A vision for downstream value
Executive Education brings Moore School knowledge and expertise to businesses through:

OPEN ENROLLMENT PROGRAMS.
Businesses thrive on the talent of strong leaders. Our public programs focus on building that talent — for individuals and for companies at all levels — in areas ranging from leadership development and strategic thinking to negotiation and risk management.

CUSTOM-DESIGNED SOLUTIONS.
Your business needs are diverse and complex. We take the time to learn about you — who you are as a company, your goals and what success looks like to you — before our extensive network of faculty, consultants and partners create programs tailored for your business.

MANAGEMENT DEVELOPMENT CENTER.
Identifying and training the next generation of skilled leaders is essential to continued growth. Through a sophisticated and proven process, our team works with you to discover top talent in your organization and create plans to develop their leadership capabilities.

Upcoming programs in 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 24-27</td>
<td>Leadership Through People Skills®</td>
</tr>
<tr>
<td>Sep. 9-11</td>
<td>Strategic Thinking and Analysis</td>
</tr>
<tr>
<td>Sep. 29-30</td>
<td>Speaking with Confidence</td>
</tr>
<tr>
<td>Oct. 13-15</td>
<td>Finance Essentials for the Non-Financial Manager</td>
</tr>
<tr>
<td>Nov. 4</td>
<td>Insights and Your Business Acumen</td>
</tr>
<tr>
<td>Nov. 9-10</td>
<td>Communication Strategies for Improving Performance (Birkman Method®)</td>
</tr>
<tr>
<td>Nov. 16-19</td>
<td>Essential Tools to Build Your Supervisory Skills</td>
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</table>

Contact us now to find out how Moore School Executive Education can benefit you and your organization.
learnmoore.com | 800-393-2362 | 803-777-2231
Just under a year and a half ago, I began my tenure as dean of the Darla Moore School of Business. Naturally, I was excited to take on a new challenge and honored to be entrusted with the responsibility of serving as steward of the school’s continued growth, success and world-class reputation.

There’s a running joke about the “honeymoon” phase for a new dean — or more accurately, the prospect of the end of the honeymoon. I can tell you that if the honeymoon phase is a bit overstated, so is the specter of an end to the honeymoon. The Moore School is a complex, dynamic organization inside a much larger institution. It doesn’t slow down just because you’re the new guy, and as I’ve listened and learned and pursued new directions for the school, it’s not emerging frustration or barriers that I’ve experienced, but inspiration.

I am inspired by our school’s reputation, whether it’s our No. 1 ranking in graduate and undergraduate international business, or the growing recognition of our strength and thought leadership in supply chain, human resources management, accounting, risk and insurance and other disciplines.

I am inspired by our faculty, who include some of the most respected thought leaders in their fields. They are productive researchers generating seminal research, and at the same time offering students vast experience as top-level executives, entrepreneurs and innovative leaders. I am also inspired by a dedicated and enthusiastic professional staff. And, I am inspired by our students. They match any I have met in my decades in higher education.

But what inspires me most about our school are the values embedded inside its organizational DNA. These include a pervasive, universal commitment to focusing on meaningful results for our students and the businesses that hire them. It is a determination that our students — graduate and undergraduate — will leave with both the hard skills and the soft skills necessary for them to lead and to bring knowledge to the workplace that anticipates the current and future needs of business.
Faculty and staff throughout the hallways of our new building share a real-world pragmatism about delivering graduates with both solid academic knowledge and superior interpersonal skills. Our shared mission is to produce future business leaders who possess leading-edge skills in functionally based business analytics coupled with an international mindset and a superior understanding of contextual intelligence — all combined with real-world experience solving business problems in collaboration with one of our school’s many corporate partners. The jobs that are coming require rigorous academic preparation coupled with an ability to apply newly won academic knowledge to solve intractable problems businesses currently face. It is in the merging of in-class education with hands-on experience — through a curriculum designed to meet the needs of both students and the businesses that hire them — that the school has the opportunity to really distinguish itself.

In this issue of Moore, we share stories about our various centers for research and collaboration with the business community, and about how our centers deliver value to both our students and our corporate partners. Our centers are only part of the story of a dynamic, evolving school of business, but they are notable as an outward-facing focal point of a school determined to maximize and expand its strengths to produce value in the real world.

I am pleased to be a part of these efforts, and to work with Moore School faculty and staff to make every alumnus proud to have graduated from a true leader in business education.

Peter Brews, Dean

Academic leadership in business education

#1 undergraduate international business program
U.S. News & World Report and Bloomberg Businessweek

#1 MBA program for international business
U.S. News & World Report

#1 MBA in the United States, #4 in the world for international experience
Financial Times

#1 Part-time Professional MBA program in the Carolinas, and #2 in the Southeast
U.S. News & World Report

#1 in the United States, #2 worldwide in international business faculty research productivity Journal of International Business Studies

#1 in research productivity in experimental accounting Brigham Young University

#11 risk and uncertainty management program U.S. News & World Report

#12 undergraduate supply chain program in North America Gartner

#12 graduate supply chain program in North America Gartner

#16 Part-time Professional MBA program U.S. News & World Report
Class Profiles

Undergraduate Programs

<table>
<thead>
<tr>
<th>All Undergraduate</th>
<th>International Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average SAT</td>
<td>1220</td>
</tr>
<tr>
<td>College GPA</td>
<td>3.38</td>
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<tr>
<td>1325</td>
<td>3.86</td>
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MBA Programs

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<tr>
<th>International MBA</th>
<th>MBA</th>
<th>Professional MBA</th>
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</thead>
<tbody>
<tr>
<td>Work Experience</td>
<td>5 years</td>
<td>5 years</td>
</tr>
<tr>
<td>Average GMAT</td>
<td>665</td>
<td>653</td>
</tr>
</tbody>
</table>

Undergraduate Employment

- 65.3% of May 2014 graduates completed the annual graduation survey
- 67.4% were employed either full- or part-time
- 14.7% had been admitted to a graduate or professional school
- $47,920 Average full-time salary

Graduate Employment

- $87,775 Average starting salary for IMBA/MBA class of 2014

Top three highest paying industries (average salary)

- $104,285 Consulting
- $99,600 Energy
- $96,667 Financial Services
New building facts

- 251,891 gross square feet
- 6 levels, including mechanical lower level
- Architectural height: 92'-8"
- Occupied height: 73'-8"
- 468 rooms
- 10,682 square feet of designated collaborative learning space
- 2,000 classroom seats
- 36 classrooms, including a state-of-the-art trading room
- 500-seat lecture and performance hall
- 40+ meeting rooms and project spaces, many of which are equipped with advanced, distance-learning and collaboration technology
- 136 faculty offices and space for more than 100 Ph.D. students
- 5,124 square feet of courtyard/open terrace space
- 1,640 jobs created by construction of the building
- 3,900 tons of steel, 240,000 square feet of metal decking, 17,000 cubic yards of concrete, 30,000 bolts to affix beams and girders used in construction of the building
- 40,000+ flowering plants on the green rooftop terraces
- 27 Sabal Palmetto trees in the Palmetto Court
- 80 flags flank the main entrance
The Darla Moore School of Business’ most important product is our graduates, and our customers are companies that hire those graduates. The school has built a reputation for working closely with our corporate partners to create both curricula and hands-on experiences that train the kind of employees coveted by leading employers. One of Dean Peter Brews’ first goals when he took the helm of the Moore School was to identify the things we do best and the things that generate the most valuable results — and replicate those successes across the school.

The result: Downstream Learning. The concept behind downstream learning is to build partnerships with the business community to shape the curriculum and develop opportunities for more hands-on, experiential learning — in areas that create graduates with skills and knowledge that are valued by employers. For students, it means more opportunities and the confidence to pursue high-paying careers with leading organizations. A downstream educational strategy creates a robust pipeline of extraordinarily qualified candidates with a comprehensive understanding of the needs of their chosen industry and experience meeting those needs.

One of the best examples of downstream learning in the Moore School is the unique and successful program operated through the Global Supply Chain and Process Management (GSCPM) Center. In this program, companies that invest in the center receive supply chain consulting from teams of graduate and undergraduate students addressing real-world operational and supply chain issues. The result is an improvement in business practices for corporate partners and graduates who are ahead of the curve even before they leave the university.

The synergies generated by the students, faculty and partner companies within the GSCPM Center are producing remarkable results, but they are not alone. A growing list of similar Moore School centers in other business disciplines create downstream value for students and employers — from fine-tuning curricula and building professional networks, to providing real-world experience before graduation.
It’s 7 a.m.

Mallory Hankins begins her workday in Charleston with an overseas call to a manufacturing facility. Today, she speaks with a contact in China, but it could instead have been a call to England, Brazil, India, the South Pacific or any of several other locations in Asia. Hankins is a global business processes analyst in the marine market segment at Cummins Inc., an Indiana-based Fortune 500 company that manufactures and markets diesel and natural gas-powered engines. She serves as a liaison between the company’s commercial marine sales team, the corporate finance department and Cummins’ manufacturing plants all over the world.

Hankins is 22 years old. She graduated in May 2014 from the Moore School with bachelor’s degrees in global supply chain and operations management (GSCOM) and international business. At a time when many college graduates were still finding it difficult to secure even one job offer in their chosen field, Hankins turned down offers from a number of leading corporations as early as September of her senior year, before accepting the offer by Cummins last April.

“I was one of the later students to settle down and take a position,” Hankins says. “Because of my educational experience, I felt as though I could keep seeking the kind of job I really wanted. A lot of us in the program were able to choose from multiple employment opportunities — it was a great position to be in.”

Graduate Justin Ide says his experience through the GSCOM program taught him skills that led to success early in his career. “I was able to learn many tools and techniques that focused on what a problem is, and how to solve problems more effectively,” says Ide. “The biggest learning I had from my time in the program was managing a team through a project — managing time, resources, schedules, tasks and responsibilities.” Today Ide is a lean practitioner for Carolinas HealthCare System, leading a transformation of inpatient nursing units to improve performance and implement a lean management system.

Like Hankins and Ide, Brooke Nelson directly credits her GSCOM project experience for landing a job after graduation. “The real-world applications and useful tools allowed me to stand out during the interview process,” she says. “Project experience enables me to better function in a team setting and feel confident in my ideas and my knowledge of supply chain management.” Nelson worked with Siemens Industries for her GSCOM project, where she and her team identified and analyzed customer service improvements in one of the company’s distribution centers. Nelson now works on process improvement as part of IBM Global Business Services’ Consulting by Degrees program.

As the Moore School’s GSCOM program has flourished over the past several years, stories like Hankins’ have become the norm rather than the exception. It’s not unusual for students to begin receiving offers of employment during their junior year and then step into highly sought-after jobs right after graduation, often with starting salaries of $65,000 to $75,000 or more.

Students are not the only ones benefiting from the program. Companies that partner with the school through the GSCPM Center are saving millions of dollars annually after implementing the recommendations of students who have participated in faculty-led, hands-on consulting projects.

And what’s good for students in the program is phenomenal for partner companies: On an average, recommendations from student teams generate savings of $1.1 million per project.
Manoj Malhotra DIRECTOR, CENTER FOR GLOBAL SUPPLY CHAIN AND PROCESS MANAGEMENT
The GSCPM Center was formally established in 2005, with Professor Manoj Malhotra, chair of the management science department, serving as its founding director. During the past ten years, the faculty have worked tirelessly to forge collaborative, integrated relationships with local, national and multinational companies and build the GSCOM program and the GSCPM Center. Student enrollment has grown steadily, from just 15 undergraduate students in 2006 to well above 300 students today. Along with Malhotra, associate director of the center Professor Sanjay Ahire and managing director of the center Professor John Jensen made seminal contributions in increasing the scope, scale and impact of both the GSCOM program as well as the center.

The GSCPM Center has an advisory board and about a dozen corporate partners, including such diverse businesses as Avaya, Carolinas HealthCare System, Coca-Cola Bottling, Continental Tire, Cummins, Trane-Ingersoll Rand, Michelin, PricewaterhouseCoopers, Siemens, Sonoco and EzGo-Textron. These partner firms pay an annual membership fee of $50,000 to join the center. The funds are used to support the center’s activities and advance its educational mission through merit scholarships for exceptional students. In return, partner companies receive recommendations and solutions to real business challenges through two semester-long consulting projects per year. A faculty-lead student consulting team executes each project using leading analytical tools for supply chain and operations management.

Exceptional students, impressive results

Both undergraduate and MBA students participate in the consulting projects. Working in teams of four or five, the students collaborate with a faculty adviser and professionals from the sponsoring company to address a real-world challenge the company needs to resolve. Corporate executives who have worked with the GSCOM students consistently express how impressed they are by the quality of the students’ work. Many say it’s on par with work they’ve received from professional consulting firms. Some companies say their own employees have increased their skills and expertise through their involvement with students in the consulting projects.

Mallory Hankins participated on a team consulting project for Sonoco Products that focused on machinery maintenance schedules.

“It’s so different from coursework. You don’t just read about something, answer some questions and that’s the end of it,” says Hankins. “You learn so much more than you ever could just talking about it.”

When it comes to recruiting new talent, the center’s partner companies have the added benefit of being able to see GSCOM students in action through various consulting projects and internships. Some member firms have hired dozens of the program’s graduates, knowing that they have the knowledge, skills, experience and credentials required to hit the ground running. As word of the program has spread, other high-level firms that are not members of the GSCPM Center, such as Amazon, Bank of America, BMW, Boeing, Bosch, Dell, IBM, Johnson & Johnson, L’Oreal, McKinsey Consulting, Northrop Grumman, Polo Ralph Lauren, Raytheon, Rolls Royce, Schneider Electric, as well as several others, have also begun to actively recruit students from the GSCOM program and other functional specialties at the Moore School.

Confident students make better job candidates

Although the practical experience students gain through the program gives them a definite edge over other candidates during the hiring process, another aspect of the program may give them an even greater advantage. GSCOM students are able to complete a rigorous, year-long Lean-Six Sigma Green Belt certification training program offered through Sonoco Products’ partnership with the GSCPM center. At the end of the program, students have the opportunity to take the certification exam. Those who pass the exam and participate in a qualified consulting project are awarded a Lean-Six Sigma Green Belt certificate. As of December 2014, 550 of the program’s graduates had earned this certification. Many of them have remarked about how surprised potential employers were to learn during the interview process that they already had this certification. Companies typically spend at least a year and thousands of dollars for an employee to obtain Green Belt certification.
Jeff Rehling  DIRECTOR, CENTER FOR MARKETING SOLUTIONS
Jeff Rehling, director of the Center for Marketing Solutions, says their “win-win-win” approach to gaining practical experience for the school’s marketing students is the center’s first priority. He is working on developing quality partnerships with a diverse set of companies that will collaborate with the school on full-time hiring, internships, student/class projects, guest lecturing opportunities and other activities.

All three groups of stakeholders — students, faculty and the partner companies — can, and do, “win” through these partnerships. Students have the chance to apply what they’ve learned in the classroom to a real-world marketing project. Faculty members make sure the research they are doing and what they are teaching is relevant to the marketplace. Corporate partners receive solutions to problems they might not have been able address because of time or budgetary restraints, while at the same time gaining access to talented, highly skilled, experienced students when recruiting.

Diverse learning opportunities for a broad field

Marketing projects managed through the Center for Marketing Solutions span several broad categories:

- Marketing/consumer research (both qualitative and quantitative)
- Data mining using advanced analytical modeling to generate accurate customer segmentation
- Marketing strategy and new product launch planning
- Integrated communications, which includes developing communications strategies, positioning and messaging for businesses, incorporating traditional, social and digital media

Rehling envisions a fifth category as a potential growth area for the center: sales strategy and sales leadership. Pointing out that sales and marketing go hand-in-hand and that many marketing graduates begin their career in sales, he says the center can make considerable inroads in preparing students to succeed in this type of position.

To increase the number of hands-on opportunities available to students, the center works with companies to offer a variety of real-world learning experiences, including case competitions, semester-long practicums and an assortment of projects ranging from intensive, two-week “boot camps” to eight-week workshops and full-semester consulting projects much like those in the GSCOM program.

Going (more) global

Rehling also hopes to build on the Moore School’s reputation for excellence with regard to its International MBA program to attract global corporations who will want to partner with the Center for Marketing Solutions. The center has already collaborated with multinational companies such as Coty, which recently sponsored a team of six International MBA students to conduct a market basket analysis — a comprehensive assessment of what items tend to be bought with one another on a given shopping trip.

Other businesses and organizations the center has collaborated with include Ingersoll Rand, ESPN, Textron’s E-Z-GO and various Jacobsen divisions, Long’s Drugs, Cromer’s P-Nuts, Epworth Children’s Home and the South Carolina Department of Juvenile Justice.

The road to success is a two-way street

The Center for Marketing Solutions has a fee-based membership program for businesses that want to collaborate with the center on a regular basis. The fees are used to cover the cost of the projects, including faculty members’ time outside of the classroom, software licenses and research fees.

“We’ve grown at a faster pace than we ever expected,” says Rehling. “In the spring of 2014, we did 10 projects — the most we’ve ever done in one semester. This past fall we executed another eight projects. Best of all, a number of our students, both graduate and undergraduate, have been hired by companies that partnered with us on projects. Just being able to include that experience on their resume gives them a definite edge in a very competitive field. And for our corporate partners, they’re getting creative solutions to real problems, first-hand exposure to future talent and the chance to give back. It’s been a lot of fun to see this grow and make a difference in people’s lives.”
Managing human capital is increasingly important to organizational success, and the Riegel & Emory Human Resources Center is dedicated to helping firms address that challenge. It does so through a unique partnership between the university and a dedicated group of senior HR executives. These executives represent a diverse set of firms, including General Electric, Boeing, Shell, ExxonMobil, Bridgestone, Sonoco, Eaton, Ingersoll Rand and Coca-Cola.

The center is focused on promoting research designed to increase our understanding of critical HR issues and on developing programs and curricula to ensure that the Moore School is producing top HR talent. The center emphasizes creating direct connections between the talent being developed in the Moore School’s HR programs — particularly the Master of Human Resources (MHR) — and members of the advisory board. The collaboration allows for an exchange of knowledge, feedback from executive mentors and opportunities for students to apply concepts learned in the classroom in real-world settings.

**Engagement through program development**

Developing the right talent for the future is a difficult task and requires insight and input from diverse stakeholders. At Riegel & Emory board meetings, members engage in thorough discussions about evolving organizational needs in the HR arena. Ongoing exchanges between faculty and board members help to ensure the program and the curriculum incorporate the latest developments in the field and provide students with the most critical skills and competencies.

**Board members engage on many levels with students**

One mission of the Riegel & Emory HR Center is to assist students in the MHR program in securing top-level positions after they earn their degrees. Through a number of center initiatives, board members have meaningful opportunities to work directly with students to help prepare them for leadership roles in HR.

Board members sponsor internships that are structured to ensure significant learning experiences for the students. Participating companies provide field study and consulting projects that allow board members, as well as other staff within their organizations, to work closely with a team of students on HR challenges within their firms. Board members also serve as guest lecturers, offering live cases to classes that allow them to tackle challenges and problems the executives are currently confronting. They offer leadership development exercises for students in the program and engage staff from their firms to help assess and coach students regarding developmental needs.

These programs help participating companies identify the right talent for their firms from the MHR program or other USC programs. And many board members hire talent within the program and work to provide meaningful career opportunities within their firm.

**Providing insights for HR research**

Yet another function of the center and the advisory board is to encourage highly relevant, rigorous research at the school — the kind of research that not only has implications for professional practice but also positions faculty members as thought leaders within the industry. Ongoing exchanges with board members and regular board meeting sessions helps to inform the research agenda among Moore School HR faculty. Board members benefit from learning about faculty research and can help facilitate research by providing data access.

**Building lasting partnerships**

A hallmark of the center and the advisory board is the opportunity for engagement on many levels, creating deep partnerships between the school and advisory board members. According to Moore School Senior Associate Dean for Research and Academics Brian Klaas, many board members form strong attachments to the Moore School. “They value the professional connection they develop with the program,” says Klaas. “It’s a two-way, give-and-take relationship. We give them access to the newest talent as well as exposure to cutting-edge research, and in return, they collaborate with the center to influence and contribute to the industry.”
Not all students set their sights on a career with a Fortune 500 company. Some plan to make their mark on the world by starting a business of their own. According to Forbes, more than half a million new businesses are started in the United States each month, but an even higher number of employer businesses shut down each month. This indicates that although the spirit of entrepreneurship is robust, there’s a great need to educate and inform aspiring individuals (and organizations) about how to successfully establish a new venture. That’s the mission of the Faber Entrepreneurship Center, which was established in 1997 in part through an endowment from two USC alumni, Tim and Karen Faber.

Making the first step far less difficult

One Faber Center initiative has gained tremendous momentum in just a few years. The Proving Ground, a business plan competition that was first held in 2010, has become one of the largest competitions of its kind in the country. It’s designed to identify and accelerate new business ideas in three categories — technology, innovation and social impact. Any student at the university can compete in the Proving Ground. In the first year of the competition, 22 plans were submitted and a total of $2,200 was awarded. By 2014, the competition had grown to more than $80,000 in sponsor prizes and support, and more than 75 plans were submitted for consideration.

Students throughout the university can also gain access to entrepreneurial mentoring opportunities by participating in the Entrepreneurship Club, which the Faber Center started in 2008. Those who have a business plan and are ready to set the wheels in motion can seek assistance from the USC/Columbia Technology Incubator, an economic development program implemented to support the development of “homegrown” startups that are based on knowledge, technology, research or intellectual property.

Budding entrepreneurs who have an idea for a new business, but no concept of how to make it a reality, can turn to the USC Instigator, a resource created in 2012 to help students explore the viability of their business ideas. Through the USC Instigator program, students receive support from faculty members as they prepare a business plan. Dirk Brown, director of the Faber Center, says most universities have incubator programs, but the USC Instigator program is a relatively novel concept in that it supports students and entrepreneurs in the very initial stages of developing their ideas and business models — before they have even developed a plan.

Like many of the other centers at the Moore School, the Faber Center promotes experiential learning through in-depth consulting projects as part of the students’ coursework. In the Advanced Issues in Entrepreneurship course, students work in teams of three or four under the direction of a faculty member to provide a local business with solutions or practical recommendations to address a specific problem or objective. Currently, the center facilitates approximately 30 of these projects each year.

While the center has focused predominantly on students, it also engages extensively in research programs and commercialization projects. The center works in conjunction with the South Carolina Research Authority, the South Carolina Department of Commerce, the South Carolina Chamber of Commerce, various schools and colleges at USC and a broad range of other entities to bring inventions and innovative technologies developed at USC and throughout South Carolina into the marketplace.

“Initially, the concept of risk management focused almost solely on insurance to protect an organization’s assets and safeguard against potential threats,” says Greg Niehaus, director of the Moore School’s Center for Risk and Uncertainty Management (RUM). “Then, businesses began to manage their financial risk through the use of hedging derivatives. During the last few decades, a much broader perspective of risk management has emerged. Enterprise, or holistic, risk management takes the view that an organization should consider all potential risks, not just those that can be insured or hedged against. All risks are important and should be managed consistently, whether a firm is exposed to currency or interest rate risk, has a liability exposure or a risk that could limit its ability to sell its products — or even a political risk, given the growing number of international businesses.” Niehaus calls attention to the fact that while risk management often focuses on the downside aspects of risk and uncertainty, good risk management practices also help organizations take full advantage of new opportunities and thereby increase their value.

**Building on a strong base**

One of the RUM Center’s objectives is to enhance educational programs for students. The Moore School has offered a risk management and insurance major for about 30 years, and U.S. News & World Report in 2015 ranked the program #11 in the nation. The RUM Center plans to build upon the program’s existing strengths in risk management and insurance while expanding the scope of the curriculum to align with the broader enterprise risk management viewpoint, says Niehaus. This expansion, which will be accomplished with the assistance of co-director George Krempley, will lead to greater opportunities for students, faculty and external constituents, Niehaus noted. Krempley brings a wealth of experience in both academia and the insurance industry.

To accomplish this, the center has engaged the expertise of its advisory board members, who include senior executives from a diverse range of national and international companies such as Boeing, Travelers Insurance, Wells Fargo, Balfour Beatty Construction and Starbucks. The center also has a partnership with the Security Executive Council, a research and advisory firm that helps security leaders in their endeavors to protect their organization’s human, physical and information assets.

Niehaus also serves on the Business Analytics Initiative Task Force, and noted that both the RUM Center and the Business Analytics Initiative offer insights that apply to all business disciplines. Students can put their business analytics and risk management skills and experience to use in an immense range of career choices.
Three additional centers focus on building the Moore School’s thought leadership in international business and accounting, and most recently on the immense challenges and costs of executive succession.

**Continued leadership in international business**

**Folks Center for International Business**

The recently created Folks Center for International Business, named in honor of Distinguished Professor Emeritus Randy Folks, operates primarily to ensure that the Moore School actively and deeply engages with organizations in the United States and around the world that routinely employ individuals with expertise in international business. The center works with its partners to ensure that the curriculum offered across international business programs at the school meets their needs, and these partners validate their support by hiring international business graduates from the school.

Providing internship opportunities is a natural extension of partner engagement with the school, and as members of the center, partners gain access to the thought leadership of the international business faculty at the Moore School. The center also coordinates experiential learning projects between its partners and faculty and students of the school, offering innovative, value-added solutions to international business problems faced in the field.

**Expanding success in accounting education**

**Center for the Advancement of Accounting**

The Center for the Advancement of Accounting was launched in March 2004, with the mission of increasing awareness and promoting private support of the School of Accounting. In the past year, the center has:

- Assisted in providing technology upgrades for faculty and student use.
- Engaged in education program development.
- Sponsored events and programs featuring professional and academic speakers.
- Provided reference materials for departmental and student use.

In addition, gifts to the center support faculty research and academic travel.

In January 2014, the center established a board of directors to expand its efforts and enhance its connections to the business community.

**Solving challenges in corporate executive succession**

**Center for Executive Succession**

Research shows the increasing prevalence of forced turnover among CEOs, and it has been estimated that as many as 30 percent of C-suite succession decisions end up being mistakes, at enormous cost to the organization — in both direct and indirect costs. And while executive succession presents a huge risk to corporations, little is known regarding how to do it well.

Last year, the Moore School created the Center for Executive Succession to bring university-level research and direct support to member companies to address issues surrounding executive succession. The center’s mission is to leverage existing expertise in the school’s management department to provide cutting-edge knowledge to our partners and establish the Moore School as a world leader in executive succession knowledge. Corporate members of the center will have access to objective knowledge about the issues, challenges and best practices regarding C-Suite succession, and its board of directors will guide research and curriculum development.

**Eight Research Centers**

- Center For Global Supply Chain and Process Management
- Center for Marketing Solutions
- Riegel & Emory Human Resources Center
- Faber Entrepreneurship Center
- Center for Risk and Uncertainty Management
- Folks Center for International Business
- Center for the Advancement of Accounting
- Center for Executive Succession

**Collaborating with 90 Corporate Partners**
Wrestling big data with business analytics

Those who understand and can apply business analytics — the science behind turning vast quantities of available data into information a company can use to optimize its processes, people and profits — will be among the most highly sought-after job candidates in the years ahead, not only in the United States, but worldwide.

It is estimated that the need to support “Big Data” will create an additional 1.9 million information technology jobs in the United States alone by 2015, and a recent Forbes article referred to “data scientist” as one of the “hottest jobs in IT.” Business professionals with proficiency in business analytics are in short supply, and the Moore School is committed to closing this gap.

One way the Moore School plans to accomplish this goal is through the formation of the Center for Applied Business Analytics. Once officially established, the center will help build capacity in the field of business analytics across the Moore School and the university. The center will be led by Stacey Mumbower, a research assistant professor of management science, who says the plan is to work with member companies to obtain real datasets that students can use in classes and projects. “Giving students the opportunity to work with real company data, while exploring problems that companies actually face, will go a long way in getting them ready for jobs after graduation,” says Mumbower.

Another initiative that’s leading this charge is the creation of the Moore School’s Business Analytics Initiative Task Force, established two years ago in part through a generous financial gift from North Carolina-based data analytics software firm SAS. Similar to the Center for Applied Business Analytics, the task force’s mission is to determine how to best prepare the school’s students to meet the surge in demand for graduates who are “doubly marketable,” as SAS put it — graduates who have a deep understanding of data analytics and substantial business expertise. With these initiatives, Dean Peter Brews is accelerating the application and integration of business analytics across all business disciplines in the school.

Some for all, more for some

According to management science professor Mark Ferguson, who chairs the task force, the school’s immediate goal is twofold: First, provide a program that will raise the overall level of skill in business analytics for all Moore School students. Second, offer advanced training and experiential opportunities for students who want to take extra classes to distinguish themselves in this area.

Students who perform well in prerequisite courses will have the opportunity to enroll in a new foundational course that provides advanced knowledge in databases, working with “messy data” and cloud computing. Those who do well in that course will be eligible for specially designated elective courses that will be taught “at a higher level, with more hands-on training,” says Ferguson. These students will also be able to participate in a consulting project through one of the school’s other centers that have business analytics components.

Ferguson, who leads a student consulting project each semester through the GSCPM Center, says those projects have become much more data-intensive in the last few years. “Companies are looking for this skill set in the students,” he says.

Consulting projects at the Center for Marketing Solutions, which currently are offered only to graduate students, are typically also data-intensive. Ferguson noted, though, that one reason these projects have not been available to our undergraduate students is because the school did not have the infrastructure in place to provide these students with the skills required to tackle such projects.

Sought-after specializations

The Moore School will introduce a new undergraduate concentration in business analytics this fall. The 12-hour concentration must be taken in conjunction with a major — so, finance majors will take a concentration in financial data analytics, marketing students in marketing data analytics and so on. “What this provides for students is a deeper understanding of the specific data and analytical questions they’ll be facing and a specialized skill set to address those questions,” says Nancy Buchan, associate dean of undergraduate programs.

At the graduate level, the Moore School began offering classes a year ago that MBA students can take to qualify for certification in business analytics. Ferguson says there has been “incredible interest,” with more than half of the school’s graduate students wanting to enroll in these classes.

Additionally, Mumbower offers analytics software workshops and boot camps for students. She has also been instrumental in forming the Business Analytics Club, a flourishing new student organization that is attracting members from across the campus, including health, IT, retail/hospitality management, pharmacy, statistics and computer science majors. She also serves as the faculty advisor of the club.

1 www.gartner.com/newsroom/id/2207915
Did you know? Have you heard?

Catch up with fellow Moore School alumni. Class notes are NOW ONLINE at moore.sc.edu/alumni

Keep us updated! Let us know what’s going on in your personal and professional lives! We love hearing where your Moore School education has taken you, what’s going on in your personal life and about all of the great accomplishments you’ve made — and so do your fellow alumni.

Send updates to alumni@moore.sc.edu
Moore School students shine at the John Molson MBA International Case Competition

BY KERRY EGAN

Each year in January, 36 teams from some of the best MBA programs around the world arrive at Concordia University in Montreal, Canada, for the John Molson MBA International Case Competition. It's the largest, oldest and most prestigious international case competition in the world.

That the Darla Moore School of Business is invited every year speaks to the school’s international reputation, according to the team’s coach, Professor Patrick Demouy — but that the team does as well as it does, year after year, speaks to the dedication and hard work of the students.

“The key is that the students put in an enormous amount of effort,” Demouy said. “When they go to the competition, if they go all the way to the finals, they’ve put in close to 100 hours during just that week in preparation, presentation and other activities. Prior to that, we spend weeks going over practice cases and making certain the students have the tools that allow them to be successful.”

This year’s team, Alex Bill, Bailey Glenn, Kyle Jansen, Autumn Maguire and Michael Peter, made it all the way to that final round. Their third-place finish is all the more impressive because the team was made up of first-year students, instead of the more typical second-year MBA students. This year’s team was also unusual in that while three of the students are MBA candidates, two are in the Master of Human Resources program.

The competition runs Monday through Saturday. In the first round, teams compete head-to-head in a round robin with five other teams in their division. Teams are given a case to read and three hours to prepare a 25-minute presentation, followed by 15 minutes of questions. They have no Internet connection or outside research. In that first round, one of the five cases is a “live case” in which a Fortune 500 company presents a real business problem. Students are given reading material for the case, a one-hour presentation by executives and a one-hour question and answer period. They then have another three hours to prepare their presentation.

After the first round come the semifinals. Three teams make it to the finals on Saturday.

The experience is rigorous at best, but winter weather and canceled flights can make just getting to the competition its own challenge. This year, the team was delayed by weather for an entire day; last year, they arrived in Montreal just two hours before the competition began — without luggage. After a quick shopping trip and some borrowed neckties, the team was ready to go.

The incredible benefit to students, however, outweighs any hassles Mother Nature can throw. “This style of competition allows you to get a real understanding of how all the different parts of your education fit together to turn out a finished product,” Demouy said. “It’s marketing, finance, overall business strategy. It’s essentially as close to being a real consultant as you can get.”
Lifting the veil on executive succession

BY KERRY EGAN

When a Fortune 500 company announces a new CEO, the public hears impressive sound bites about the careful process used to select the new leader.

But what really happens behind the scenes is usually a far more complicated story — and one that’s often shrouded in secrecy.

Professor Patrick Wright is uncovering the real process companies go through when selecting C-suite-level executives. That process, he says, is like an iceberg. “When you get behind the veil and start doing confidential interviews with people, you realize that most of what’s going on is below the waterline. The part that we see is dwarfed by the maneuvering, machinations, egos and politics below.”

Through an innovative research program called the “HR@Moore Survey of CHROs,” Wright conducts confidential interviews and surveys with chief human resources officers from dozens of companies. The surprising insights of these surveys have resulted in several reports that explore various challenging, and often hidden, aspects of CHROs’ work. It also led Wright to found the Center for Executive Succession last year at the Moore School.

The center strives to be an objective source of information for human resources executives who are tasked with guiding and advising boards on C-suite hiring decisions. “We’re trying to understand those informal, below-the-waterline processes, and where these processes go wrong,” Wright said. “We can provide knowledge to the people making these decisions, whether it’s a checklist or a framework, to help them make better decisions and minimize the number of mistakes in choosing a top-level executive.”

While the ambitions and egos involved in C-suite succession might have the makings of a juicy television drama, the results of those mistakes are all too real — from millions of dollars lost to searches and severance packages to layoffs that ripple across the workforce. That human cost is what drives Wright in this work. Understanding and implementing best hiring practices could help prevent the fallout that a poor executive choice has on an entire organization.

The surveys have another beneficiary: Moore School students. Whenever Wright brings CHROs to campus for interviews, these leaders expose students to the strategic view of human resource management. At the same time, these executives have the chance to meet and become aware of the quality of students at the school.

Wright’s groundbreaking work has been recognized by both business and academic communities. He was named one of the 20 “Most Influential Thought Leaders in HR” last year by HRM Magazine, and has been named in the top 20 for the past four years. Wright was also awarded the 2014 Michael R. Losey Human Resource Research Award for his contributions by the Society for Human Resource Management.
Moore School students win prestigious Richter Scholarship for supply chain management five years in a row

BY LESLIE HAYNSWORTH

“I think it was the real-world experience that set me apart.”

That’s how Katherine Beach, ‘15, credits the hands-on curriculum in global supply chain and operations management (GSCOM) at the Moore School with helping her win a coveted Richter Scholarship, which will provide not only financial support but also high-level mentoring as Beach begins her career in supply chain management.

Remarkably, Beach is the fourth of five Moore School students in a row to win the Richter Scholarship — a feat that’s particularly notable for a GSCOM program that graduated its first students in 2008. As a Richter Scholar, Beach joins Moore School alumnae Stephanie Bedard, Renata Blachut and Mackenzie Mylod, who were awarded the Richter in 2011, 2012 and 2013 respectively, and current Moore School junior Shahan Din, who was recently named one of just eight 2015 Richter Scholars nationwide.

Moore School students have been so successful in the competition for these coveted awards largely because of the hands-on opportunities the GSCOM program affords them, said management science professor Sanjay Ahire. “Every serious contender for the Richter Scholarship has an outstanding academic record,” Ahire noted. “What sets our students apart are the broader capabilities and skills they’ve developed through their consulting projects.”

The GSCOM program puts select students to work on supply chain and operations improvement consulting projects for corporate partners such as Sonoco, PricewaterhouseCoopers and Coca-Cola or community organizations like Columbia’s Harvest Hope Food Bank. Collectively, Moore School students have saved these corporate partners millions of dollars through their recommendations about how to optimize their supply chains or improve their operational procedures.

Din, who will intern this summer for Amazon, has worked with Pet Supplies Plus as a consultant to develop a better process to manage inventory in its Columbia store — and, in turn, was able to help the retailer cut down on waste and improve efficiency. His leadership on this project and as president of the Food Recovery Network, a campus organization that provides leftover usable food to shelters, led in part to his winning the Richter scholarship. Sandy Lukasik, executive director of the R. Gene Richter Scholarship Program for the Institute for Supply Management, called Din “the complete package.”

Beach, who worked on projects for both Harvest Hope and PwC, feels her consulting work allowed her to demonstrate “a different mastery of supply chain knowledge, as well as a committed interest to supply chain management” that helped her Richter application stand out. She will begin her career working for McKinsey in New York City this fall.

That level of success competing for such top honors, says management science professor and Center for Global Supply Chain and Process Management Managing Director Jack Jensen, bodes well for the GSCOM program’s future. Ranked 12th in the nation among all supply chain programs by Gartner and recognized as the youngest program in the top 20, the Moore School’s GSCOM program also has a track record of stellar job placements. In 2014, GSCOM graduates had the highest starting salaries among all business majors. “We really challenge our students,” Jensen said. “Students who want an exciting, dynamic career and are willing to work hard need to explore GSCOM.”

That’s exactly why Din was drawn to the field. “It’s a field where I can be a leader and give the most to whatever organization I am working for,” he said. “To me, supply chain management is about finding the things that can be made better and taking action to improve them.”

As Richter Scholars, Beach, Bedard, Blachut, Din and Mylod join a strong network of supply chain managers that will remain valuable throughout their careers. “While you are awarded a very generous scholarship,” said Beach, “the greatest value of the program is the mentorship and exposure. The extremely supportive network of people who are either previous scholars or supporters of the scholarship has meant the difference to me in helping me decide where I see my career going and what the best path is to get me there.”
First USC public work of art installed at the Darla Moore School of Business

BY LESLIE HAYNSWORTH

Thanks to generous gifts from a world-renowned artist and a major insurance company, the Moore School’s Charles S. Way, Jr. Palmetto Court is now home to a striking piece of sculpture. “Eternal Flame,” by Mexican artist Leonardo Nierman, is the first in what University of South Carolina President Harris Pastides hopes will become a series of significant public works of art placed around campus.

At the December 1 dedication ceremony for the sculpture, Pastides said it embodied his vision for “imagination in a very public space — a space that is accessed daily by thousands of students, faculty, staff and visitors.”

Standing more than 18 feet tall and made of highly polished stainless steel, the sculpture was donated to the school by Nierman himself. Shipping and installation costs were paid by Colonial Life & Accident Insurance Company. “We know excellent education and a thriving arts culture are important to a vibrant business community,” said president and CEO Tim Arnold. “Colonial Life has had a strong partnership with the business school for many years. So working with the university to sponsor this sculpture placement was a great fit for us.”

Nierman’s worldwide reputation as a painter and sculptor makes the Moore School, as one of the world’s leading centers of international business education, a particularly fitting home for his work. And with its sweeping, dynamic lines and strong sense of upward movement, “Eternal Flame” adds a spirit of energy and momentum to the courtyard at the heart of the Moore School.
USC startup competition pays out over $80K in prize money

BY LESLIE HAYNSWORTH

A senior and a Professional MBA student at the Darla Moore School of Business were two of the big winners in the 2014 Proving Ground competition, which offered more than $80,000 in prizes to members of the University of South Carolina community whose business startup ideas showed promise of being the “next big thing.”

Hosted by the Moore School and sponsored by the school’s Faber Entrepreneurship Center along with Avenir, Fluor and Maxient and others, the Proving Ground invites would-be entrepreneurs to compete “Shark Tank”-style for seed money and other startup support. This year’s competition drew more than 75 submissions, of which eight were selected as finalists.

Presenting before a standing-room-only audience in the Moore School’s 250-seat BlueCross BlueShield of South Carolina Lecture Hall, the finalists competed for four cash prizes, each of which was supplemented with $5,000 worth of support from the USC/Columbia Technology Incubator.

Senior marketing and risk and insurance major Mike Meyers won the $20,000 Fluor Innovation Prize for Tradeversity, his startup that provides a localized online marketplace exclusively for university communities.

PMBA and pharmacy student Zackary Mercer took home the $20,000 Avenir Discovery Prize for his concept Out of Stock Rx, which connects hospitals to outsourcing facilities, providing them with access to medications they didn’t previously have.

“This is surreal. It’s exciting to see people using our product to solve a problem,” said Meyers.

Music students Kathleen McKinney and Brenton O’Hara won the Maxient Social Impact Prize for Project Opera Camp, and a team of four business and engineering majors — Stefano Montali, Parker Moore, Jonathan Peterson and Jonathan Rice — won the SCRA Technology Ventures Fan Favorite for UTrack.

Dean Kress, associate director of the Faber Entrepreneurship Center, says the Proving Ground showcases an entrepreneurial spirit on campus that continues to grow.

“It’s amazing, really. In five years we’ve seen this competition grow from $3,000 to $83,000 in prize money and startup support, and the quality of the concepts and final presentations gets better and better,” Kress said.
Two Moore School MBA programs celebrate big anniversaries

BY LESLIE HAYNSWORTH

Two innovative MBA programs at the Moore School celebrated major milestones recently: The Professional MBA graduated its 40th class in 2013 and the Master of International Business Studies (MIBS)/International MBA turned 40 in 2014.

Launched to provide graduate business education to South Carolina’s working business professionals, the Professional MBA was a pioneer among part-time MBA programs, particularly for its innovative use of television and other instructional technologies to reach a student population that was spread throughout the state.

Today, the Professional MBA’s 3000+ alumni include many of South Carolina’s most prominent business leaders. Innovative use of technology continues to be a hallmark of the program, which serves hundreds of students each year at its seven locations: Aiken, Bluffton, Charleston, Charlotte, Columbia, Greenville and Spartanburg.

Professional MBA alumni, current students, faculty and staff celebrated the program’s 40th anniversary at a tailgating party prior to the Gamecocks’ April 26, 2014 baseball game against Alabama.

MIBS and International MBA alumni marked their program’s 40th anniversary at a weekend-long celebration that included guest speakers, panel discussions, class dinners and a tailgate at the USC-Furman football game.

Launched in 1974 as the Master of International Business Studies (MIBS) program, it was one of the first master of business programs in the nation to offer a sustained focus on international business. In subsequent decades, as more business schools recognized the importance of training students to succeed in international markets, the Moore School’s International MBA has continued to be recognized as one of the nation’s best. Currently ranked #1 in the nation by U.S. News & World Report, it has been ranked in the top three international MBA programs in the nation for more than 25 consecutive years.

As the International MBA enters its fifth decade, it is being supported by the newly launched Folks Center for International Business, named for Moore School professor Randy Folks. Folks was instrumental in launching and running the MIBS/IMBA program and whose 40+ years of thought leadership in international business education were also celebrated at the anniversary weekend.
Grand opening event

The Moore School celebrated its grand opening on September 12, 2014. The event drew close to 600 attendees, including many state and local officials, as well as numerous leaders from the business community.

1 With the ringing of the ceremonial “opening bell,” Darla Moore officially opened the new building bearing her name.

2 Building architect Rafael Viñoly

3 Dean Peter Brews

4 The ceremonial “opening bell”
The new Darla Moore School of Business

The Moore School’s new home is a vibrant center of business education, which can be seen in every facet of the building.

1 Exterior at Greene and Park streets
2 SCANA Study Commons
3 One of many outside terraces
4 The learning level
5 BlueCross BlueShield of South Carolina Lecture Hall
Darla Moore portrait unveiling

The latest portrait by London-based artist Ralph Heimans, best known for his official portrait of Queen Elizabeth II for her Diamond Jubilee in 2012, does not reside in one of Europe’s art galleries or museums but in the Moore School. Heimans helped unveil his portrait of financier and philanthropist Darla Moore on March 20.

1 From left, USC President Harris Pastides, Darla Moore and artist Ralph Heimans

2 Darla Moore portrait

3 Ralph Heimans
31st Annual Business Leadership Dinner and Awards Ceremony

More than 300 Moore School alumni and friends came together to honor the 2015 Distinguished Award Winners on April 23. The honorees included three alumni and one distinguished faculty member.

1 2015 award recipients, top row from left, Distinguished Young Alumnus Keshiv A. Desai (MBA ’02), executive director, Morgan Stanley; Distinguished Young Alumnus Sidney L. Giddings IV (PMBA ’06), vice president of operations, Wyndham Vacation Ownership; bottom row from left, Distinguished Alumnus David J. Comeau (MIBS ’85), president, Asia Pacific Biscuits, Mondelez International; Distinguished Service Award recipient William R. “Randy” Folks Jr., distinguished professor emeritus, Darla Moore School of Business

2 The award vases

3 Randy Folks

4 David Comeau

5 From left, Nilam Agrawal, Keshiv Desai, Kristen and Sid Giddings
BY LESLIE HAYNSWORTH

If you had the chance, how would you shape the future of the Moore School?

Thanks to the University of South Carolina’s ambitious Carolina’s Promise giving campaign, alumni and friends of the Darla Moore School of Business are helping to shape the school’s future to an unprecedented degree by contributing funds that will support our students and enhance our faculty and facilities for generations to come.

With a goal of raising $1 billion campuswide and $100 million for the Moore School, Carolina’s Promise will transform our students’ experience in countless ways. Recent gifts have done everything from sending students on life-changing study abroad trips, to paying for enhancements to our new building, to providing faculty with funding for research that enhances their ability to be thought leaders in their fields. And, as always, scholarship support makes it possible for deserving students to receive a Moore School education regardless of their financial situation.

The Carolina’s Promise campaign comes to an end on June 30. If you’re one of the 6,800 Moore School alumni who have already contributed, thank you! If you haven’t given yet, there’s still time to make your contribution.

To learn more about giving options, visit moore.sc.edu/supportmoore. To start a conversation about giving opportunities, you can reach our advancement team at giving@moore.sc.edu or 803-777-4645.

Gifts of all kinds and sizes have an impact — particularly at this transformational moment in the Moore School’s history as a fresh vision for business education and a new building have enhanced our visibility and created a strong sense of excitement and momentum.

How can you make your mark? The possibilities are endless and the specifics are entirely up to you. If you’ve ever thought about how your support could change the Moore School’s future, now is the time to explore the possibilities.

CAROLINA’S PROMISE
Freeman Foundation gift sends Moore School students to China and Japan

BY LESLIE HAYNSWORTH

The Moore School’s reputation as one of the world’s leading centers for international business education opens doors for students not just because of our outstanding faculty and worldwide partnerships with other leading business schools but also because of the investments leading companies and organizations make in our international activities. Case in point: Annual gifts from the Freeman Foundation over the past two years have sent 40 Moore School undergraduates and International MBA students to China or Japan and, in many cases, have provided them with more immersive experiences than they would have had otherwise.

That kind of immersive study abroad, says Moore School Senior Associate Dean for International Programs and Partnerships Kendall Roth, can make a big difference in what students learn about international business.

“The Moore School is committed to experiential-based learning,” Roth says. “And perhaps there is no other subject area that benefits as directly from experience abroad as international business, where travel affords students the opportunity to study, observe and interact with diverse cultures and socioeconomic systems.”

Moore School students recognize the value of a first-hand global perspective in increasing numbers too. Over the past 20 years, the school’s study abroad program has quadrupled in size. But even as more students seek international experience, overseas travel remains prohibitively expensive for many. That’s where the kind of support the Freeman Foundation offers can have a significant impact.

“The Freeman Foundation provided me with the ability to travel outside of the United States, on my own, for the first time in my life,” says international business and accounting major Anna Grace Gentile. “I learned about different Chinese cultures in more ways than imaginable.”

“The Freeman Foundation’s award provided me the financial flexibility to live off campus, in a more immersed and local environment,” says International MBA student Drew Candebat, who also received Freeman funds to study in China. “From the salons and restaurants beneath my window to the lady who sold me breakfast from her street cart, it was always a new experience and a way to gain insight into a culture very different from my own.”

Established by Mansfield Freeman, a co-founder of American International Group Inc., the Freeman Foundation is dedicated to augmenting international understanding between the United States and the nations of East Asia.

Being a repeat recipient of Freeman funding is, says Roth, a significant validation of the Moore School’s international programs. “Very few individuals have done as much to promote mutual understanding and cultural awareness between Asia and America as has the Freeman family through the Freeman Foundation,” Roth says. “Their review and support of our Asia activities helps me have confidence that our initiatives in the region have the right focus and are adding value to our students.”
All great business schools have deeply engaged alumni. The Moore School has added more than 7,000 undergraduate alumni during the last decade and has developed the Young Alumni Board as part of a comprehensive strategy to have a connected, engaged and invested alumni body.

“Young alumni represent our school’s future and have great enthusiasm for being part of the school’s success,” says Susan Wheeler from the school’s office of advancement, “and we need to engage their excitement and energy for the benefit of the school.”

The board was created in 2014 to deepen the connections between recent graduates and the school. It offers unique social and networking opportunities and gives young alumni a chance to help shape the future of the Moore School through robust involvement and philanthropy.

Gabe Cossio (BA ’11), the inaugural chair of the board says that young alumni owe it to themselves and their fellow Moore School graduates to be involved in the life of the school. “We all need to be active stewards of the school’s future. That means giving back of time, talent and treasure.”

The board is made up of 14 alumni from the Columbia area, with plans to expand its reach beyond Columbia in the coming year. Each member of the board signed a pledge to make a financial commitment annually and will be asking peers to do the same.

From providing job and internship opportunities, to mentoring and guest lecturing, to making financial commitments, an active alumni base makes the school a better place for current and future students.

The active participation of all alumni is critical to our school’s future and we invite you to be a part of this progress and move forward with us. To learn more about the Young Alumni Board or about other ways you can get involved, please contact Susan Wheeler at susan.wheeler@moore.sc.edu.
Ever since graduating in accounting from the University of South Carolina, Jimmy, ‘82, ‘83 MACC, and Patti, ‘82, Addison have been solid supporters of the Moore School. They have consistently contributed to the Annual Fund and even started a scholarship fund dedicated to accounting students.

“And we always knew that one day we’d do a separate planned gift to the University,” says Jimmy, senior vice president and chief financial officer for SCANA Corp. in Columbia. That day came sooner rather than later thanks to a matching gift opportunity from Moore School benefactor Darla Moore. The Addisons completed a simple, yet tax-smart, gift arrangement that will designate the Moore School as a beneficiary of their 401k retirement plan — and receive a full match to boot.

The Addisons know the value of a USC education. Their oldest son graduated from USC Aiken with a degree in business administration (finance). Their second oldest son attended the SC Honors College and graduated from USC with a degree in international business and finance. Their daughter graduated from USC with a degree in Early Childhood Education, and their youngest son is a senior at the Moore School. And because of their wise planning and generosity, future generations of USC students will get the educational foundation they need for their own success.
The Proving Ground is where students can learn firsthand what it’s really like to come up with new ideas, build a concept and pitch it in front of an audience to a panel of judges,” Grden says. “Those are skills that are so important in entrepreneurship. They’re learned by doing, by practicing, by being around other entrepreneurs. This contest is very much simulating business reality.”

“In support of the entrepreneurial spirit: Nancy Grden’s gift to the Faber Entrepreneurship Center

BY KERRY EGAN

Growing up in Pittsburgh, Pa., Nancy Grden (MBA ’82) didn’t set out to be an entrepreneur. As she recalls her childhood, though, she realizes that the seeds were always there. “As I think back, I was always doing new stuff,” she explains. “I was always leading new activities and new games. I was always talking to my teachers about doing things in new ways. These were things that I didn’t realize were entrepreneurial at the time, but as it turned out, they really were.” After a career in building and guiding start-up companies and leading innovative projects in established corporations and government, Grden has come to strongly believe in the importance of recognizing, nurturing and supporting entrepreneurial thinking — a desire to try new things, think in new ways and create something new — wherever it may be.

It’s why Grden is supporting the Faber Entrepreneurship Center at the Moore School with a generous gift over four years. “The primary reason that I made a gift to the Moore School, and specifically the Faber Entrepreneurship Center, is the fabulous work the center is doing,” she says. “It’s an amazing university resource, fostering not only new businesses but also entrepreneurial thinking across the campus. These are skills that can be taught not just to business students, but to students of all interests, whether you’re a student in arts and letters, or a student in medicine, or sciences or public service. We need entrepreneurs with all those backgrounds.”

Grden’s gift will be used specifically to support the Proving Ground, the center’s entrepreneurial competition. The contest gives USC students from any discipline the chance to compete for cash prizes and mentorship for their new businesses in a hands-on way.

Her hope is that the gift will support the creation of real-world businesses, which will solve real-world problems. But she also hopes that it will encourage others to make gifts to the Moore School and Faber Center. “I want to make sure that the concept of doing these events will continue on through other sponsors and other organizations as well,” says Grden. “I’d like to be a catalyst for others to do the same thing.”
How do you thank someone whose advice and insight changed your life? Moore School alumnus John Harloe (History ’74, MBA ’75) decided to do so in a way that would not only honor a valued mentor but also have a lasting impact on the lives of generations of future Moore School students.

Harloe, who serves as managing director of the small cap equity portfolio at Barrow, Hanley, Mewhinney & Strauss in Dallas, Texas, says a career in business wasn’t even on his radar until he landed in a class with finance professor Travis Pritchett in his final semester of college. Pritchett saw potential in Harloe’s work and encouraged him to pursue an MBA.

Over the years, Harloe continued to feel that he owed much of his professional success to Pritchett, and created the S. Travis Pritchett Investments Scholarship in honor of his mentor.

Traditional scholarships underwrite recipients’ tuition. The Pritchett Investments Scholarship does that and more — it provides a stipend to support recipients while they complete summer internships on Wall Street. The goal, Harloe says, is two-fold: to make hands-on experience in the nerve center of the financial sector more affordable for Moore School students and to expose leading financial service companies to the expertise students bring to the table.

Harloe hopes the Pritchett Scholarship will foster more of the kind of mentoring he received in his undergraduate years. “A great deal of who I am today is a result of my days at Carolina,” he says. “I cannot tell you how wonderful the feeling is to give back to the school. Every year one student will receive a fellowship in Travis’ name, reminding everyone of his great works and inspiring other professors to make a difference in the lives of their students.”
Alumna Mary Ruffin Childs (BS, Management) recently joined the Moore School staff as director of alumni engagement. In that role, she is responsible for programming that builds and enhances relationships with Moore School alumni, donors and corporate partners to promote meaningful engagement.

Childs most recently served as assistant executive director of marketing, membership and communications at the USC Alumni Association. As a graduate of Leadership Columbia and a past president of the Junior League of Columbia, she deeply values volunteerism and community involvement. She looks forward to connecting with and strengthening the network of 45,000 Moore School alumni around the globe and together extending the Moore School’s powerful brand.

Childs is committed to exploring how the Moore School can serve all of its alumni. She welcomes input from all alumni and friends at any time and can be reached at maryruffinchilds@moore.sc.edu.
Calling all alumni... Stay Connected. Stay Engaged. Stay Invested.

Alumni are the Moore School’s most important assets. Everything we do to build and protect the school’s reputation, awareness and quality is designed to meet a lifelong obligation to the alumni who earned degrees from the Darla Moore School of Business.

We are taking decisive steps to increase the rigor of every business discipline, shaping our graduate and undergraduate programs to anticipate the needs of business and adding new dimensions to our overall curriculum.

You can help us reach our goal of making the Moore School one of the finest business schools in the nation — a goal that benefits not only our students but every one of our alumni.

**STAY CONNECTED** by learning about innovation and academic excellence at the Moore School — and make sure we have your current contact information.

**STAY ENGAGED** by attending regional alumni activities, providing jobs and internships, participating in conferences and continuing education or visiting the school as a guest speaker.

**STAY INVESTED** by making a donation to help us continuously build academic programs, graduates — and a school — of which every Moore School alumni can be proud.

Your greatest contribution to your school is your involvement — connecting with students, classmates and professional colleagues — and sharing your knowledge and perspectives. Become an ambassador for the Moore School.

Update your contact information today and learn more about how you can become involved by contacting our Office of Alumni Engagement.

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