and

universities, expanding their horizons in research and teaching. The Marriott School also leads one of these trips (Middle East North Africa) to help faculty at other universities reap the benefits of international exposure.

COMMUNITY:

• Partnerships: BYU continues to be involved in the local international business community through partnerships with the World Trade Association and the World Trade Center.

• Case competitions: Not only does the Center's funding send BYU students to case competitions to participate, (i.e., the Consortium for Undergraduate International Business Education) we also invite college students to come to BYU from across the country and local high schools to hone their skills in case competitions in foreign languages (Spanish and Chinese).

• Consortium leadership: This past year BYU co-sponsored (with U. Colorado Denver) the Rocky Mountain CIBER, assisting a dozen universities in the Western U.S. interested in International Business education. We also remain active in the Network of International Business and Economics Schools (NIBES), a worldwide organization we co-founded.

We are now in the final year of a 4-year cycle of the CIBER grant, and we look forward to competing in the next round, if the current U.S. Administration and Congress allow funding, which is to be determined. Nevertheless, we have been blessed by several additional private donors whose generosity has put us firmly on the path to financial independence as a center. If you would like to know more about how you might help us continue in our mission to elevate the stature of global management at BYU, please don't hesitate to be in touch.



Bruce Money
Executive Director

Bruce Money

global

GMC Unveils New English Path to Global Management Certificate

By Maren McInnes

You don't necessarily need to be fluent in several languages to be a strong player in international business. The Whitmore Global Management Center recognizes this and recently unveiled a new English track, which will focus on cultural competency rather than language, for the Global Management Certificate.

"Regardless of whether a student is studying marketing, finance, supply chain, or any other discipline, the ability to understand cultural and economic differences in the marketplace is paramount to success in today's world," says Jonathon Wood, Managing Director of the GMC.

Before the English track was offered, only students who spoke a second language at a 300-level proficiency could obtain the certificate, a requirement that excluded many students with otherwise strong international expertise.

"Before we created this certificate, I'd have students come to me asking if they could get the certificate without the language requirement," Wood says. "They weren't fluent in a language because they didn't serve a foreign-speaking mission or didn't know about the certificate until after they got into the Marriott School, so they no longer had time for the prerequisite language course load. Unfortunately, we had to tell them no. Now, I'm excited for those students and the possibilities this certificate carries for them and the program."

Recent articles by Forbes and Harvard Business Review have noted that English is the No. 1 international language for business. However, it is crucial for businesspeople to be aware of the cultural cues and social etiquette of the place where they are doing business.

We are finding it more important to reach out to students across campus earlier in their academic careers so they can plan to include international business courses and global certification while at BYU.

--Jonathon Wood, Managing Director, Global Management Center.

"International businessmen and women need to be able to see who is the most important person in the room and that everyone is paying deference to that person, or when to bow lower than another, or if it's taboo to show the bottom of their feet or speak of certain topics," Wood says. "Being able to notice those little nuances makes negotiating and doing business easier."

To make the English track comparable to the existing certificate tracks, students will be required to take six credits of coursework instead of a 300-level business language course. The alternate course options include:

- Culture As a Language of Business – Currently in development through the U.S. Department of Education Center for International Business Education and Research grant, this course will teach students about how cultural nuances affect the way business is done in various regions of the world.
- Electives currently offered across campus that are specific to international culture and international business, such as courses offered by the European Studies program
- An introductory language class (i.e. Spanish 101)

"Students who are seeking international careers but don't speak a second language have the same need to develop the tools that will help them be competitive in finding and developing international business careers," Wood says. "This new track will help them do that."

The ad shown to the right is one of the ways the Global Management Center has reached out to incoming freshmen and new students.

Some
become global.

The rest are
left behind.

Global Management Certificate
Global Business and Literacy Minor
Study Abroad Programs
Foreign Student Exchanges
International Business Competitions

KAY & YVONNE WHITMORE
GLOBAL MANAGEMENT CENTER
BYU MARRIOTT SCHOOL

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Inspiring Learning, Influential Service

STUDENTS INTRODUCE SUSTAINABLE SOLUTIONS TO ECONOMIC AND ENVIRONMENTAL PROBLEMS BY APPLYING INTERNATIONAL BUSINESS SKILLS TO CREATE ECONOMIC OPPORTUNITIES IN MALAWI.

by Lisa Stringham

Imagine that five dollars could send two of your children to school for a year, and you can't afford it. Now imagine teaching someone in Malawi who is living that reality, the business skills they lack, enabling them to make the money they need to provide further educational opportunities for their children. That is what Kristie Seawright and her students experienced during the Africa Business Study Abroad program.

and increased the efficiency of cooking methods. The people were taught how to make earrings, dolls, and soap, and were then assisted in the development of the supply chain, pricing, and marketing of these products.



Previously, cooking required back-straining labor for Malawi women. Often with a baby strapped to their backs, they worked in poorly ventilated conditions. These circumstances led to lung cancer and disease in the women, and much ingested second-hand smoke for the children. This new oven fixes the ventilation problem and now lets them stand up as they cook, improving the whole experience.



On their short trips, the students are only able to work with a few villages in Malawi, but as Professor Seawright emphasized, in some ways that's all the time they need. Even after the study abroad group has left the country, the villagers continue to improve the developed solutions and travel to other villages to teach the skills they have learned. Professor Seawright observed, "Give them a little bit of technology and they just go to town." This sustainable teaching method puts in motion a change that has the potential for a multi-generational impact.

Professor Seawright started this program in 2016 when she and a group of students pioneered new methods in remote Malawi villages, of using corn byproducts to make charcoal and earrings, thus providing a sustainable fuel source and new business opportunities. She returned this year with a bigger group of students to pick up where they left off. After consulting with the Malawi-based non-profit Children's Brighter Future, students worked with the villagers to find solutions to problems previously identified by the villagers and the non-profit. Together, the students and locals pioneered waste reuse practices

During this experience, students put into practice lessons learned in the classroom while strengthening their ability to problem solve, communicate, and innovate with limited resources. In addition to these skills, they leave with vision; with the knowledge that as a businessman, they can have a profoundly positive impact on the lives of others around them. Professor Seawright relayed the experience

The corn stalk charcoal developed by the students, provides locals with an alternative source of fuel. They no longer have to cut down trees to burn (previously a large contributor to deforestation). Villagers are now able to produce enough charcoal to support their own needs with surplus to sell.

of one student who thought that he would have to be a doctor to benefit people in developing countries. He said, "Now I realize, what they need is to develop their economy so they can have medical care there all the time, so I am in the right major. I have the skills to be helpful". The students learned how to apply international business principles such as marketing, product development, supply chain creation, pricing and cultural adaptation. The Africa Business Study Abroad program is a truly invaluable experience while providing influential service for many Malawi people.



who is the founder and managing partner of Lodestar Capital. "It provides real-world investing experience to enable students to be successful in getting a good first job, which in turn gives you a fast start in your career. And if you have a fast start in your career, the more successful you can be over time and the more you can give back to your communities."

"GFI² is perfect for any student interested in business because it gives you such a broad exposure to many industries and you develop real-world understanding,"
-Rachel Durtschi

This past year, twenty-four students canvassed Europe, visiting major cities such as Rome, Amsterdam, Paris, and London throughout the month of May. Cultural experiences, such as alphorn lessons and chocolate tasting, complemented the business agenda. Students met with top executives from companies such as Adidas, BMW, and Rightmove in a study abroad experience that combined real-life business exposure with true global literacy.

"We had amazing opportunities," says Rachel Durtschi, a strategy senior who recently completed an internship with McKinsey. "For example, we had the chance to meet with the CEO of a multibillion dollar company in the Netherlands. He was so intelligent and as he gave us a tour of the facility he explained to us all the nuts and bolts of the organization at the highest level of strategy."

For Durtschi, self-described as a "small-town rural America girl" from Idaho, the experience was transformative.

"It was an incredible opportunity to see things in a new light," Durtschi says. "I had the chance to go out in the world and get a diversity of thought in real-life situations."

Christian Thatcher, an economics senior who interned with AltaLink Capital and Lodestar Capital this summer, believes the program set him apart when meeting with recruiters.

"When I went into interviews I could show the valuations



I did, the companies I visited, the models I ran, and a report I wrote up and presented that included an investment recommendation implemented by a firm," Thatcher said. "When you have actual hard materials you can bring in with you it pays dividends."

As employers increasingly look for graduates who have unique experiences outside of the classroom in a global setting, the Global Finance Investment Internship broadens students' perspectives and equips them with asset management skills greatly needed in an increasingly international business world.

FINANCE STUDENTS PUT **Theory into Practice** IN EUROPE

Real world investing experience in Europe prepares students to compete in a global market.

Traveling to the top cities in the world, mentoring from world-class educators, managing a \$1.4 million fund, and working with executives from top companies and investment firms. That's what Brigham Young University students participating in the Global Finance Investment Internship (GFI²) experienced this past spring term thanks to what's billed as "the nation's only true global, student-managed investment fund."

Led by finance professor Bryan Sudweeks and adjunct professor Jim Seaberg, the program, now in its fifth year,

starts with a course on campus where students perform country and industry analysis on two dozen companies to find investments for a real fund. The students then take that analysis and add information from firsthand visits to companies through interviews with C-level management. Following the trip, the experience culminates in presentations to local portfolio managers and recommendations for investment in the fund.

"The internship's goal is to give students the tools to be as successful as any asset management grad in the country," says Seaberg, a BYU Marriott accounting alum



MEXICO
INDIA
CHINA
ENGLAND
GERMANY
FRANCE
SLOVAKIA
CZECH REPUBLIC
ROMANIA
AUSTRALIA
CANADA

Global *Field* Study

A Learning Project

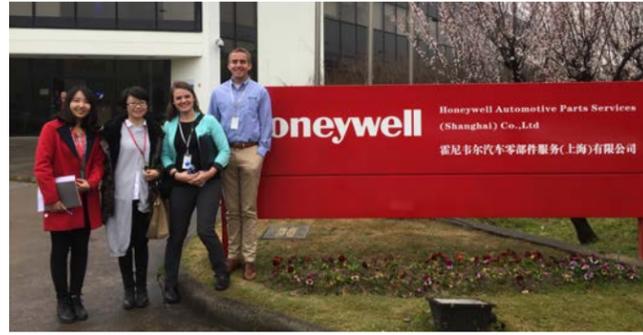
The Marriott School of Business believes in engaging and inspiring learning. This year a team of first-year graduate students in the MBA and MPA programs tackled a global project for Honeywell. This field study experience gave the students significant insights into international business that will propel them into successful careers. As a nice side benefit, they also visited a few countries along the way.

THE PROJECT:

BACKGROUND

Honeywell employs over 131,000 employees globally with over 82,000 outside of the United States.

Honeywell has decided to implement a global time and attendance system beginning with the United States in 2017 and expanding to 79 other countries in 2018. Current time and attendance issues include: lack of ownership and oversight, multiple time and attendance systems globally (100+), and multiple applications and user experiences. Honeywell's strategy is to implement a unified global solution to address these issues while delivering high quality service at the best cost for Honeywell.



Phase 3: Recommendation formulation and report delivery (March 25 – April 19)

RESULT

After gathering and analyzing all the data, the team finalized recommendations, created a report, and delivered the findings in person to the following Honeywell managers:

Michelle Whitfield, VP Payroll
Debbie Cumming, HR Manager
Curtis LeClaire, VP HR

The team presented the business case and a high-level implementation plan based on the internal and external data gathered on the priority countries outlined above. The final report material is now property of Honeywell. The presentation included:

- Benefits and risks of implementing time and attendance system globally.
- Overall cost/savings analysis of implementation and upkeep of the new system.
- Schedule of system implementation.

- Presentation of data and analysis to Project Leaders.
- Employee/manager focus group results providing the user experience.

In the end, the team recommended that the time and attendance system be implemented globally. For any further proprietary information, you will need to become an employee of Honeywell.

“The world is becoming more and more connected and we, as Americans, need to be more involved in making an effort to connect with people outside our comfort zone and country. I gained invaluable international insight from my travels as I worked with many people from India. My trip to India helped me learn more about their culture and business life.”

**- CAMILLA JEFFS
MBA Candidate 2018**

SCOPE AND OBJECTIVES

This project had a two-prong focus: (1) build a business case for a single global time and attendance solution to address governance challenges and inconsistencies for Honeywell and, (2) create a road map for “rest of world” (ROW) implementation, which consisted of three factors: (a) timing of countries based on prioritization, (b) possible country groupings/waves, and (c) identified resource requirements for roll-out.

Critical to the success of this project was the need to understand the laws and cultures of all priority countries and the effect of a unified time and attendance system in these countries.

TIMELINE

Phase 1: External and internal data collection (January 27 – March 3)

Phase 2: Data Analysis and recommendation formulation (March 4 – March 24)



“Traveling to Eastern Europe for this project was an experience of a lifetime. Visiting various countries, experiencing the food, culture, and atmosphere is something I will never forget. In today’s world of incredible technology it is easy to type a few key words and be transported virtually anywhere on the planet, but no matter how advanced technology gets it will never compare to the real thing. This was also true for the client sites we visited. We could have spoken with people over the phone or Skype but the information and insights we received from meeting people in-person would not have been the same had we tried to get them over the phone. I would encourage any student who has an opportunity to travel to take full advantage of it.”

**Spencer Goodrich
MBA Candidate 2018**



open possibility.

learn, go, become
global

THE KAY AND YVONNE WHITMORE GLOBAL MANAGEMENT CENTER



from



OXFORD



INDIA



BYU's Global Management Center made a change to one of its most popular study abroad programs—the Oxford to India Social Enterprise Study Abroad.



Participants spent the first three weeks in Oxford, England, learning about social enterprise while beginning to work on a project based in India. The group then flew India to work on the project in country for the final two weeks of the program.

to

Students were engaged to help International Crops Research Institute for the Semi-Arid Tropics. The students



developed a global branding strategy, legal framework, a value chain and marketing for Smart Foods. These are millets and sorghums that are drought resistant, more profitable for the farmers, and are more nutritious. There was much work to be done and the students stepped up to the plate and hit a home run.



The experience was transformative in many ways, such as learning to adjust between the cultures of first and third world countries while talking complex business issues. Paradigms were changed, lives were impacted, and classroom learning became a reality that none of them will soon forget.



Biz Language Case Encourages Connections

by Kayla Goodson

It was just a joke at first. Indiana University's Spanish team and Brigham Young University's Chinese team said that if they both won the Business Language Case Competition, they would celebrate together later that night. After both teams placed first in their language categories, Matt Sabey, a BYU senior majoring in economics, picked Indiana University's team up from their hotel and took them on a victory tour of Provo.

"I was so surprised and excited when our team was announced as the winning team," says Yi Ra Choi, a BYU senior majoring in Chinese with a business minor. The competition was a new type of challenge, she explained, but her team "presented and answered with equal poise."

"I felt unbelievably happy and proud of the work we had done," says Allison Newell, an Indiana University senior. "I've wanted to participate in this competition since

I first heard about it three years ago. The competition pushed me out of my comfort zone to combine two of my passions: business and Spanish. To win was incredible because our team worked so hard to combine those two passions and communicate effectively."

Laura Ricks, program coordinator for the Kay and Yvonne Whitmore Global Management Center, explained that those two passions are a huge part of the BLCC. BYU

is known for its strong language programs—more than 75 percent of BYU students speak a second language—and this competition allows BYU to reach out to other universities to help students learn business language.

This was Indiana University senior Martin Aguinis' first time presenting a case in Spanish, but he doubts it will be his last time.

"This competition encouraged me and showed me how important it is to use my Spanish in the future," Aguinis says. "I want to make sure that whatever business I'm doing, I'm able to use my Spanish and international background."

BYU has held the BLCC annually for the past ten years. Student teams from universities across the nation are assigned a business case local to the Provo area and then present their business plan to a panel of judges in either Chinese or Spanish.

This year, four Spanish teams and five Chinese teams from American University, University of Washington, University of Rhode Island, Indiana University, University of Nevada-Las Vegas, and BYU met in Provo on 3-4 November. Each team developed

and UNLV took third place. In the Chinese competition, BYU took first place, University of Washington took second place, and University of Rhode Island took third place.

The two-day event began with the teams visiting Runner's Corner, the birthplace of Altra Running, where founder Golden Harper shared the company's creation story. That afternoon, the group had lunch at Sundance Mountain Resort, where they heard from Taylor Bremner, Altra's international operations manager, and had the chance to ask Robison and Harper questions about the case. The second day of the event was the actual competition at the Marriott School.

"We wanted to create a case where they could actually talk to the company and have the experiences where the case is not just theoretical," Ricks says. "It's more like, wow, this case really matters to this company. They can see this company and pick the brains of those people."

Alex Harper, a BYU senior majoring in political science and Chinese, notes the lunch at Sundance helped his team ensure their presentation was on the right track. "Altra is actually already implementing one of the suggestions that we made that wasn't in the case. That made us feel pretty good about the direction we were going because that's the direction the company is already actually going," Harper says.

Judges scored each team based on both the content and delivery and the language and grammar of their presentation. BYU's team believes their language skills, as well as their diverse academic backgrounds as non-business majors, is what set them apart.

"Even though none of us are business majors, we were still able

to research and think critically about the problem and give the best presentation," Harper says. "The fact that our language abilities were relatively equal between the three of us was a great advantage over other teams. We worked well together fielding questions and gave an equal amount of input throughout the presentation. I think this was impressive to the judges."



The competitors left with more than just a win or a loss, though. They left with valuable connections and friendships.

"I loved getting to know the other teams," Newell says. "It's fascinating to learn from other people and hear about their experiences. Everyone we met was incredibly down-to-earth and genuine. I really appreciated that."



a plan to help Altra Running work with its manufacturer to satisfy the needs of its international market. In the Spanish competition, Indiana University took first place, University of Washington took second place,



UTAH TEENS SHOWCASE BILINGUAL SKILLS

by **Laura Spilsbury**

Fifteen teams of Utah high school students showcased their Spanish and marketing skills in the Whitmore Global Management Center's sixth annual High School Business Language Competition.

Participating students were tasked with creating and presenting marketing plans. The plans were to be completed and presented in Spanish and directed toward Utah's Hispanic community.

Teams from Skyline High School took first and second place while a team from Taylorsville High School took third place. Winning teams took home cash prizes, with the first-place team receiving \$600, the second-place team \$300, and the third-place team \$100. Each student also got a Whiskware Batter Mixer.

The competition is funded by BYU's CIBER grant, which is given to seventeen schools around the United States to advance the study and learning of international business.

"This event helps students think about how this skill set can be applied," says Jonathon Wood, GMC managing



High school students eat lunch and chat together at the High School Business Language Competition.

director. "This is real-world application experience. It pushes them in a direction they don't normally go."

Linda Rocha, a Timpview High senior, participated in the competition because she wants to use Spanish in a future marketing career.

"I like marketing a lot, and it's something that interests me," Rocha says. "When I started taking business classes, the idea of intertwining Spanish and business intrigued me, so I took this opportunity. I like applying the concepts that we learned in school to a business environment."

The competition is also meant to connect high school students to the college atmosphere. This year's competition included a panel of current BYU students who answered questions from teens about using language in various business disciplines.

"Why not plant that seed earlier into the minds of high school students locally?" Wood says. "Some of these students may come to BYU and some may not. Either way, we're helping students see the possibilities of using multiple languages in business."



Skyline High School students pose with their trophy after they placed first in the High School Business Language Competition.

U.S. NEWS AND WORLD REPORT RANKED THE MARRIOTT SCHOOL

16th for undergraduates

19th for MBA

IN INTERNATIONAL BUSINESS





TEN MBA CANDIDATES RECEIVE ECCLES AWARD

A SCHOLARSHIP FOR MBA STUDENTS WITH A PROVEN TRAJECTORY TOWARDS INTERNATIONAL BUSINESS

The Marriott School of Business at Brigham Young University recently recognized ten first-year MBA candidates as Eccles Scholars, an award presented by the school's Whitmore Global Management Center. Each recipient was awarded up to \$9,000 of financial aid for schooling expenses, international projects and global career exploration.

"This award clearly distinguishes each student as a future leader in the global business community," says Bruce Money, Whitmore Center Executive Director. "To be chosen as an Eccles Scholar signifies that you will represent BYU, the Marriott School and the Eccles name with distinction."

The Eccles Scholars Award is funded by the George S. and Dolores Doré Eccles Foundation. The foundation was created in 1960 to ensure that the Eccles' philanthropic work would continue beyond their lifetimes.

SPENCER GOODRICH received his bachelor's degree in facilities management from BYU in 2007 and then worked for Sodexo in a variety of director and management positions before returning to BYU for his MBA. Goodrich is from Tridell, Utah, and has an internship with Honeywell in HR leadership development this summer. At five o'clock Saturday morning he can be found absorbed in his hobby of shaping wood into pens and bowls. He spends the rest of his free time with his wife, Linda, and their five children.



SAM SWAMYNATHAN comes from a family that includes a CEO, an entrepreneur, and a Goldman Sachs technology lead, and now he's broadening his own business background with a BYU MBA. Originally from Bangalore, India, Swamynathan received his bachelor's degree in engineering from Dayananda Sagar College of Engineering. He then worked for Infosys Technologies as a technology analyst and for the LDS Church in senior management for country facilities and materials. This summer, he plans to work with marketing and product management at Dell. He is married to Pradhika, and his hobbies include sketching and playing ping-pong and cricket.



ANDREA ASCIONE hails from Verona, Italy, and is studying marketing for his BYU MBA. He earned a bachelor's degree in economics and management from the University of Trento in 2013 before working as an international business manager and marketing manager at Cablotecnica Srl and as an accountant at Aquardens Spa. This summer, he plans to complete an internship with Adobe in global marketing strategy. Ascione loves board games such as chess and Risk as well as sports and international food. He and his wife, Arianna, have been married since 2011 with one daughter.

ALEXANDRA HIRST double majored in English and political science from BYU in 2014. Her undergraduate experience helped the Salt Lake City native land a deputy press secretary position in the US House of Representatives. This summer, she plans to work in brand management for Kimberly-Clark. Hirst loves to travel and has been to thirteen countries. She also enjoys skiing, running, reading, and cooking.



Since receiving his bachelor's degree in business management from BYU-Idaho, **JOSHUA TIDWELL** has been both a country manager at Gano Excel Colombia and a regional director at GanoLife International. His focus for his BYU MBA is supply chain. This summer, Tidwell plans to be an L2E intern at T-Mobile. When he's not studying business, Tidwell, who is from Poway, California, enjoys studying European history and the lives of great military leaders and strategists. He and his wife, Christina, have three children.

OLIVIER MUNN is from Chambéry, France, but got his bachelor's degree in computer science from Imperial College London in 2001. Before coming to BYU, he worked as a project manager and branch manager at Bofrost and also founded and managed a company called Lileo Jardins. After graduation, he hopes to use his education to add value to companies and communities through a career in the technology field. Munn enjoys family time, movies, sports, and travel. He and his wife, Stephanie, have four children.



Before beginning the BYU MBA program, **COLIN LUDLOW** spent four years in Japan, working in corporate communications for Daifuku. Ludlow graduated from BYU with his bachelor's degree in business management in 2011. His MBA focus is on strategic HR, and this summer he plans to work as an HR intern for Dell. In his free time, Ludlow enjoys playing the violin and piano, reading, and traveling. He and his wife, Tricia, have a two-year-old son.

A BYU MBA will be **TIAGO UHLMANN's** second master's degree. Uhlmann is from Florianópolis, Brazil, and holds bachelor's and master's degrees in mechanical engineering from Universidade Federal de Santa Catarina. He previously worked as a research and development engineer, managing teams with members from Sweden, Italy, and Brazil. Now Uhlmann is studying supply chain and is set to intern at Amazon this summer. Uhlmann enjoys cooking and playing ultimate Frisbee, soccer, and basketball. He and his wife, Luana, have a daughter and are expecting another baby this year.



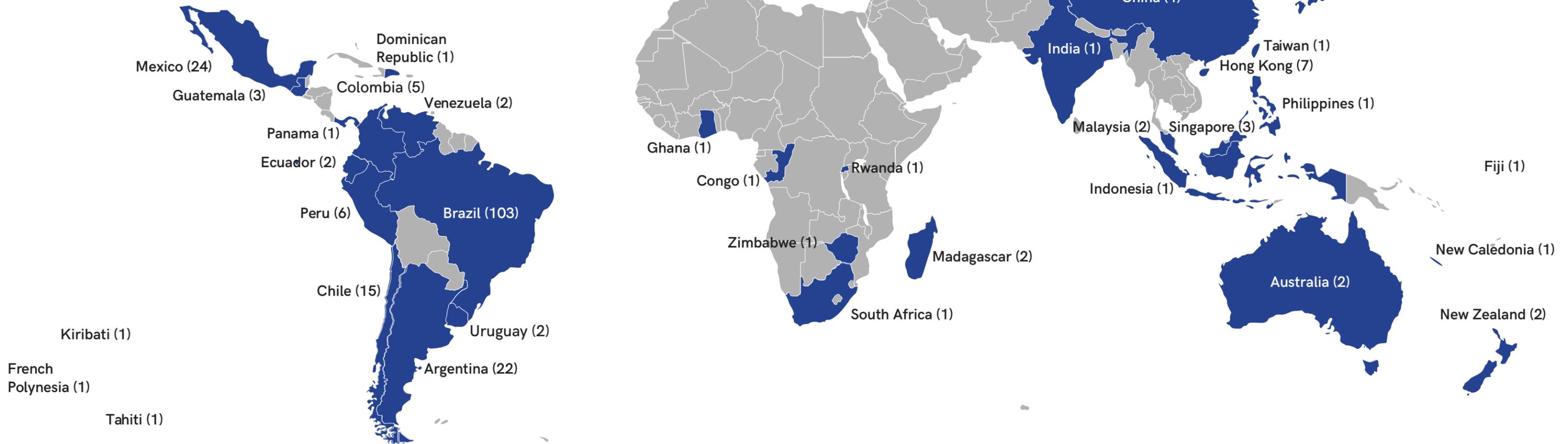
Born in Yantai, Shandong, China, **LEI WANG** received her bachelor's degree in business English in 2009 and her master's degree in Chinese as a second language in 2012, both from Sun Yat-sen University. She then worked as the executive assistant for Stamford Land Corporation and as the chief of staff for Intevalue Services. This summer, she will be working as an HR business partner with Vista Outdoor. In her free time, Wang enjoys hiking and volunteering at an animal shelter.

Prior to entering the BYU MBA program, **ZACH BROUGH** worked on some of the world's largest solar power plants as a mechanical engineering consultant. He earned his bachelor's degree in mechanical engineering from BYU in 2013, and his engineering background has contributed to his interest in technology marketing. He plans to fulfill an internship at Amazon this summer. In his free time, the Gilbert, Arizona, native enjoys playing basketball; listening to Broadway musicals; and helping his wife, Tara, with their YouTube channel. Brough and his wife have three children and love to travel.



CARDON INTERNATIONAL SPONSORSHIP

284 Students sponsored since 1986.



The Cardon International Sponsorship (CIS) program is a scholarship and loan program for international applicants to the Marriott School of Business MBA, MPA, MAcc, or MISM programs. The program was initiated with a two-fold purpose: 1. To provide graduate management education for qualified members of The Church of Jesus Christ of Latter-day Saints living outside the United States who could not afford to have the experience otherwise. 2. To prepare participants for leadership roles in their chosen professions, their communities, and the Church when they return to their native countries or region.

Sponsorship recipients have found job placements at large multi-national companies, national governments, and even started their own ventures. Some recent placements have been at HP, Honeywell, Microsoft, Amazon, Genentech, IBM, Centro Hispano, Google, and others. The CIS program works closely with the graduate placement offices to ensure employment and good fit.

MBA Alum Makes the World His Workplace.

THE GLOBAL MANAGEMENT CERTIFICATE OPENS DOORS FOR JOHNSON.

By **Laura Spilsbury**

As an MBA student at BYU, 2016 graduate Mike Johnson walked the streets of Europe, full of hope that he would someday live and work there. Now he lives in Madrid, and he credits the Whitmore Global Management Center (GMC) with helping make his dream a reality.

Growing up, Johnson frequently traveled abroad on extended trips with his family. He later learned Spanish while serving an LDS mission in Resistencia, Argentina.

"I love experiencing different cultures, so I thought it would be a good option to pursue living and working in a foreign country," Johnson says.

Prior to entering the MBA program, Johnson worked for an international commodity broker. After a few years, Johnson decided to pursue an MBA at BYU. He hoped to find some connection to a company or role that would allow him to work abroad. While at BYU, Johnson received an Eccles Scholars Award through the GMC.

The Eccles Scholars Award provides up to \$9,000 to outstanding MBA students who are pursuing international business. It includes a \$3,000 scholarship, a \$3,000 travel award for an approved international experience, and an additional \$3,000 for those who complete their Global Management Certificate at the end of the second year. The award enabled Johnson to study abroad in England, Spain, Gibraltar, Morocco, and France.

"I didn't think I would find a clear path to working abroad, but then the Eccles Scholars Award happened and I was introduced to a few people in the Global Management Center," Johnson says. "One of the professors I met led our study abroad and was able to set up a bunch of meetings with professionals who have made their life and career in Europe."

Some of the professionals Johnson met while on the study abroad were in the same industry as Johnson.



"One of the gentlemen whom we met was in the insurance industry at an insurance consulting company," Johnson says. "It was interesting to see how his role had translated and where he was and what he was doing. It made the idea more real for me."

After graduating with his MBA, Johnson interned at Liberty Mutual Insurance as a corporate development internal consultant. During Johnson's internship, his executive mentor found out that Johnson spoke Spanish and directed him to a six-month international rotation assignment in Madrid.

Johnson says his work there has already opened other potential opportunities to live and work abroad.

"I'm sure that after I'm done with this rotation I'll have enough contacts here in Europe—and in other countries that we do business with—that if I wanted to, I could definitely come back," he says.

"CAN WE JUST SAY THANK YOU"

Jonathon,

Traveling internationally to Oxford was a significant journey for me. I had never traveled outside of North America prior to the trip, and I loved experiencing European culture and spending time in London, one of the world's greatest cities. Learning how to travel internationally, and experiencing the satisfaction of discovering a new culture re-shaped both my view of the world and my view of myself.

The greatest benefit of this program has certainly been the friendships and relationships I gained during my time abroad. I found myself surrounded by an incredible group of BYU students who were ambitious, globally-minded and socially concerned. It felt like a real world business team where I could use my specialization in communications to enhance the group's offering while also learning from my fellow classmates and their unique skill sets. I had completed an accounting course during the Spring term and I was very excited after discussing the balance sheets and income statements with the finance team that I was able to carry an effective and strategic business conversation based off what I had learned in the Marriott school. This experience taught me a lot about the benefits and importance of collaboration.

During the 2016-17 school year, I was elected to serve as the Vice President of Advocacy on the National Committee of the Public Relations Student Society of America (PRSSA). Working with my team at Oxford was great preparation for working on the National Committee and I was able to directly apply the team-building and management skills that I had acquired during that time.

Oxford gave me the competitive advantage of a global perspective and the confidence to travel internationally that allowed me to uniquely contribute to PRSSA as a Vice President. I was able to enhance the reputation of BYU and its PR program through my service. PRSSA has student membership officially organized into Chapters at 351 universities across the United States and in Peru, Colombia and Argentina. As the Vice President of Advocacy, the areas of international development and globalization fell under my jurisdiction.

Because I had traveled to Oxford the summer previously, I had the confidence that I could also travel to South America. I was able to successfully propose, secure funding, and execute an international outreach visit to the PRSSA Chapter at Universidad de San Martin de Porres in Lima, Peru. I was the first National Committee member on record to make an official visit to the international PRSSA Chapters. Due in part to this trip, I was elected as the 2017-18 PRSSA National President and one of my three main platform points was a focus for PRSSA to become more internationally-friendly and globally concerned.

I feel very grateful for the opportunity I had to attend the Oxford Seminar and hope that the program can continue for many years to come. I can very easily recognize the effect it has had upon my growth as a student.

Andrew Cook, Public Relations Major

STUDENT LETTERS FROM ABROAD

Jonathon,

It was great to see you this afternoon. As we discussed, I wanted to express my gratitude first and foremost for all you did to coordinate the Oxford Program last summer. From speaking with you today, it seems like this summer's trip was just as incredible!

I wanted to tell you about an experience I had a couple weeks ago at a large investment bank in New York. The first interviewer asked me about my mission experience, to which he asked about how my altruistic perspective translated to wanting to be an investment banker. I responded by telling him about how my experience at Oxford with the Business in Poverty Conference and the social enterprise project showed me that business is the means by which we can most effectively fight poverty. The remainder of the interview went really well, and I was fortunate enough to receive a phone call from this interviewer later in the evening to receive an offer to work for the firm.

I know that I am certainly not alone in being more prepared to enter the work force because of my experience at Oxford. Thank you again for all you did to coordinate such an incredible experience.

Julia Mahterian, Finance Major



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Vice President, Human Resources, Procter & Gamble

MICHAEL THOMPSON

Associate Dean, Marriott School of Business, BYU

RICHARD WHITMORE

CFO, Storage & Software Defined Systems, IBM Systems

VINCE WILDING

Associate Dean, College of Engineering, BYU

JONATHON WOOD

Managing Director, Whitmore Global Management Center, BYU

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