EVER TO EXCEL

Hippolochos begot me, and I claim him for my father; he sent me to Troy, urging me with frequent exhortations ever to excel, to hold my head above the crowd; not to bring shame to those who went before me, who were the brightest stars of Ephyre and far-flung Lykia, this is my inheritance, the heritage I claim for my own.

Iliad 6:206–211
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BOSTON COLLEGE

MBA PROGRAM

Carroll School of Management
Office of Graduate Management Admissions
140 Commonwealth Avenue
Chestnut Hill, MA 02467–3808
Telephone: 617-552-3920
Fax: 617-552-8078
Email: bcmba@bc.edu

To apply online, visit www.bc.edu/carroll

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LETIC programs. To request a copy of either of the above reports, please call the Office of the Financial Vice President and Treasurer at 617-552-4856, or send your
rates and financial support data is available. This report details participation rates, financial support, and other information on men’s and women’s intercollegiate ath-

Campus. The report also incorporates institutional policies concerning campus security, including Reporting of Crimes and Other Emergencies, the Safety Notification

available to any prospective student upon request: a copy of Boston College’s annual security report,

discrimination has occurred at Boston College may raise this issue with the Assistant Secretary for Civil Rights of the United States Department of Education.

are welcome to raise any questions regarding this policy with the Office for Institutional Diversity. In addition, any person who believes that an act of unlawful

Boston College rejects and condemns all forms of harassment, wrongful discrimination, and disrespect. It has developed procedures to respond to incidents of

origin, religion, color, age, gender, marital or parental status, veteran status, disabilities, or sexual orientation.

environment for all people and extends its welcome in particular to those who may be vulnerable to discrimination, on the basis of their race, ethnic or national

Boston College recognizes the essential contribution a diverse community of students, faculty, and staff makes to the advancement of its goals and ideals in an

veteran status, or disability, and to comply with state law prohibiting discrimination on the basis of a person’s sexual orientation.

designed to promote the Jesuit, Catholic principles that sustain its mission and heritage, to comply with all state and federal laws prohibiting discrimination

In compliance with the Higher Education Amendments of 1998, Boston College publishes and makes

ARMDIS RENO INFORMATION

The Carroll School of Management MBA Program builds on the experiences of its diverse individual achievements, our students all present a consistent record of taking

necessary or desirable, including changes in the course content, the rescheduling of classes and other academic activities, and requiring or affording alternatives

Boston College reserves the right in its sole judgment to make changes of any nature in its programs, calendar, or academic schedule, whenever it is deemed

member of the Graduate Management Admission Council (GMAC) and the New England Association of Graduate Admission Professionals. The Boston College

The Carroll School of Management of Boston College is accredited by the American Assembly of Collegiate Schools of Business (AACSB). The School is also a

Information Receptions and Information Panels held in Fulton Hall or at the Boston College Club, located in Boston’s Financial district, please contact us or visit our website: www.bc.edu/mba/mission.

Candidates may arrange for a campus tour or attend classes during their visit. To obtain a schedule of our MBA Information Receptions and Information Panels held in Fulton Hall or at the Boston College Club, located in Boston’s Financial district, please contact us or visit our website: www.bc.edu/mba/mission.

candidates finance their education. Our website contains information about the University-administered programs as well as a range of MBA loan options.

the evening MBA application process.

Candidates are required to take the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE). Dual-degree candidates may be eligible to waive the GMAT.

Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL) or the Pearson Test of English (PTE).

Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL) or the Pearson Test of English (PTE). All candidates must be graduates of accredited college or universities.

For more specific information regarding application requirements and deadlines for both the Full-time and Evening MBA Programs, please contact us.

Financial aid for the Carroll School of Management MBA Program is based on a number of factors including academic merit and financial need. The School offers a variety of

Admissions officers consider a range of attributes when assessing applicants. Since we are looking for evidence of leadership, we are interested in the extent to which

The Boston College MBA Program provides a range of merit-based graduate scholarships and fellowships to both domestic and international full-time students. The School offers a variety of need-based and merit-based scholarships to help students finance their education. Our website contains information about the University-administered programs as well as a range of MBA loan options.

admissions information

To this end, Boston College has designated its Executive Director for Institutional Diversity to coordinate its efforts to comply with and carry out its responsibilities

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Boston College recognizes the essential contribution a diverse community of students, faculty, and staff makes to the advancement of its goals and ideals in an atmosphere of respect for one another and for the University’s mission and heritage. Accordingly, Boston College commits itself to maintaining a welcoming environment for all people and extends its welcome in particular to those who may be vulnerable to discrimination, on the basis of their race, ethnic or national origin, age, sex, marital or parental status, veteran status, or disability, and to comply with state law prohibiting discrimination on the basis of a person’s sexual orientation.

Nondiscrimination Statement

In compliance with the Higher Education Amendments of 1998, Boston College publishes and makes available the following information to all students, faculty, staff, and prospective students:

Campus Safety and Security Program

In accordance with the Clery Act (the ‘‘Campus Security Improvement Act of 1990’’), Boston College is required to disclose crime statistics, as well as policies the University implements to prevent and respond to reported crimes. The following information is available to the public (students, faculty, staff, and prospective students) via Boston College’s Annual Security and Fire Safety Report.

The Boston College Annual Security and Fire Safety Report contains information regarding the following topics:

- Security Policies and Practices
- Emergency Procedures and Campus Map
- Crime Statistics
- Clery Act Guide to Campus Safety
- Non-Discrimination
- Nondiscrimination Statement
- Alcohol and Other Drug Information
- Campus Safety and Security Program

To view this information, please visit Boston College’s Office of Housing, Residential Life, and Student Conduct at http://www.bc.edu/housing. The Boston College Annual Security and Fire Safety Report is available in paper format upon request at the Boston College Office of the President or the Office of Housing, Residential Life, and Student Conduct.

The Campus Police Department can be reached at (617) 552-4800.

Boston College also provides important safety and security information to students, faculty, staff, and prospective students via its website at http://www.bc.edu/safety. The website includes information regarding security and safety policies, procedures, and resources, as well as emergency preparedness and response. Boston College encourages all members of the campus community to visit the website for the latest information on safety and security.

Campus Safety and Security Programs

Boston College is committed to providing a safe and secure environment for all members of the campus community. The University’s Campus Police Department is responsible for maintaining a safe and secure campus environment.

Emergency Preparedness

Boston College has established an Emergency Management Plan that outlines procedures for responding to various types of emergencies, including natural disasters, terrorist incidents, and other threats.

Emergency Notification System

Boston College maintains an emergency notification system to ensure that members of the campus community are notified in the event of an emergency.

Emergency Response and Evacuation Procedures

Boston College has established emergency response and evacuation procedures to ensure that all members of the campus community are able to respond quickly and safely in the event of an emergency.

Fire Safety

Boston College complies with all applicable fire safety regulations and guidelines. The University provides fire safety training and drills to ensure that all members of the campus community are aware of fire safety procedures and protocols.

Building Evacuation Drills

Boston College conducts building evacuation drills to ensure that all members of the campus community are able to evacuate safely and quickly in the event of an emergency.

The Carroll School of Management MBA Program provides a range of merit-based graduate assistantships and scholarships to both domestic and international full-time students. The University offers a variety of loan and work-study programs to help students finance their education. The website contains information about the Tuition and Fee Schedule as well as a course MBA program calendar, including tuition, fees, and times.

Campus Interviews and Visits

Interviews are available for the MBA Full-time Program. Boston College highly encourages interviews as part of the admissions application process. However, MBA applicants are strongly encouraged to conduct interviews in person, as the interviews are not valid for use in the admissions application process. Furthermore, MBA applicants are encouraged to visit the Boston College office in person or online to learn more about the MBA Program.

MBA Calendar

The Carroll School of Management MBA Program publishes a range of merit-based graduate assistantships and scholarships to both domestic and international full-time students. The University offers a variety of loan and work-study programs to help students finance their education. The website contains information about the Tuition and Fee Schedule as well as a course MBA program calendar, including tuition, fees, and times.
The foundation of the MBA experience at Boston College's Carroll School is a rigorous academic curriculum that provides each student with a breadth of knowledge in the disciplines of management, a depth of knowledge in a management specialization, and a wealth of practical management experiences. Overlaying this curriculum are opportunities for you to grow and develop personally as well as professionally.

The MBA Program at the Carroll School is designed to prepare each individual for a successful career in the management profession. This professional perspective, and the attention to lifelong development, begins on the first day that you arrive on campus and will guide you throughout your career. Our small class sizes allow you to work closely with faculty and staff beginning with the admissions process through the development of a personalized education plan and career strategy.

The environment at the Carroll School is competitive but collegial. Our motto is “Through cooperation and integrity we prosper.” We believe this motto, and we live it.

We thank you for considering the MBA Program at the Carroll School. And, we encourage you to investigate the opportunities that we provide for you to further your development as a management professional.

Professor Ringuest is associate dean for graduate programs. He holds an MS and a PhD from Clemson University and pursues research in management science with applications to problems in research and development, and technology management.
THROUGH COOPERATION AND INTEGRITY

WE PROSPER.
Successful alumni are the best measure of an MBA program’s ability to prepare its graduates for rewarding careers in the management profession.

Our graduates are leaders in a broad spectrum of enterprises — from innovative global corporations to fast-growing electronic business ventures. They are widely recognized for leading change through the skillful application of their knowledge, perspectives, and insights. They are distinguished by their strategic approach to business challenges and the pursuit of opportunities.

The graduates and faculty profiled in the following pages provide an introduction to the possibilities that await you at Boston College. Their achievements exemplify the personal and professional rewards of an investment in success: The Boston College MBA Program.
FULL-TIME MBA PROGRAM

Each year, 100 full-time students, in collaboration with our faculty, embark on a two-year experience-based MBA Program. We carefully select women and men who will bring a varied set of backgrounds and experiences to dynamic class discussions, team projects, and applied learning opportunities. While each class is diverse, our students share a desire for learning, personal growth, and professional advancement.

EXPERIENTIAL LEARNING AND TEAMWORK

The Carroll School was a pioneer in giving MBA students the experience of solving real business problems at real companies in real time. This principle is evident in the Management Practices sequence of core courses, which expose students to cross-functional learning through business simulations, professional consulting engagements, new business designs, and strategic analysis.

A MANAGEMENT LABORATORY

The first of the Management Practice courses is designed to accomplish three goals: provide an opportunity to develop interactive team skills, explore the organizational dynamics among various business functions, and examine how corporate social responsibility contributes to business success.

To accomplish these objectives, students are placed in teams and asked to run a business in a “lab-style” environment. Each team is challenged to integrate the lessons learned in their core MBA coursework by making management decisions over several years for a simulated company with a portfolio of products. Students then have the opportunity to address current business issues on a “live case” with a real company.

From the very first semester, our students learn to integrate multiple disciplines and social responsibility into their decision-making process as they apply management concepts in the business world.

ACTING IN ORGANIZATIONS

In the second semester of the first year, students learn to apply the tools and concepts they are learning in the classroom by providing consulting services to external clients. This intensive real-world project has long been a hallmark of the Boston College MBA Program.

Consulting clients include startup and small existing businesses, major multinational corporations, nonprofit organizations, and governmental agencies. While projects vary widely, each team is responsible for improving the client organization through analyzing a major challenge or opportunity and delivering practical solutions that meet their clients’ needs. Project examples include: devising a strategy for the introduction of a product or service; identifying potential acquisition candidates; creating and installing a new business process; evaluating large-scale operational practices; or developing a business plan for expanding overseas production capacity.
“I HAD HEARD ABOUT BC’S PROGRAM FROM MY SISTER, AND I WAS ATTRACTION TO THE SMALL CLASS SIZES, QUALITY OF THE FINANCE PROGRAM, AND TREMENDOUS EXPOSURE TO BOSTON’S MASSIVE TALENT POOL.”

MONICA CHANDRA
MBA 1987 • Senior Vice President, Strategy & Planning • Fidelity Investments
Boston, Massachusetts

AMIT CHANDRA
MBA 1993 • Managing Director – Partner Responsible for India
Bain Capital • Mumbai, India

Monica: I came to the United States to find a college that would meet both my educational needs and be able to provide me with financial assistance. I talked to various institutions in the region, and Boston College was the only one that heard my story and structured an education plan that fit my requirements.

Much of my career since graduating from Boston College has alternated between working for large corporations like former high-tech leader, Digital Equipment Corporation, and smaller businesses like the investment management startup website, Whatifi.com. Though the size of the companies has varied, the one common element throughout was the people. Working with a diverse group of individuals during problem-solving exercises in management courses at Boston College taught me that no matter how good your plans are, you must have a strong team in place that has the ability to work together, communicate effectively, and respect each other. Because, at the end of the day, it is the team that gets you to the finish line.

My experience with Boston College was so rewarding that when my younger brother started talking seriously about moving forward in the business world, I encouraged him to look at Boston College. That’s the advantage of being a big sister: Your younger brother will listen to you.

Amit: After spending over two years in the field as an engineer, I wanted to broaden my professional horizons. I had heard about BC’s program from my sister, and I was attracted to the small class sizes, quality of the finance program, and tremendous exposure to Boston’s massive talent pool.

My experience working in an international environment at Boston College proved invaluable as I returned to an India that had just begun to integrate with the global economy. The Finance faculty provided me with a strong foundation in the concepts of corporate finance and investments. After earning my MBA, I returned to India and spent 13 years at DSP Merrill Lynch Limited — India’s leading investment bank — starting at the bottom and eventually rising to become its senior-most country officer during a period of extraordinary growth. I left last year to pursue my entrepreneurial ambition to set up one of Asia’s leading alternative investment platforms, in partnership with a few outstanding professionals.
In my first job, at Habitat for Humanity, my supervisors made me stretch, pushing me to do things outside my skill set. I started as a volunteer coordinator and by the end of my time there, I was supervising construction projects, including one in Puebla, Mexico, that involved building 100 houses.

Going for my MBA was the next step. I had an economics degree but little knowledge of marketing, finance, and accounting. I chose Boston College from the three schools that I applied to. Now I can’t see myself anywhere else. The students’ close relations with each other and with the faculty are not duplicable in other schools’ programs.

Working on the MBA Consulting Project team has been one of my most valuable experiences at BC. I learned about dealing with team dynamics — how to draw out people’s strengths — as well as managing workloads, breaking a problem into its parts, finding and using information resources, and creating and delivering a top-quality report.

Our team’s client was Tillotson Corporation, a leading latex product manufacturer with land in northern New Hampshire. Proud of its environmental record and community involvement, Tillotson wanted to put an eight-turbine, 24 megawatt wind installation on their property in New Hampshire. Should they co-manage the project with an experienced wind developer? Take an equity stake and leave the management to someone else? Lease or sell the land to a wind developer?

Our team split into subgroups to tackle these questions. Rob and Poonlert studied the financials; Simran, Kristy, and I did the qualitative analysis and writing; and Kristy did our wind analysis.

After a study that took each team member some 300 hours, we recommended that Tillotson co-manage the project. We not only looked at return on investment, but also at the client’s history as a good corporate citizen and a good neighbor.
“It seems as if everyone is doing teams these days. But at Boston College, we help our students develop the ability to facilitate productive interactions that will generate results.”

VINCENT O’REILLY • DISTINGUISHED SENIOR LECTURER, GRADUATE PROGRAMS
### Full-Time MBA Program Curriculum

<table>
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<tr>
<th>Year 1/Semester 1 (16 Credits)</th>
<th>Year 1/ Semester 2 (16 Credits)</th>
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<td>Managing People and Organizations (2)</td>
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<th>Year 2/ Semester 1 (12 Credits)</th>
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Our students work in active partnership with their clients. They learn to distinguish between symptoms and root causes of problems, to define their scope, and to develop plans to resolve them that can be implemented with measurable results. Students often enjoy exceptional access at their client companies, gaining industry insights and the perspectives of senior management.

The prestigious Diane Weiss Consulting Competition, named in memory of an outstanding BC MBA Program graduate, is the exciting capstone experience of a demanding year of applied learning and professional growth. Each consulting team presents its work to the faculty, and finalists are chosen to make formal presentations before a panel of judges composed of CEOs and senior managers from leading companies. Teams are judged on the quality of their analyses, the feasibility and creativity of their proposed solutions and recommendations, and their performance as a cross-functional team. Top-ranked consulting teams earn prominent recognition and cash awards.

BUSINESS PLANNING AND ENTREPRENEURSHIP

The emphasis on applied learning continues in the second year of the MBA Program with the Business Plan Project. Having applied their knowledge in a simulation and then to an existing company, students now are challenged to plan and develop a business of their own. Working in teams, students take an idea for a product or service from concept to the completion of an investment-grade business plan.

Teams may originate the business concept at the core of each plan. Alternatively, teams may choose to develop an idea presented by outside entrepreneurs, companies, and research laboratories at the Venture Idea Open House held early in the semester. As they develop their own plans, teams receive coaching, feedback, and interim evaluations from faculty, Boston College law students who evaluate relevant legal issues, and designated industry mentors.
At the conclusion of the course, each team delivers a written business plan for a new venture, which will include analysis of the market and industry in which the business will compete, a viable financial and organizational structure, a risk assessment, a marketing strategy, and, as appropriate, an explanation of an underlying technology, manufacturing process, and/or service delivery system. The project culminates in formal presentations in a competitive format to faculty, peers, and executives in the business community, including entrepreneurs and venture capitalists.

The Business Plan Project furthers several objectives. Regardless of their career paths, students benefit from experiencing entrepreneurship as a way of thinking and acting. Students take away skills with significant future utility in approaching intrapreneurial opportunities, such as restructuring an internal system, penetrating international markets, launching new products and initiatives, or spinning off an existing business.

“We hire individuals with strong values, an impressive work ethic, and a hunger to succeed in all of their endeavors. Boston College produces more graduates with those characteristics than many other leading business schools.”

FRANCIS A. DOYLE  •  BA ’70, MBA ’75  •  PRESIDENT & CEO, CONNELL LIMITED PARTNERSHIP  •  BOSTON, MASSACHUSETTS

MANAGING IN A CHANGING WORLD

In the capstone course of the MBA Program, students are challenged to look toward the future and draw upon their experience and MBA coursework in order to develop strategies for corporate development, growth, and competitive positioning. Current industry trends and projections, in-depth market analyses, and the most recent management innovations play a critical role in this case-and project-based culminating class.

The final project asks student teams to put themselves in the position of the executive team of an existing company and to address an issue of future concern to the organization. For example, the team may be asked to identify a strategic alliance that the company should consider. The project would involve a comprehensive analysis of the strategic alliance with a final report submitted not only to the course instructor, but also to the company CEO. Students come away from this class with an ability to integrate their experience, their coursework, and their analysis skills, and to use each of the components to develop a comprehensive management strategy.

In developing these skills, students are not just culminating the MBA Program — they also are preparing themselves for lifelong learning and are gaining the ability to adapt and develop throughout their careers. The sequential progression of courses begins with a general management perspective and gradually infuses the students’ areas of specialization as they develop their particular expertise. This sequence of management practices offers students the right blend of theory and experiential learning to prepare them for their postgraduate careers and long-term leadership positions.
“MY SPECIALIZED COURSEWORK AND INTERNSHIP EXPERIENCE MADE ME A HIGHLY MARKETABLE CANDIDATE FOR BRAND MANAGEMENT POSITIONS POSTGRADUATION.”

MATTHEW SMITH
MBA 2006 • Brand Manager • Global Male New Products • Procter & Gamble • Boston, Massachusetts

Prior to attending BC for my MBA, I worked in the advertising agency industry, managing domestic ad campaigns for Fortune 500 companies. While partnering with my clients to build, launch, and communicate their brands’ messages to consumers was an exciting role to play, I wanted to have a much deeper responsibility for the brands, moving from solely managing promotional efforts in the United States to managing the brands’ entire marketing mix on a global scale. This meant a career shift, and I understood that for me to take that road open-eyed and prepared, I needed to have not only the core business skills, acumen, and exposure to the principles and challenges of international management, but also real-world brand management experience.

BC’s demanding yet highly interconnected, flexible curriculum provided me with a sound foundation in classic business principles. And, through first-year core and elective courses such as Managing in the Global Environment, Key Strategies in Marketing, and International Management Experience, I was able to focus on my specific areas of interest early on in the process. My classroom work, combined with the Office of Career Strategies and the invaluable and expansive alumni networks of both BC and my undergraduate alma mater (Amherst College), gave me all the tools I needed to market myself successfully for a summer internship at the Gillette Company.

Working with the Emerging Markets team at Gillette provided me with direct, practical experience in new product opportunity analyses and marketing mix planning on a regional and global scale. This phenomenal experience exposed me to world-class marketing methodologies, further enhanced my marketing skills, and offered me an understanding of what it’s like to work from the perspective of marketing headquarters. My specialized coursework and internship experience made me a highly marketable candidate for brand management positions postgraduation.
I entered the world of investment management as a research assistant. With a background in economics, I was able to move to the investment side, providing client service directly supporting the index-portfolio management team. Ultimately, I became a senior portfolio manager with responsibility for over $70 billion in assets for pension funds and corporate clients. But when I had a chance to give more thought to long-term goals, I made two key decisions. I took time out to see the world, and I applied to business school.

Most programs now offer some team activities, but I found a greater dynamic at BC and a carefully selected, fascinating group of people to work with. I was delighted when my Business Plan Project team embraced one of my dreams: to launch a chain of hair salons that would redefine the way services are delivered in African American and ethnic markets.

We delved into both the fundamentals and the intangibles of managing an essentially creative business, and we learned how passion could be translated into revenue.

I took advantage of all the resources BC offers and had a great mentor through the Executive Fellowship Program. In Boston's financial community, there is tremendous energy about BC. Senior executives were willing to help me find the best internship. I received multiple offers. Without a doubt, I'm a different person from the one who walked through the doors of Boston College. I can see where I've grown, and I can handle whatever comes my way.
To contribute to the assimilation of our international students into both Boston College and the United States, the Carroll School has developed a unique program, Language, Culture, and Careers (LCC). The program offers training and resources in developing the knowledge and skills necessary to be successful in the student’s chosen profession at both the start of and during the first semester of management coursework. For LCC, our goal is to assist students in preparing for the rigorous coursework, career development, and job search that will be critical during their time in our graduate degree programs. Students will have the opportunity to have their business language skills assessed for both English speaking and comprehension, as well as to gauge the level of understanding of business specifics. They also will become familiar with some of the cultural differences that make the United States unique. Additionally, LCC prepares students for their job searches, including understanding the process as well as building the skills for success. Preparation includes researching firms and industries, networking with professionals, improving résumés, and acquiring self-marketing skills for job interviews.

“We’re in the midst of a revolution filled with promise and peril. The world my students will inherit is one where constant change creates an economic whipsaw that can generate and evaporate wealth seemingly overnight. My students will be more than foot soldiers in this revolution — they’ll be leaders.”

**John Gallaugher • Associate Professor, Information Systems Department**

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### FULL-TIME MBA CLASS PROFILE

This is an exciting time to join in the success of the Carroll School of Management at Boston College. As illustrated below, the depth and breadth of academic, cultural, and professional experiences brought to the Program by the MBA Class of 2012 was very competitive.

<table>
<thead>
<tr>
<th>Applicant pool and class size</th>
<th>Total international enrollment includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications received</td>
<td>Bolivia</td>
</tr>
<tr>
<td>725</td>
<td>Colombia</td>
</tr>
<tr>
<td>Class size</td>
<td>Egypt</td>
</tr>
<tr>
<td>106</td>
<td>Germany</td>
</tr>
<tr>
<td>Selectivity</td>
<td>Greece</td>
</tr>
<tr>
<td>32%</td>
<td>Guatemala</td>
</tr>
<tr>
<td>Average GMAT</td>
<td>Korea</td>
</tr>
<tr>
<td>662</td>
<td>People’s Republic of China</td>
</tr>
<tr>
<td>Average undergrad GPA</td>
<td>Russia</td>
</tr>
<tr>
<td>3.3</td>
<td>Taiwan</td>
</tr>
<tr>
<td>Average years of work experience</td>
<td>Turkey</td>
</tr>
<tr>
<td>4.5</td>
<td>United Arab Emirates</td>
</tr>
<tr>
<td>Students pursuing a dual degree</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>14%</td>
<td>Venezuela</td>
</tr>
</tbody>
</table>

**Academic profile**

- Average GMAT: 662
- Average undergrad GPA: 3.3
- Average years of work experience: 4.5
- Students pursuing a dual degree: 14%

**Diversity**

- Age range: 22–38
- Average age: 28
- AHANA (African American, Hispanic, Asian American, and Native American): 15%
- Women: 32%
- International students: 35%

Data as of July 15, 2010
While working at the MIT Lincoln Laboratory, I was looking for a way to transition into the field of finance. The dual-degree MBA/MSF Program at BC was the perfect fit—a rigorous, hands-on learning experience across subject areas such as derivatives, equities, fixed income, and strategy.

My professors were exceptional, but I particularly recall my first accounting course with Professor Pete Wilson. He is an enthusiastic and talented professor with an unparalleled passion for teaching students. From day one, he inspired me to reach further and to do so with a positive attitude.

Two strategy courses with Professor Hassell McClellan also helped to shape my leadership style. I am reminded of when he would ask, “So what?” This question is so simple, yet applies to so much. It has taught me to never be complacent and to examine how processes, people, and businesses may be changed to improve long-term sustainability.

The MBA/MSF Program enabled me to stand out from other candidates in the job search process. Through the Career Strategies Office, I secured a position with Analysis Group (AG), a top economic, financial, and strategy consulting firm. During a Consulting Club event, I met an AG employee who is a BC alumnus. He provided valuable insights into the firm, which were a major influence on how I tailored my application.

BC exceeded my expectations. It was a fast-paced environment where I learned a great deal from coursework, professors, classmates, and alumni. I have continued my learning at Analysis Group, where my finance and business skills are tested every day. I cannot stress enough how valuable both degrees have been in allowing me to answer these challenges.

“BC EXCEEDED MY EXPECTATIONS. IT WAS A FAST-PACED ENVIRONMENT WHERE I LEARNED A GREAT DEAL FROM COURSEWORK, PROFESSORS, CLASSMATES, AND ALUMNI. I HAVE CONTINUED MY LEARNING AT ANALYSIS GROUP, WHERE MY FINANCE AND BUSINESS SKILLS ARE TESTED EVERY DAY.”

JOHN P. BARRON
MBA/MSF 2009 • Associate • Analysis Group, Inc. • Boston, Massachusetts
For each entering class, a limited number of MBA students with exceptional academic and professional accomplishments are selected for the Executive Fellowship Program. In this highly selective program, Fellows receive merit-based scholarships, and are paired with mentors who have achieved significant professional success in the business community. Recipients and their mentors meet at intervals to discuss topics of mutual professional interest as well as the Fellow’s career goals. Fellows often receive additional guidance and mentoring through facilitated meetings with other leading executives and decision makers.

PETER LYNCH, VICE CHAIRMAN OF FIDELITY MANAGEMENT AND RESEARCH COMPANY, WITH RYAN MUNDER, MBA 2003.
CUSTOMIZING THE MBA

For today’s complex business environment, companies and organizations actively seek individuals who possess both highly developed management skills and advanced training in a specific discipline. Students strengthen their foundation of essential skills in the core MBA courses and the Management Practice modules — while advancing their understanding of strategy, the critical role of information systems, and the challenges of managing in a global economy.

During their second semester in the Program, students also choose elective courses from among a broad range of offerings to pursue individual interests, add depth to an area of knowledge or expertise, or focus on a particular functional area or industry.

The ability to take advanced courses early in the educational process better prepares students to secure career-relevant internships and increases placement opportunities after graduation.

Second-year elective courses are taught in the late afternoon and evening, and full-time students take their electives with Evening MBA Program students whose participation adds a wider range of knowledge and experience to class discussions and projects. In addition, self-directed study in the second year is one of many ways BC MBA students can apply their learning and maximize a time in their lives expressly focused on personal and professional growth.

PRIMARY AREAS OF SPECIALIZATION

<table>
<thead>
<tr>
<th>Asset Management</th>
<th>Global Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competitive Service Delivery</td>
<td>Leadership and Management</td>
</tr>
<tr>
<td>Corporate Finance</td>
<td>Marketing Informatics</td>
</tr>
<tr>
<td>Entrepreneurial Management</td>
<td>Product and Brand Management</td>
</tr>
<tr>
<td>Financial Reporting and Control</td>
<td>Tailored Specialization</td>
</tr>
</tbody>
</table>

* A student also has the opportunity to work with faculty to develop a personalized specialization if his or her course of study is not represented.
Internships provide students with valuable career experiences that complement their customized course of study. Students leverage the opportunity to gain practical experience by fulfilling a required internship during the summer after their first year of study. Students may continue to work with their summer internship employer, or may simply choose to pursue part-time employment in their area of interest during their second year of study. The Office of Career Strategies assists students in securing internships for both the summer following their first year of study and for the academic semesters during their second year of the Program.

DUAL-DEGREE PROGRAMS

The Carroll School of Management collaborates with other outstanding graduate schools and programs at Boston College to offer more than 38 highly regarded dual-degree programs. Typically, more than 10 percent of students combine their MBA degrees with other graduate degrees, such as Juris Doctor (JD), Accounting (MSA), Finance (MSF), and Social Work (MSW). Students are generally able to complete the requirements of a dual-degree program in significantly less time than it would take to pursue each program separately. Interested applicants must apply and be admitted to both schools involved with a program. Dual-degree programs have varying requirements and, while most take three years to complete, program lengths vary from two to four years of full-time study.

For a comprehensive list of dual degrees, visit:

www.bc.edu/carroll
"Research drives an educational process that ensures students return to the marketplace equipped with leading-edge knowledge and the most effective approaches, tools, and skills."

Katherine N. Lemon
Accenture Professor of Marketing, Marketing Department

Like many of my students, I returned to graduate school to change the course of my professional life. After many years in sales and marketing with high-tech and healthcare companies, I have devoted my career to influencing managers through research and teaching. Marketing has such a strong influence on society that I wanted to help shape as well as implement successful practice.

What does that mean for my students? Research drives an educational process that ensures they return to the marketplace equipped with leading-edge knowledge and the most effective approaches, tools, and skills. My colleagues and I enter the classroom with a deep understanding of the challenges of practice. The issues we present are the same as those being dealt with by executives in today’s leading organizations.

It’s exciting to open my students’ minds to progressive change in marketing. And we are in the midst of significant evolution. Marketing is becoming increasingly strategic and financially accountable. I introduce my students to quantitative tools that allow accurate measurement of the long-term value of customers and brands, and new models that help firms allocate marketing dollars for maximum return on investment. The impact of technology will only increase, and my students will be prepared to anticipate and meet the future needs of their customers.

Katherine N. Lemon is the Accenture Professor of Marketing and a nationally recognized expert in the areas of customer equity, customer asset management, and marketing strategy. Her research appears in leading marketing journals, and she is the coauthor of three marketing books, including Driving Customer Equity: How Customer Lifetime Value Is Reshaping Corporate Strategy. Professor Lemon serves on the editorial boards of leading marketing journals, and has taught students and executives throughout the United States and Europe. Before joining the Carroll School, she was a visiting professor of marketing at Harvard Business School, and an assistant professor of marketing at Duke University’s Fuqua School of Business. She holds a PhD from the University of California, Berkeley.
CURRICULUM IN INVESTMENT RESEARCH AND MANAGEMENT (CIRM)

The CIRM Program examines the disparate functions of successful financial services firms. Students gain investment management knowledge through a reality-based curriculum that merges theoretical learning with hands-on, competitive workshops. Presented as a three-course sequence of electives, the program culminates in “live money” portfolio management. The CIRM curriculum covers such topics as sales and marketing, client service techniques, research methods, portfolio management strategies, financial accounting software, trading and settlement procedures, and regulatory compliance. Ethical practices and fiduciary responsibility are emphasized throughout the program.

For more information about CIRM, visit:
www.bc.edu/carroll

LEARNING ON THE ROAD

The International Management Experience (IME) provides exceptional exposure to economic activity, market trends, and culture in Asia, Europe, and Latin America. This elective course, which culminates in a two-and-a-half-week trip abroad, is regarded by participants as one of the most rewarding experiences of their MBA education, and has prepared many for international placements. Students gain exposure to business leaders, tour manufacturing operations, and meet with government officials responsible for trade and investment activity. Countries visited have included China, the Czech Republic, France, Germany, India, Italy, Singapore, and Thailand. Company visits have included DaimlerChrysler AG, Novartis, Procter & Gamble, and Siemens.

Graduate TechTrek West (GTTW) is a field-study course to Silicon Valley and Seattle. Coursework and visits are managerial rather than “techie” focused. Students meet with venture capitalists (founding partners), CEOs (including one of BusinessWeek’s 25 “managers of the year”), and entrepreneurs. Firms visited have included Amazon, Apple, Cisco, eBay, Intel, Microsoft, Nintendo, Starbucks, Sun, Wells Fargo, and Yahoo!. Participants learn firsthand from industry leaders and make valuable contacts.

The International Consulting Project (ICP) elective affords students the opportunity to conduct and complete research and analysis for their projects over the course of the semester, and subsequently present the deliverables to the clients in their respective countries. The “MBA Field Studies Project” offers U.S.-based consulting experience on behalf of a multinational corporation or new venture focused on international market penetration. Both opportunities further skill development begun in the first-year MBA Consulting Project.

For more information about Learning on the Road opportunities, visit:
www.bc.edu/carroll
“Teaching is hard work. My students challenge me to translate my knowledge and experience into takeaway lessons in the classroom.”

VINCENT O’REILLY
Distinguished Senior Lecturer, Graduate Programs

The performance of our MBA Consulting Project teams is outstanding, and we have numerous repeat customers among our project clients. We are not content to engage in intellectual exercise that results in paper output. Rather, our students work in active partnership with their clients. They learn to distinguish between symptoms and root causes of problems, define their scope, and develop implementable plans to resolve them.

Together with our select team of second-year consultants, we emphasize the importance of reflective practice. That’s the term we use to describe a willingness to assess your own performance as well as the performance of others. It also encompasses the critically important ability to frankly, but diplomatically, address issues of interpersonal dynamics.

It seems as if everyone is doing teams these days. But at Boston College, we help our students develop the ability to facilitate productive interactions that will generate results. Students make important discoveries along the way about the nature and role of leadership, which can change over time depending upon the expertise or capability required to address a particular topic or challenge. On any given day, and in different circumstances, our most effective contributions may be as leaders or as supporting players.

Teaching is hard work. My students challenge me to translate my knowledge and experience into takeaway lessons in the classroom. In return, I challenge them to adopt a disciplined approach to presenting their own ideas. They must tell me why they believe something will work, and justify their statements. I find the process tremendously rewarding and intellectually stimulating. Their energy is admirable, and we have a lot of fun.

Vincent O’Reilly is the Distinguished Senior Lecturer, Graduate Programs. He teaches a number of operations and accounting courses and coordinates the MBA Consulting Project and the Diane Weiss Competition. Professor O’Reilly serves on the board of directors of Teradyne, Inc., and Eaton Vance Corp. While a partner at Coopers & Lybrand, he served as the firm’s chief operating officer and chairman of its international accounting and auditing policy and strategy committee. Professor O’Reilly also chaired the firm’s ethical practices committee and served on the firm’s board of directors for 12 years. He is a former member of the Financial Accounting Standards Board Advisory Council and a founding member of the Accounting Education Change Commission.
“MY ACADEMIC AND EXTRACURRICULAR WORK, MY INTERNSHIP AT STATE STREET, AND THE LIBERTY MUTUAL PROGRAM HAVE EQUIPPED ME FOR A CHALLENGING AND REWARDING CAREER. I BELIEVE THAT GOING TO BC FOR MY MBA IS THE BEST THING I HAVE DONE FOR MYSELF—AND FOR MY CAREER.”

KRISTEN VICINO
MBA 2010 • Senior Business Consultant, Corporate Development Program • Liberty Mutual • Boston, Massachusetts

As a career-switcher, I wanted to move from a functional role in human resources to a career in general management. Through BC’s recruiting process, I found two opportunities that enabled me to make this transition. The first was my internship at State Street, where I focused on product commercialization. Second, I recently entered the Corporate Development Program at Liberty Mutual, where I will participate in four rotations across strategic business units and accelerate my career path toward an eventual management role.

At BC, I learned to tackle new projects head-on by learning as much as I could in a short amount of time and making an impact early on. My MBA Consulting Project and Business Plan Project have prepared me to contribute meaningfully to each assignment in my current position. BC develops MBAs who, in addition to being capable and driven, possess humility and a desire to improve the world around them. I chose my current job and company not only for what it would offer me, but also for its focus on doing the right thing for all its stakeholders.

Because BC’s core values embody my desire to achieve success while acting with integrity and treating others with respect, I can apply them throughout my career. I envision that my leadership style will continue to be shaped by these values—and that it will inspire others to achieve results in a way that creates value for the company as well as our customers, employees, and other stakeholders.

BC has allowed me to achieve all of the goals I had set for my MBA program. The combination of my academic and extracurricular work, my internship at State Street, and the Liberty Mutual program have equipped me for a challenging and rewarding career. I really do believe that going to BC for my MBA is the best thing I have done for myself—and for my career.
EXECUTIVE SPEAKERS

Boston College's Chief Executives' Club of Boston
Past executive speakers have included:

STEVE BALLMER
CEO
Microsoft Corporation

PETER LÖSCHER
President & CEO
Siemens AG

STEVE FORBES
President & CEO, Forbes
Editor-in-Chief, Forbes Magazine

DAVID J. O'REILLY
Chairman & CEO
Chevron Corporation

JEFFREY B. KINDLER
Chairman & CEO
Pfizer, Inc.

JAMES SKINNER
Vice Chairman & CEO
McDonald's Corporation

Executive speakers at Boston College
Past executive speakers have included:

JAMES GIBBONS
President & CEO
Goodwill Industries International, Inc.

CAROL MEYROWITZ
President & CEO
The TJX Companies, Inc.

RONALD W. HOVSEPIAN
President & CEO
Novell, Inc.

HENRI A. TERMEER
Chairman, President & CEO
Genzyme Corporation

ROBERT KRAFT
Chairman & CEO
New England Patriots

JOSEPH M. TUCCI
Chairman, President & CEO
EMC Corporation

* As ranked by global public relations firm Weber Shandwick from a published “Five Star Conference” study.
COMMUNITY

The Carroll School’s sense of community stems from two important factors. First, the full-time MBA classes are small — enrollment is limited to approximately 100 students per year. This gives students remarkable access to some of the finest teachers and researchers in the world. Members of the Carroll School’s faculty are able to give individual attention to each student, both inside and beyond the classroom. This not only enriches the learning experience during the two years of study, but also leads to the formation of lifelong friendships between students and faculty.

Second, Boston College MBA students create strong, lasting bonds with classmates, alumni, faculty, and members of the Boston community. Students spend a significant amount of time working in groups. This team orientation is apparent in the two semester-long, signature team projects: the MBA Consulting Project and the Business Plan Project. But the team approach is not limited to these two courses. It is also evident in the significant number of specific class projects, which are assigned and performed in teams. The team-based learning approach is further enriched by the diversity and quality of the Carroll School’s student population. It also equips students with the skills to excel in cross-functional team environments in the organizations they join after completing their degrees.
At Boston College, the academic experience is complemented by a unique sense of pride and support for the community. Through student-sponsored initiatives, professional organizations, and interactions with alumni and business partners, my time at BC provided many opportunities to make an impact on the Program and our community.

As a member of the Graduate Management Association (GMA), our goal was to provide student leadership for new initiatives and enhancements to the Carroll School of Management. Our partnership with the Carroll School’s administration brought about significant enhancements to the day-to-day experience for our classmates. Meanwhile, we brought students, faculty, and staff together in events such as the school-wide Winter Gala. That event was highlighted by a silent auction that raised more than $15,000 for charity. In a related effort, the GMA was able to respond quickly to the disaster of Hurricane Katrina as we led a targeted fundraising effort to provide resources to Toys for Tots.

Through my work as a second-year consultant, I was able to witness firsthand the strength of the Boston College community. We were flooded with requests from alumni and corporate partners who sought the consulting services of our students. While guiding our students through these projects, the quality of their work and the impact on the organizations were readily apparent. The diversity of our students’ capabilities and of the company projects (Avenue A/Razorfish, Liberty Mutual Group, and Just Born Candy) was a testament to the broad reach of the Carroll School community.

Perhaps one of my most rewarding activities was interviewing MBA candidates for admission. I am proud of the fact that as a student I had influence over maintaining and improving the quality of the students who came after me. People who are motivated to make a difference will be a great fit for the Carroll School of Management community.
A graduate program is as strong as the values that drive it. At the Carroll School of Management, our core values are an integral part of who we are.
HONESTY AND INTEGRITY. We are committed to promoting the highest standards of honesty and integrity to ensure that all members of the community recognize the inherent benefits of living these ideals and to guarantee that academic performance is evaluated reliably and rewarded fairly.

MUTUAL RESPECT. We are committed to fostering an environment in which every member of the community nurtures the spirit of trust, teamwork, openness, and respect that is necessary to embrace and fully capitalize on our professional community.

PURSUIT OF EXCELLENCE. We are committed to creating an environment where all members of the community pursue the highest possible level of academic performance and personal development for themselves and other members of the community.

PERSONAL ACCOUNTABILITY. We are committed to fostering an environment where every member of the community understands and accepts responsibility for upholding and reinforcing our values.

These guiding principles are a way of life for every member of the community, and serve as the foundation for building strong, trust-based relationships among and between the members of the community, which includes students, faculty, administration, alumni, and employers.
Collaborating with Faculty

We have more than 100 faculty members, many of whom consistently contribute to leading management journals and publications in every discipline of business. Each faculty member, from department chairpersons to nontenured faculty, is dedicated to skillfully educating both undergraduate and graduate students as well as pursuing research initiatives.

For a complete list of Carroll School faculty, visit:

www.bc.edu/carroll

Serving Society

Students leverage their individual skills and expertise while promoting the University’s Jesuit tradition of service by fulfilling a degree requirement to serve others through meaningful work as volunteers. For many years, BC MBA students have served as mentors, role models, and academic tutors to children from surrounding communities. Students also may choose to provide pro bono consulting or other professional services to benefit a range of nonprofit organizations and off-campus programs. Numerous student clubs and events provide additional opportunities for students to gain significant leadership experience as well as develop their personal and professional interests.

The Boston College Network

Boston College, founded in 1863, is one of the world’s most highly respected educational institutions with a strong tradition of academic excellence. In addition to four undergraduate schools, the University houses seven graduate and professional programs enrolling more than 4,600 graduate students. Throughout its history, Boston College has developed leaders for every field of human endeavor. BC MBA students therefore join a remarkable global network of leading scholars and practitioners, outstanding students, and accomplished alumni. Benefits accrue from the day of enrollment, and graduates enjoy the lifelong rewards of contributing to — as well as benefiting from — a loyal and influential network.
“EVERY SCHOOL HAS ITS SIGNATURE, AND BC IS LARGELY DEFINED BY A TRADITION OF DEVELOPING A MANAGER’S CHARACTER.”

G. PETER WILSON
Joseph L. Sweeney Chair of Accounting

My students soon learn that a reliable reporting infrastructure is a cornerstone of efficient markets. Accounting is the source of information that facilitates sound internal decisions and shapes the external perceptions of an organization. I teach tough, demanding classes, but I’m committed to creating a supportive learning environment that makes it possible to set high standards. I take pride in the accomplishments of my students and provide opportunities for exceptional people to distinguish themselves. At the same time, I measure my success by how well I’m able to take the class to the next level. My students are highly motivated, and they bring a wide range of skill sets to the table. They learn to value their diversity early in the core curriculum by collaborating on projects. At Boston College, a collaborative partnership between faculty and students is the norm. We help our students experience the right mix of competition and cooperation.

Every school has its signature, and BC is largely defined by a tradition of developing a manager’s character. That focus not only encompasses ethics, but also entails an unshakable commitment to excellence. Human capital is the biggest entry on any balance sheet, and BC graduates are well prepared to teach, lead, manage, and motivate others in our knowledge-based economy.

G. Peter Wilson is the Joseph L. Sweeney Chair of Accounting. He is former president of the American Accounting Association (AAA) and received the AAA’s 2010 Outstanding Accounting Educator Award. His research investigates the impact of accounting and tax rules on managers’ investment, operating, financing, and reporting decisions. Professor Wilson often has served as a speaker, an instructor, a media spokesperson, and a consultant to major companies. He was on the business faculties of Carnegie Mellon University and Harvard Business School, and received awards for his teaching at Stanford Business School and the MIT Sloan School of Management.
I started out in operations management at a large technology company. Though I did well and received internal promotions and transfers, as time went by, I recognized that my career was on a random path determined by others. I wanted to be in a position to create a rewarding long-term plan for myself and for my family. Also, I’d met BC alumni in business and the community and observed the instant connection and acceptance they enjoyed. So, while other programs offered shortcuts to receive an MBA, I chose the school that would provide full educational value and the greatest return on my investment. And BC gave me more right away. I got great career advice from a faculty member soon after I enrolled, which helped me make a transition into sales and marketing. Then I was able to apply what I learned immediately and eventually found my current position through a BC corporate partnership.

I completed the Program in three and one-half years, and during that time my wife and I had our second and third children, we moved, and I changed jobs. There were many late nights, but the faculty and staff offered phenomenal support and made it possible for me to successfully fulfill the commitments in all areas of my life.

“\textbf{I WAS ABLE TO APPLY WHAT I LEARNED IMMEDIATELY AND EVENTUALLY FOUND MY CURRENT POSITION THROUGH A BC CORPORATE PARTNERSHIP.}”

\textbf{JOHN BLOOMER}
MBA 1999 • Director of Pricing and Licensing • The MathWorks • Natick, Massachusetts
PARTNERING WITH CAREER STRATEGIES

This sense of community extends beyond students in the Program. The Office of Career Strategies partners with students to help develop exceptional individualized career guidance.

Throughout the year, the Career Strategies office offers programs that help students assess their capabilities and interests. It also presents numerous events that provide insights into a wide range of industries, functions, and career paths. Company information briefings and roundtable discussions present opportunities for students to interact informally with alumni and other business leaders.

Experienced Career Strategies staff focus their efforts on working with each student, taking into account each individual’s professional specialty, to help prepare each one for a successful job search. Each student receives customized support developing résumés and cover letters, and preparing for interviews. Support continues through the final stages of job offer, negotiation, and acceptance. Through their experience with this process, students acquire career management tools they will draw on throughout their professional lives.

U.S. News & World Report has ranked the Boston College Carroll School of Management’s Full-time MBA Program in the top 50 for the fifth consecutive year, and 39th in the nation in 2010.
EVENING MBA PROGRAM

Like the Full-time MBA Program, the Evening MBA Program at the Carroll School is designed to provide each individual student with the opportunity to develop personally and professionally. Our evening class size is small and is composed of highly motivated individuals drawn from the vibrant and diverse regional business community.

The Evening MBA Program is designed to meet the needs of professionals who wish to continue in their careers while pursuing a graduate management degree. The Program’s key advantages include:

• AN OUTSTANDING CURRICULUM AND FACULTY. Evening MBA Program courses are developed and led by the same world-class faculty of dedicated scholars and teachers who deliver the Full-time MBA Program.

• FLEXIBILITY IN PACING. Students have the option of taking their coursework as a cohort of students, all taking the first 11 courses together. Alternatively, students may choose a self-paced option. Typically, self-paced students take two courses in the fall semester and in the spring semester, and have the option of taking additional courses in the summer.

• A SUPPORTIVE NETWORK OF ACCOMPLISHED PEERS. Evening MBA Program students progress through their core courses with many of the same classmates. Evening and Full-time MBA Program students take elective courses together, providing further opportunities to form friendships and contacts across a wide range of businesses and industries.

For the ninth consecutive year, the Boston College Evening MBA Program has been ranked in the top 25 nationwide.

CURRICULUM

The required core curriculum in the Evening MBA Program provides a strong foundation in managerial, analytical, and practical management skills. Courses are typically completed in five semesters.

The Business Development Workshop helps students take their analytical and teamwork skills to a higher level through an innovative new-venture planning exercise, which also hones valuable presentation skills. Evening MBA Program study is capped by two integrative courses, which look at competitive strategy and social issues from a management perspective. Students choose from a wide selection of electives for a total of 18 credits, which allows them to pursue individual interests and enhance their functional expertise.

REQUIREMENTS AND SCHEDULE

Most Evening MBA Program classes meet from 7:00 to 9:30 p.m. during the academic year, with a limited number meeting from 4:30 to 7:00 p.m., and a few on Saturdays. Summer courses meet from 6:30 to 9:30 p.m. Evening MBA Program students typically complete their degrees in four years.

For current course listings and schedules, visit:

www.bc.edu/carroll
### Fall 2010 Entering Evening MBA Class

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Class size</td>
<td>90</td>
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<tr>
<td>Average GMAT</td>
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<tr>
<td>Average GPA</td>
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</tr>
<tr>
<td>Average years of full-time work experience</td>
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</tr>
<tr>
<td>Average age</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Age range</td>
<td>23–41</td>
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</tbody>
</table>

### Evening MBA Program Curriculum

#### Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Suggested Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Managing People and Organizations</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Accounting</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Information Technology for Management</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Marketing</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Financial Management</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Leadership Requirement</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Operations Management</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Managing in the Global Environment</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Integrative Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Suggested Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Development Workshop</td>
<td>2</td>
<td>1 or 2</td>
</tr>
<tr>
<td>Strategic Management</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Social Issues in Management</td>
<td>3</td>
<td>7</td>
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<tr>
<td>Elective Courses</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>Total Electives (3 credits each)</td>
<td></td>
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</tbody>
</table>

#### Total Credit Hours

56

*Recommended self-paced schedule

Entering class data as of July 15, 2010
A WORLD-CLASS EDUCATION
IN A WORLD-CLASS CITY

Boston is recognized worldwide as a major center of economic activity and growth. Leading financial services and investment firms are located here, as are global organizations in consulting, advertising, and telecommunications. Innovative technology companies and groundbreaking biotech firms were founded here and continue to thrive alongside Fortune 500 manufacturing companies and household names in consumer products. Boston College’s location and its strong ties to the region’s diverse business community translate into exceptional learning and career opportunities for students.

Carroll School students pursue their studies in Fulton Hall on the beautiful 207-acre Boston College campus, located just minutes from downtown Boston. MBA students enjoy well-equipped classrooms, comfortable meeting rooms for their numerous team projects, as well as excellent dining and recreational facilities. Fulton Hall’s 24-hour graduate computer lab facilitates group study and mastery of new technologies, while the University’s eight libraries hold more than two million volumes and offer a wealth of resources to support the multifaceted research needs of students and faculty.
I entered Boston College’s MBA Program after earning my bachelor’s in history and my master’s in international law. Working in marketing at Blue Cross/Blue Shield, I loved the business world and wanted to make my career in it, but I also realized how little I knew about it.

I chose Boston College because it seemed like the best place to learn, in the broadest possible way, about the issues facing general managers. While I planned to concentrate in finance, I’d also get to dig into areas like marketing and strategy, accounting and negotiation — all of which have turned out to be crucial to my work as the president and CEO of a large nonprofit.

My experience at BC was everything I’d hoped for. Not only did the faculty teach the course content, but they also helped us learn to think through problems and communicate our insights, and they stressed the importance of working on teams. I can close my eyes now, and it’s a hot summer day in 1979, and I’m working with some classmates on a business plan for something called “Gourmet Kitchen White Sauce.” We had to figure out how to create the product, how to market the product, how to price the product. It was a model of a senior team, very much like the teams I work with now.

Another great thing about the MBA Program at Boston College is the solid ethical grounding you get. You learn to feel responsible to your team and your commitments, and to respect and understand individual differences. Most importantly, you learn about integrity. There comes a time in every business career when you find yourself facing a tough moral question — and there’s something very special about the culture of BC that tells you that doing the right thing matters.

I still get back to BC occasionally, and I love meeting the students. They not only have the same drive and curiosity as the people I attended business school with, but also the respect, integrity, and responsibility. And that makes me feel good about the future.
Professor Kathleen Seiders has appeared on BBC Radio, National Public Radio, and CBS’s 60 Minutes.

Alicia Munnell, director of BC’s Center for Retirement Research, testified before Congress about the state of U.S. retirement.

Information Systems

MARY CRONIN
Professor, PhD
Brown University

ROBERT G. FICHMAN
Professor, PhD
Massachusetts Institute of Technology

JOHN GALLAUGHER
Associate Professor, PhD
Syracuse University

JAMES GIPS
Professor, Chairperson of the Department; Jack and Pamela Egan Chair for Computer Science; PhD, Stanford University

Marketing

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Assistant Professor, PhD, Stanford University

VICTORIA L. CRITTENDEN
Associate Professor, DBA, Harvard University

HENRIK HACTVEDT
Assistant Professor, PhD, University of Georgia

Faculty & Board of Advisors

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Associate Dean, Graduate Programs; PhD, Clemson University

Full-Time Faculty

Accounting

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Jeffrey R. Cohen
Professor, PhD, University of Massachusetts, Amherst

Louis Corsini
Associate Professor, PhD, Louisiana State University

Amy P. Hutton
Professor, PhD, University of Rochester

Lian Fen Lee
Assistant Professor, PhD, University of Michigan

Edward Taylor, Jr.
Lecturer, MST, Bentley College

G. Peter Wilson
Joseph L. Sweeney, Esquire ’93, ’93 (Hon.) Chair of Accounting; PhD, Carnegie Mellon University

Business Law

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David P. Twomey
Professor, JD, Boston College

Finance

Pierluigi Baduzzi
Professor, PhD, University of California, Los Angeles

Michael Barry
Adjunct Associate Professor, PhD, Boston College

Francis B. Campanella
Professor, DBA, Harvard University

Professor Alan Marcus’s book, Investments, is used in the nation’s top 30 business schools cited by Business Week.

Gil Manzon
Associate Professor, DBA, Boston University

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Distinguished Senior Lecturer; MBA, University of Pennsylvania

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The Accenture Professor in the Carroll School; PhD, University of California, Berkeley

Elizabeth Celfand Miller
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Cergana Nenkov
Assistant Professor, PhD, University of Pittsburgh

Ashutosh Patil
Assistant Professor, PhD, Georgia Institute of Technology

Alicia Munnell, director of BC’s Center for Retirement Research, testified before Congress about the state of U.S. retirement.

Information Systems

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Kathleen Seiders
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Gerald E. Smith
Associate Professor, Chairperson of the Department; DBA, Boston University

Arch Woodsie
Professor, PhD, Pennsylvania State University

BC MBA
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M. HOSSEIN SAFI-ZADEH
Professor, PhD, Oklahoma State University
METIN SENGUL
Assistant Professor, PhD, INSEAD
ERKUT SONMEZ
Assistant Professor, PhD, Carnegie Mellon University
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TIEYING YU
Associate Professor, PhD, Texas A&M University
JIANER ZHOU
Assistant Professor, PhD, University of Rochester

Organization Studies

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JUDITH A. CLAIR
Associate Professor, PhD, University of Southern California
SIMONA GIORGI
Instructor, PhD, Northwestern University
MARY ANN GYNN
The Joseph F. Catter Professor; Winton Center for Leadership and Ethics Research Director, PhD, Columbia University
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Professor, Chairperson of the Department; PhD, Massachusetts Institute of Technology
SPENCER HARRISON
Assistant Professor, PhD, Arizona State University
CANDACE JONES
Associate Professor, PhD, University of Utah

RICHARD P. NEILESEN
Professor, PhD, Syracuse University
MICHAEL PRATT
Professor, PhD, University of Michigan
WILLIAM B. STEVENSON
Associate Professor, PhD, University of California, Riverside

Graduate Programs

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Lecturer, PhD, Boston College
GREGORY L. STOLLER
Lecturer, MBA, Harvard University

Faculty & Board of Advisors listings as of July 1, 2010.