When Jennifer and Samuel Massoni needed some professional advice about financing the 1998 launch of New England Peptide, Inc. (NEP), they turned to the Small Business Development Center (SBDC) at Clark. With the aid of the Center’s Michael Holbrook, who helped them craft an appropriate business plan, they soon secured the desired funding. Then, after building the company to 12 full-time employees, they returned to the SBDC last winter in search of something far different—market intelligence. Holbrook saw NEP’s latest need as an ideal project for GSOM’s capstone Management Consulting Projects course.

“The most important thing I learned from the NEP project,” says M.B.A. student Matt Poch, “is the critical role communications play. The understanding you have of a client’s objectives and expectations might not be entirely accurate, so obtaining clarity at the outset is essential.” Poch led the project team that also included M.B.A. students Beth Cook and Michelle Huang. As a senior quality control analyst at Genzyme, Inc., Poch was the only team member with knowledge of biochemistry, so he was the obvious choice for team leader.

The Massonis founded NEP to serve the needs of researchers in biotechnology and pharmaceutical laboratories in both the private and government sectors. Such research frequently uses small amounts of custom-synthesized peptides, described most simply as a type of protein compound, such as insulin. Peptide production requires an investment in specialized technical expertise and equipment that a single research lab’s needs rarely justify. At large chemical companies, custom peptide production is commonly a very small part of their business and therefore receives limited management attention and investment. Working in the peptide industry for eight years, the Massonis noticed that the needs of researchers for high-quality custom peptides synthesized in small batches were not well served. They established NEP to address this market.

**New course opens window onto startup company**

It’s a crisp October day as you stride across campus to one of your new M.B.A. courses. You’ve studied the issues and are confident about your grasp on the subject company’s predicament. The professor, however, opens the session by announcing that the company’s CEO was just fired that very morning. What’s more, even your professor didn’t know it was going to happen.

Welcome to the realm of the real-time case.

“The case-study method, long a staple at business schools, has some severe limitations,” says George Gendron, GSOM’s entrepreneur-in-residence. The biggest drawback of cases, he finds, is their brevity. Typically six-to-eight pages long, they give students a very limited amount of information. In reality, managers must continually sift through an onslaught of information and identify what is truly relevant.

Another major shortcoming is that students absorb and analyze the information in a quite orderly and peaceful setting that has little similarity to the often-chaotic environment of a startup. “Entrepreneurs call it the ‘fog of war,’” Gendron says. “Even graduates of top business schools confess to being ill prepared for coping in such an environment.”

The course grew out of a discussion between Gendron and James Theroux, a management professor at the University of Massachusetts, Amherst. Theroux had an idea for closing the gap between case studies and reality. Instead of analyzing a carefully constructed case in which the professor knows the twists, turns and final outcome, the class would analyze a “live” case as it unfolds in the real world. All it required was a willing start-up company.
“Attending yesterday’s alumni gathering may be the most fruitful move in my recent job search, thanks to Michael Salmon’s presentation, which connected me with other GSOM alumni,” said Juliana Wong M.B.A. ’02 about a GSOM alumni reception held at the Cyprian Keyes Golf Club in Boylston, Mass., on June 22.

Wong was among 32 GSOM alumni at the event, which featured a talk by Michael Salmon, author of the book “Super Networking—Reach the Right People, Build Your Career Network, and Land Your Dream Job” and founder and CEO of M. Salmon & Associates of Framingham, Mass. Salmon presented an overview of SuperNetworking strategies for use in career advancement, business development and personal contacts. GSOM alumni learned key steps in developing and presenting an “elevator pitch,” creating a value proposition and applying effective human relations. As part of the SuperNetworking presentation, three alumni had the opportunity to role play their elevator speeches for observation and critique by Salmon and the audience.

Feedback from the alumni about the presentation and role playing was overwhelmingly positive. Several alumni expressed the desire to attend a half-day in-depth workshop on networking, which could be offered by Salmon to Clark alumni in the future.

Engaging students in the art of management

The question “Is management an art or a science?” is an important one for management educators, because the answer influences how we conduct our classes and engage our students. The answer to the question, of course, is that management is both an art and a science. As a science, there are important theoretical and factual knowledge bases that we must teach. However, teaching the art of management calls for a very different pedagogy.

As with any art form, practice and subsequent reflection on what has been learned are critical if students are to succeed as managers who can lead with integrity, confidence and sound judgment. Clark University and GSOM embrace a student-centered, experiential approach to education. We call it “active learning” and the goal is to help our students make the connection between theory and experience.

Active learning—learning by doing—happens through an internship, a simulation or a class consultation project. This issue of Connect showcases projects that provide our students unique learning opportunities rooted in firsthand experience. Take professor Keith Coulter’s Advertising and Promotions course, for example. For a class project, students developed a much-needed marketing plan for a New York-based sporting-goods company (see page 1). And in Entrepreneur-in-Residence George Gendron’s Real-Time Case course, students analyze an actual start-up company as it develops. Not only is this course on the leading edge of management education, but it gives students a superb opportunity to peer into the daily operations of a young company (see page 1).

As GSOM alumni, you can enhance the learning experiences of our students by providing real-world connections, so please think of us if you have internship or consulting opportunities within your organizations. You can also help by sharing your professional knowledge and experiences with our students, as a guest speaker, a mentor or an industry resource.

As always, we at GSOM wish you ongoing success. I look forward to working with you this year, while Dean Edward Ottensmeyer is pursuing his research interests in business management during his well-deserved sabbatical. Keep in touch. Let us know what’s happening in your lives. Our doors are always open to you.

Priscilla Elsass, GSOM Acting Dean pellass@clarku.edu

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Panera Bread’s recipe for success

On Shaich ’76, CEO and chairman of Panera Bread, knows what it takes to build a successful, national company. He founded Au Bon Pain, an up-scale food-service company, in 1991. After acquiring the St. Louis Bread company in 1996, Shaich had a vision for something different—the now highly popular Panera Bread restaurants. George Gendron, GSOM’s entrepreneur-in-residence, recently caught up with Shaich to discuss the evolution of Panera Bread and Shaich’s own evolution as an entrepreneur.

Gendron: What’s the difference between doing it the first time and doing it the second time?

Shaich: If wisdom comes from experience, experience comes from banging your head against the wall… What matters, certainly from my experience of doing it a second time, is not so much that I’m fighting the same battles I fought the first time around but that it informs and creates a set of perspectives that allow me to compete in the new world.

Gendron: Can you give me a specific example?

Shaich: In the first iteration of my life, I thought that everything was driven by profits, the outcomes. But I began to discover that the outcomes were simply byproducts of something else. I spent the next 10 to 12 years of my life not just focusing on outcomes, but on the drivers of the outcomes, or the key initiatives that created those byproducts. Over the last five years or so, as Panera has become more of an institution, I’ve become increasingly focused on not just the initiatives but on the capabilities of the people and where they, in turn, can drive the initiative.

Gendron: It’s a very interesting observation—outcomes versus drivers. Is that something that can be taught? Or is that something you only learn by experience?

Shaich: I think it can be taught. As an example, in 1994 and 1995, the world was starting to change. The Starbuck’s were starting to emerge, and all of a sudden, Au Bon Pain, which had once been very special, was actually being experienced by consumers as something pedestrian. It led me and a couple of the people I worked with for many years to go around the country and try to figure out what was going on in the world. It led to something that I now call commodification, or driver specialness. Some people are calling it “trading up” or “affordable luxury.”

Every trend is a reaction to something else. Post-World War II, everything was local. Where I grew up in New Jersey, there was a local beer, a local bakery. But in the early 1990s, every major business in America was consolidating, and people began to wake up and say, “I don’t want to be part of this mass market.” Post-World War II McDonald’s and Burger King were special, but by 1990, there are 5,000 fast-food units in America. Sixty percent of the buyers go through the drive-thru. Fast food had become the essence of a commodified product, and people wanted real food; they wanted food that they respected… In the early 1990s, we began to have a vision for this kind of thing as part of these massive trends that were playing out in our commercial society.

Gendron: You answered this in response to a question: What’s the difference the second time around? And I think you said there are several differences.

Shaich: I think that there’s this sense of my own progression. The reason I started to tell you about this is that we spend, and have spent, a lot of time at Panera educating people on getting focused on the key initiatives and letting the byproducts take care of themselves. I think for me, very personally, after you do this so many years, you always feel like it’s going to fall apart. It’s amazing how things survive.

All knowledge comes from iteration, from trial and error, and now it’s burned inside your belly, it’s internalized. All those experiences—if you’re smart, and you make sense of them, and you try to tell the truth—add up to something.

Gendron: You sound like you guys are having a lot of fun.

Shaich: Certainly it’s a lot more fun right now than it was going through all those changes. I went through three years where our stock was flat, the Internet was booming and everyone would look at me and say, “You’re a washed-up food guy.” I had a board that wanted to sell the bread company. I’ll tell you what is the most amazing to me, the most gratifying. You believe in something in your heart. You go out and sell it, you tell the story of it. But it’s still not there yet, right? Then it actually happens, and it’s better than you ever thought. It blows me away.

Gendron: It’s astonishing.

Shaich: It’s stunning, and we don’t take it lightly. Maybe, I wouldn’t say that I have fun. There are moments of really having fun, but there’s a tremendous sense of responsibility. Because I realize how we got here. Yes, there’s good, there’s success; I get to do it my way. But let me tell you something—it owns me. You go into the shower and it’s on your shoulder. You drive into a parking lot, you see 500 cars and you realize people are depending on you.

Gendron: Go back to what you were saying a minute ago about that sense of having a vision. Was there kind of a moment of epiphany when you said, “Wow—this is real”?

Shaich: I started to see the volumes. Just to give you a sense, we’re doing the highest volumes of any food-service company outside of casual dining. We are doing 20 percent more than a McDonald’s. J.D. Powers Associates just did their rankings in customer satisfaction. We came out number one out of 110 companies in this country.

Gendron: I want to talk just a minute about Operation Donation.

Shaich: This is a neighborhood bakery, and it’s got to be “of the community.” It can’t be “to the community.” Operation Donation is a mechanism or a means to do that. It’s a cohort of all of our contributions. We match contributions within our store and we give away perhaps $15 million to $20 million worth of profits. It’s a code word for all of our charitable and neighborhood programs.

Part of a continuing series of conversations with alumni entrepreneurs who challenge convention.
Teaching tomorrow’s business leaders

Clark Trustee Chair, alumnus discusses relationship between Clark and GSOM

On July 1, Lawrence Landry B.S.B.A. ’71, M.B.A. ’75 became chair of Clark University’s Board of Trustees. Landry brings to the board a wealth of experience in finance and management, and the perspective of being both an undergraduate and M.B.A. alumnus of the University. In his new role at Clark, Landry has some interesting insights into the relationship between the University and GSOM.

“It’s unique to find a management school of GSOM’s caliber set in a university of Clark’s size,” Landry notes. “The University’s size, its focus on research and its tradition of interdisciplinary thinking exert a strong influence on its approach to teaching tomorrow’s business leaders.”

At larger universities, Landry says, it’s more difficult for faculty to get to know one another. But at Clark and GSOM, faculty easily become well acquainted with their colleagues, both within their department and in other disciplines. This higher level of familiarity fosters more interdisciplinary thinking that subsequently permeates both teaching and research. It’s common at Clark, for example, to find professors in the sciences, social sciences, humanities and other disciplines pursuing research projects jointly, he notes.

Clark and GSOM also attract a significant number of international students. This, too, is a major advantage for those preparing to lead companies and organizations in an increasingly global economy, says Landry. A diverse student body, like Clark’s, exposes students and faculty to a variety of cultures, economic systems and viewpoints that help develop strong cross-cultural communication and interpersonal skills.

Landry believes Clark’s and GSOM’s scale provides another major advantage.

“Active learning is something to which the entire University is committed,” he says. “Our goal is to provide every student with opportunities for hands-on learning. For GSOM students, this means working with real companies to solve real problems.” GSOM’s size and flexibility enable it to be highly responsive, and companies, as well as students, benefit from these projects. Alumni should remember, Landry notes, that GSOM can be a valuable problem-solving and recruiting asset for students, faculty and alumni. It greatly enriches the educational experience and better prepares students for leadership positions in the contemporary marketplace.

“For Landry, GSOM’s position as an integral part of Clark University is a major asset for students, faculty and alumni. It greatly enriches the educational experience and better prepares students for leadership positions in the contemporary marketplace.

“As evidence,” adds Landry, “you only need look at the considerable business accomplishments of GSOM alumni, whether it’s launching new companies or managing global enterprises.”

Our goal is to provide every student with opportunities for hands-on learning. For GSOM students, this means working with real companies to solve real problems.

—Lawrence Landry B.S.B.A. ’71, M.B.A. ’75, chair of Clark University’s Board of Trustees

Landry is president and CEO of Westport Advisors, an investment management firm that concentrates on private markets. Prior to founding Westport, Landry served as the chief investment officer of the John D. and Catherine T. MacArthur Foundation for 10 years. His prior affiliations with Clark include two terms as trustee and six years as the University’s vice president and treasurer. Landry was also a member of the former Board of Visitors and former President’s Council. He and his wife Jan have hosted alumni events at their home in Florida and are members of the Jonas Clark Fellows. They established the Jan and Larry Landry University Professorship at Clark in 1997. In recognition of his service and commitment to the University, Landry received the Distinguished Service Award, the highest commendation given by the Clark Alumni Association. Landry’s other academic experience includes positions as treasurer and chief investment officer at Swarthmore College and Southern Methodist University, respectively.

Stay Connected to Clark

Join the Clark Alumni Online Community —www.clarku.edu/alumnicommunity— and get access to these services, all free:

• Password-protected alumni directory
• Career Services Center
• Permanent E-mail
• Class notes
• Information about alumni communities in your area

Visit us on the Clark Web site

• Read more about GSOM at www.clarku.edu/mba.
• Read about GSOM professor Mary-Ellen Boyle’s Business Ethics course at www.clarku.edu/research/courseroadmap.

Such interdisciplinary thinking is an essential skill for managerial success in today’s marketplace, Landry adds. “For managers to be knowledgeable in a given discipline is no longer sufficient. They also must know how to effectively relate their respective areas of expertise to other aspects of management.” Learning to explore management problems from diverse perspectives better prepares GSOM students for the complexities they’re likely to encounter throughout their business careers.
Class project a homerun for students and business

Projects that directly engage students in helping companies address current challenges provide learning opportunities rooted in firsthand experience (see stories page 1). The companies that partner with GSOM on these projects benefit substantially, as well. GSOM’s Advertising and Promotion course, taught by professor Keith Coulter, is a prime example.

Knowing the expansion would require a well-conceived marketing campaign, Coulter worked with Modell’s to transform the company’s need for a marketing plan into a class project. The class was divided into 10 work groups, each permitted to choose either the Modell’s project or another based on Necco’s Clark Bar. Six groups chose Modell’s.

The students invested some four weeks in the research phase, gathering data on market demographics, media coverage, costs and other relevant information. After integrating the data, each group designed a marketing plan, including a comprehensive, task-based budget built on actual costs. Finally, they delivered formal presentations of the plans in class. Coulter says Modell’s even considered inviting the students to New York for the presentations, but end-of-semester demands precluded the trip. Instead, he presented the company with recordings of the presentations and the detailed reports that accompanied them.

“The students invested substantial amounts of time in doing the research and meticulously crafting the campaigns,” Coulter says. “They even included ad layouts and scripts for commercials. They did an excellent job.”

When Mitchell Modell, CEO of New York-based Modell’s Sporting Goods, spoke at GSOM’s Leadership Series in March 2004, he mentioned his company’s intent to expand its 105-store chain into Massachusetts and New Hampshire.

“‘It was one of the best presentations in which I’ve ever participated,’” says Poch. “We analyzed the structure of the overall market for custom peptides, obtained market data on more than 40 competing suppliers and profiled the many users of custom peptides.”

Each team member focused on a different segment of the research. They met weekly with Holbrook who tracked their progress, providing guidance and input when needed. All three team members worked full-time, so these meetings also served as project work sessions. On completing the research, the group applied their findings to sales and marketing recommendations for the company. The project culminated with a formal presentation to NEP management at the company’s Gardner, Mass., facilities in April.

“‘It was one of the best presentations in which I’ve ever participated,’” says Poch. “We thoroughly knew our material, presented our well-founded recommendations, and knowledgeably answered the client’s questions.” The team also presented NEP with a 125-page report of their findings and recommendations.

NEP management was duly impressed by the team’s efforts. “They exceeded our expectations,” reports Sam Massoni. “The hours they invested, the data they logged, and their conclusions and recommendations were valuable. It provided a lot of useful information we just didn’t have time to pursue ourselves.”

Not only do students learn more from real-world projects, Coulter explains, but the companies gain a wealth of data and diverse creative ideas for which consulting firms charge substantial sums.

“Unlike case studies, doing real research, such as contacting television stations to obtain actual costs, made this project really exciting,” says M.B.A. student Peter Dreher. “It really is a win-win educational approach for both companies and students,” says Coulter.

Modell’s president and COO Robert Stevenish, who became a Clark trustee last year, told Dean Edward Ottensmeyer that he was highly impressed with the outcome. According to Stevenish, copies of the students’ work have been distributed to Modell’s managers and district managers and some of the recommendations are being implemented, such as establishing relations with local minor league teams and contracting with various media outlets. In addition, the students’ statistical analyses are being used by Modell’s buyers. To express the company’s appreciation, Stevenish says Modell’s will contribute $5,000 to GSOM to support marketing education.

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Based on the team’s diligent work, NEP has been able to guide its new sales staff toward the most promising market opportunities and is bolstering its Internet marketing effort. There’s definitely been an increase in sales, Massoni reports.

Regarding the SBDC, Massoni says he can’t say enough good things about how helpful they’ve been. “Michael Holbrook has been extremely helpful in our efforts to build NEP into a viable enterprise. It’s also rewarding to provide Clark students, who are a valuable resource, with some firsthand experience.”

The Management Consulting Projects course, taught by SBDC Consultant John Rainey and SBDC Senior Counselor Michael Holbrook, is an ideal partnership among the University, GSOM, the business community, M.B.A. students and the SBDC. To date, more than 170 students have participated in 41 projects and contributed more than 18,000 consulting hours to local businesses.

Manager's, students profit... continued from page 1

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The Clark University Small Business Development Center (SBDC), which is funded through state and federal grants, offers free and confidential management assistance to start-up, early-stage and growing businesses. Last year, the SBDC assisted approximately 1,000 businesses in Central Massachusetts and helped them obtain more than $16 million in financing. For more information, visit: www.clarku.edu/offices/sbdc or call 508-793-7615.

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Executive-in-residence shares global experience

Executives-in-residence provide a critical link between classroom learning and the realities of business. This year, GSOM students have the opportunity to learn first-hand about the challenges of international business from Peter Rowley who recently retired after nearly four decades as an international sales and marketing executive at IBM.

A graduate of Australia’s University of New South Wales, Rowley worked in a variety of senior management capacities during his 37 years at “Big Blue.” He served as CEO, general manager, vice president or operations director on six continents.

Success in international business, Rowley has found, requires strong focus in three major areas. Uppermost is understanding the markets where your company operates. “We have a global economy,” he explains, “but there are vast differences among its markets.”

The second factor is speed. Competitors can sometimes move faster to capture a given market, thereby hindering or blocking your efforts. Third is finding the right people. Recruiting and training is difficult and time consuming, so companies need programs that continually develop management and leadership consistent with corporate objectives.

Rowley advises students interested in pursuing international business careers to be as flexible as possible and ready to follow opportunities, wherever they arise.

“One other bit of advice appropriate for managers everywhere, but especially in the international arena, is to be an avid student of your company and know everything you can about it. Nothing harms the reputation of a company more, he adds, than a manager who is ill informed about his employer’s capabilities, management style and strategic objectives.

Rowley, who lives in Connecticut, is on campus frequently during the academic year to present seminars, counsel students and assist GSOM faculty. “Having a role in academia is something I’ve long sought,” he says. “And I’m excited to be here at Clark.”

Peter Rowley, longtime IBM executive, serves as GSOM’s executive-in-residence.

“New course opens...” continued from page 1

that would agree to have a passive observer present much of the time. The observer would inform the instructor and class, subject to a nondisclosure agreement, of the company’s daily activities. In exchange, the class would provide the company with a wealth of analysis and recommendations. Gendron thought the idea such an outstanding improvement on the traditional case-study method that he funded the first class. Taught at UMass, Amherst by Theroux, the class was deemed highly successful by everyone involved.

When Gendron and Theroux discussed a second real-time case (RTC) course earlier this year, Gendron expressed interest in teaching it himself—at Clark. Theroux agreed.

In September, Clark’s first RTC course welcomed 17 students. The subject company is DAFCA, Inc., a new, venture-funded, software firm in Framingham, Mass. DAFCA software helps engineers expedite the design of silicon chips. The students have been following and analyzing the company’s daily activities and business decisions as reported to them by Michael Hopkins, the case observer. Hopkins’ primary vantage point is a desk in the office of Peter Levin, DAFCA’s CEO. Students can access a restricted Web site 24/7 for updates from Hopkins and comments, discussion questions and assignments from Gendron. The class also occasionally interacts directly with Levin through videoconferences and an informal after-hours gathering.

“What makes the RTC course exciting,” says Gendron, “is that no one knows what will happen. As the instructor, you go to class with the major themes you’d like to address, but must always be ready for the unexpected.” Given the small class size and substantial analytical work, there is also a significant preparation burden on students.

This highly innovative teaching approach gives students a superb opportunity to peer into the daily operations of a young company. They often learn that what works smoothly in textbooks can be challenging to implement in real life. They also acquire a sense of the chaotic environment in which entrepreneurs must be able to function effectively.

According to Priscilla Elsass, acting dean of GSOM, the RTC course is a major advance in GSOM’s effort to link classroom learning more closely with the real world of business management.

“The real-time concept is certainly at the leading edge of management education.” —Priscilla Elsass, acting dean of GSOM

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“The real-time case concept is certainly at the leading edge of management education,” Elsass says.
Alumni Focus:

Francisco Ortuzar M.B.A. ’03

A management education from GSOM has made a significant impact on Francisco Ortuzar’s career. Ortuzar was recently promoted to CFO of Lider, the main division of D&S, a supermarket operator in Chile. The promotion came just seven months after he earned his M.B.A. at Clark and returned to D&S. He credits much of his success to the education he received at GSOM.

“Business practices in Chile and the United States do not differ too much, so the experience I gained at Clark helps me in a very competitive industry,” Ortuzar says. “The diversity I found at Clark’s Graduate School of Management has helped me in working with people from different backgrounds in Chile.”

Business practices in Chile and the United States do not differ too much, so the experience I gained at Clark helps me in a very competitive industry.

—Francisco Ortuzar M.B.A. ’03

Ortuzar was a real estate project manager at D&S for seven years before earning his M.B.A. As CFO of Lider, he manages the financial operation for 30 Lider supermarkets in Chile, as well as 21 Lider Vecino stores and 25 Lider express stores.

“Working at a retail company is very exciting to me,” says Ortuzar, who lives in Santiago with his wife Marcarena and their two children. “In the retail business, you have to be focused every day.”

As it turns out, Ortuzar is not the only GSOM graduate at D&S. Sebastian Rozas M.B.A. ’01 was recently promoted to real estate manager at the company.

Lawrence Norman ’94, M.B.A. ’95

Lawrence Norman returned to GSOM in September to talk to students about sports marketing from a global perspective. Norman, who is head of Global Sports Marketing—International Basketball for adidas, gave the students a hands-on marketing case. “Here is the adidas Game Day Lightening, an athletic shoe set to go to market this December,” said Norman, holding the shoe aloft. “You have 15 minutes to develop a global marketing plan for it.”

Breaking into teams, the students did just that. According to M.B.A. student Harsha Ragahaven, who participated in the presentation, “The shoe project was an excellent idea. It put me on the spot and tested my capacity for application. Fifteen minutes was ideal to keep the pressure on all of us. We focused on our best ideas rather than peripheral issues.”

As part of his work at adidas, Norman helped organize the adidas Superstar Camp in Berlin, Germany, held in July 2004 at the Max-Schmeling Halle. The camp featured 48 top high-school juniors from 20 European nations, as well as Israel, Senegal and Burkina Faso. During the four days, campers participated in intensive basketball training and English-language instruction. Basketball English was created and co-taught by Norman to present camp participants with some essential terminology and cultural elements unique to basketball. Norman also helped organize the Shanghai camp in May 2004 with 50 of Asia’s top young players and the Atlanta camp in early July with 200 participants.

Building a Better Business School

Thanks to the increasingly generous support of alumni, friends and corporate donors, GSOM has been able to strengthen its commitment to academic excellence. With a 2004-2005 goal of $150,000, your participation is more critical than ever.

To help us provide current students with the best possible learning experiences, please give generously when contacted by a student fundraiser this year. Or go to the Clark University homepage www.clarku.edu, click on “Alumni and Friends”; then click on “make a gift”; and direct your gift to GSOM. Or call 508-793-7503. Your gift helps build a better business school, which increases the value of your Clark degree.
The Tamarkin barbeque—A GSOM tradition

Every fall and spring, longtime GSOM faculty member Maurry Tamarkin and his wife Julie welcome current GSOM students, alumni and their families to their home for a good, old-fashioned barbeque. This fall, the barbeque was held on Sept. 11.

The barbeque grew out of the Tamarkins’ hospitality toward GSOM students. In the past, Maurry explains, they invited international students to their home for Thanksgiving or Passover, or just a regular dinner. They soon decided to hold a larger event for all GSOM students and a new tradition was born. After the first event, six GSOM students from South America introduced the Tamarkins to the meaning of “barbeque” in their native countries, which added smoked roasts and grilled chicken and sausages to the menu. In addition to enjoying a meal together, Maurry says, the barbeques include games of soccer, Wiffle ball, horseshoes, cards and chess, and maybe a walk in the woods. At the spring event, Maurry passes out cigars in honor of those who are graduating.

The Tamarkins began hosting these events because they enjoy getting to know the students at GSOM, especially the international students who have such different life experiences.

“Although the cookouts take some doing and are appreciated by the students, I am certain that we get more from the barbeques than they do,” Maurry says.

Professor Tamarkin has been at Clark for more than 20 years and believes that getting to know the GSOM students is a great bonus to his work. He loves to hear from alumni. Send him an e-mail with your news at mtamarkin@clarku.edu.