



**Associate Professor Anthony "Tuck" Pescosolido with members of SIGNAL, a student organization that builds leadership skills and boosts confidence among undergraduates.**

## SIGNAL-ing Early Career Success

**R**ECENT STUDIES have shown that as many as 40 percent of new hires in management careers are fired within their first 18 months of work, and another 30 percent leave voluntarily within the same timeframe. Whittemore School professor Tuck Pescosolido believes part of the reason is that new graduates may lack such crucial skills as network building, tactical conflict negotiation, and successful interviewing techniques that bridge the gap between the classroom and the real world. To help Whittemore School students develop these skills, in 2003 Pescosolido established a program called SIGNAL—Students Interested in Growth, Networking, and Leadership.

The program brings organizational leaders from a range of environments and industries who meet with the group to share what has made them successful both as individuals and as business leaders. In turn, these leaders often help students build their professional networks.

Pescosolido says students' real-world success is the most important measure of what they have learned at UNH. "A student who is in my organizational behavior class in the fall of her junior year will be out in the business world in approximately 18 months, putting into practice the things that she learned during class," he explains.

Through their participation with SIGNAL, students graduate feeling more prepared to enter the business world and use the knowledge they have gained in the classroom effectively.

"So, the ultimate test of that student's ability to learn and apply the classroom material is how her career develops over the first few years of her post-college life," Pescosolido says. And the higher level of professionalism and preparedness that SIGNAL offers will only add to an already solid recruitment track record. ≈

## UNH welcomes new faculty

As a leader in innovative business education, the Whittemore School of Business and Economics welcomes its new faculty. These individuals bring a diversity of scholarship, backgrounds, and perspectives that enhance the quality of its programs, engage its students, and provide numerous faculty-mentored student research initiatives.

### MELISSA M. BISHOP

Assistant Professor of Marketing; PhD, University of Texas, Marketing; MBA, University of Texas at Arlington; BA, University of Virginia; principles of marketing, consumer behavior, integrated marketing communications, Hispanic marketing, marketing ethics, experimental design, and scientific inquiry.

### MIHAIL K. MILETKOV

Assistant Professor of Finance; PhD, University of Georgia, Finance; BBA, University of Georgia; corporate finance, international finance, corporate governance, and privatization.

### BRUCE E. PFEIFFER

Assistant Professor of Marketing; PhD, University of Cincinnati, Marketing; MS, University of Colorado at Boulder, Marketing; MBA, Rockhurst University; BS, University of Colorado at Boulder; consumer information processing, consumer decision-making, consumer inferences, omission neglect, trivial attributes, temporal construal and affect.


### ZEYNEP SENYUZ

Assistant Professor of Economics; PhD, University of California, Riverside, Economics; MA, Marmara University, Economics; BA, Marmara University, Economics; macroeconomics, time series econometrics, and financial economics.

### LE WANG

Assistant Professor of Economics; PhD, Southern Methodist University, Economics; MA, Southern Methodist University, Economics; BA, Jinan University, International Finance; applied econometrics, labor economics, and development economics.

### WENJUAN XIE

Assistant Professor of Finance; PhD, University of Wisconsin-Madison, Finance; MA, Peking University, International Finance; BBA, *summa cum laude*, Peking University; empirical investments, and empirical corporate finance. 

DEAR FRIENDS,

IN THESE DIFFICULT TIMES, it is more important than ever to educate students to think creatively. Business graduates will need to address business situations that change on a daily basis. At the same time, the challenges of the current economic climate are forcing businesses to redefine and reengineer themselves. In this issue of the *Whittemore Wire*, you'll learn how the Whittemore School is reengineering its strategies and



programs to address current business issues as well as shape the future of New Hampshire and beyond.

This year, we redoubled our commitment to expand business partnerships and to explore new areas of research. I'm pleased to announce that Associate Professor Christine Shea accepted the newly created position of associate dean of research and graduate programs. Over the next few months Associate Dean Shea will work with faculty to promote innovative research and re-

define how the school interacts most beneficially with businesses.

Inside and out of the classroom, WSBE faculty members consistently introduce students to new techniques that enhance organizational effectiveness. Professors Tuck Pescosolido and Khole Gwebu are highlighted for their work in preparing students to navigate a constantly changing business climate. Through the use of new techniques and access to industry professionals, Whittemore School students graduate well prepared for today's business environment.

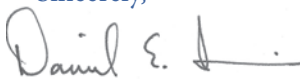
You'll also meet Lauren Belmer, who might not have been able to attend the University without the help of so many alumni and friends of the school who contributed to the Dean's Scholarship Fund. Today, Lauren is on the path to a successful career at Liberty Mutual.

And finally, you'll be introduced to the University's first-in-the-nation EcoGastronomy program. The foundation for this program allows for a deep knowledge of every step of the process of getting food from farm to table, with an emphasis on sustainable production.

I am confident you will find many things to interest you in this issue of the *Wire*.

Enjoy.

Sincerely,

A handwritten signature in dark ink, reading "Daniel E. Innis". The signature is fluid and cursive, with a clear first and last name and a middle initial.

DANIEL E. INNIS, PH.D.

DEAN

# Shaping the Future:

Christine Shea Named  
Associate Dean for Graduate  
Programs and Research




**I**N ITS MISSION, the Whittemore School of Business and Economics emphasizes teaching excellence, quality scholarship, and effective outreach. Now, with the recent appointment of Associate Professor Christine Shea as associate dean for graduate programs and research, the Whittemore School has renewed its commitment to deliver leading-edge, relevant business and economics programs. Another primary focus for Shea will be to advance research by helping create a positive climate for intellectual contributions.

“I believe in the importance of the research mission and its inextricable link to the achievement of excellence in all aspects of the school’s mission,” Shea says. “Without strong research, we cannot attract top quality faculty, and without top quality faculty, research and teaching falter.”

Among Shea’s additional responsibilities will be managing the expansion of business relationships; supervising the design of new programs; and overseeing the implementation of systems and processes to track, benchmark, and report the performance of Whittemore School graduate business and research programming.

Shea has more than 20 years of industry and academic experience in program management. In the eight years since achieving tenure, she has been involved in graduate program development and coordination at the Whittemore School. From 2000 through 2002, she served as academic program director of graduate business programs.

In 1998, Shea designed and taught the first course in the Management of Technology (MOT) as an elective in the part-time MBA program. Since then, the MOT has developed into the Master of Science in the Management of Technology degree program, and Shea has served as co-director of the MS-MOT program since its inception. 

**Christine Shea will focus on the future of the business school in the graduate education and research arenas, and be responsible for ensuring that they reach increasingly higher levels of academic quality and recognition.**

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# A New Point of View

**A**SSISTANT PROFESSOR of Decision Sciences Khole Gwebu is always on his toes, ensuring the information he presents in his classes is up-to-the-minute and that students have the timely, hands-on experiences they need. “If you’re going to teach about information systems or e-business solutions,” Gwebu says, “you have to bring technology to the classroom. It’s one thing to read about technological innovation in a textbook or hear about it in a lecture; it’s another to see it at work.”

Gwebu has developed creative ways to help students see how the

concepts they’re learning can be applied. In Management Information Systems, for example, Gwebu recognizes class participation by awarding a token to each student who contributes during class. The student can enter the code from the token online (as if it were an online coupon), automatically recording their participation—and get a valuable, real-life example of an information system at work in the process. “Once they understand the concept of the token, students become enthusiastic about participation,” Gwebu explains. “I can be objective about recording participa-

tion, and students know that their effort is acknowledged.”

In Gwebu’s classes, students also learn that their own ability to think creatively is important to their success. For many, E-Business Strategies and Solutions reflects a culmination of the work they have accomplished to date. In the class, students learn the technical aspects of e-business, from Web site development to the technologies involved in creating an online store, and then they leverage their technical know-how and creativity to develop their own e-business. Gwebu’s own research in online auctions and human behavior and decision making in online environments gives students added insight; he encourages them to consider the psychological aspects of buying as they build their own Web sites.

“It is easy—and important—to take a creative approach to teaching at the Whittemore School,” Gwebu concludes. “Innovation is encouraged here, particularly if it can make the coursework more relevant for our students. Students truly are our focal point.”

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**Assistant Professor of Decision Sciences Khole Gwebu brings energy and a distinctive teaching style to his classroom.**







## Meet a Whittemore School Graduate

Lauren Belmer '08,  
Claims Specialist, Liberty Mutual

**W**HITTEMORE SCHOOL students are committed to sharing what they've learned with others. When Lauren Belmer was a junior, the recent economics graduate shared her skills as a writing fellow for Introduction to Business students, and as a senior, worked at the University Advising and Career Center helping fellow students craft effective résumés. Belmer also served as a resident assistant, which allowed her to be engaged in the University community and cement lifelong friendships.

**Did you come to UNH knowing the career you hoped to pursue? What led you to choose economics as a major?**

I began at UNH as a liberal arts major. But once I started taking economics courses, I was hooked. Professor Robert Mohr's Introduction to Microeconomics course sealed the deal. Economics is such a diverse discipline; I love the way it

allows me to integrate my strength in mathematics with my passion for politics.

**What did you like most about UNH and the Whittemore School?**

Attending a large university can be daunting, particularly for first-year students, but the Whittemore School really serves as a "home" for its students. The environment is small enough that there are always familiar faces, students can form lasting friendships, and the faculty and staff know your name and are always there to help.

**Which professors have had the greatest influence on your UNH experience?**

All my economics professors helped me understand economic theory, but the ones who had the greatest influence on me were Reagan Baughman and Marc Herold, who helped me recognize that there are critical issues that extend beyond

economic theory, such as the impact of economic policy on world events or the morals behind economics.

**Your excellence merited scholarship awards. What impact did they have on your education?**

Like many UNH students, I was financially responsible for 100 percent of my college education. Needless to say, the scholarships I was awarded for my senior year made paying tuition a lot more bearable. Although they did not pay for everything, they made life less stressful and also made me feel like my hard work did not go unnoticed.

**Where do you see yourself five years from now?**

Four years ago, attending UNH and earning a degree in economics were things that I had never considered, yet here I am today. It is difficult to know where I will be in five years, but I do know that I am working at Liberty Mutual in Danvers, Mass. As to the rest, we'll just have to wait and see. ∞



**Juliet Bluemling '09**  
**Hospitality Management/  
EcoGastronomy dual major**

**From farm to fork, to nutrition and health, EcoGastronomy integrates sustainable agriculture with hospitality management. The result is a high ROI for University of New Hampshire students.**

## First in the nation

**A** groundbreaking initiative that takes students to the field, the kitchen, the lab, and Italy is the first program of its kind at any U.S. university.

The dual-major EcoGastronomy program—the word connects “gastronomy,” meaning “the art and appreciation of food,” with agriculture and the environment, connoted by “eco”—came about after Carlo Petrini, founder of Slow Food International and the University of Gastronomic Sciences, visited UNH in 2006.

The program, which links the fields of sustainable agriculture, hospitality, and nutrition, is offered in partnership through the University’s Whittemore School of Business and Economics and the College of Life Sciences and Agriculture, as well as in collaboration with the University Office of Sustainability. The program also requires a semester abroad at the University of Gastronomic Sciences in Pollenzo, Italy, and language proficiency in Italian.

EcoGastronomy graduates, who might work within food service, catering or the restaurant industry; manage or own a farm, greenhouse

or nursery; teach or write about food-related issues; or be involved in wholesale and retail marketing, food policy, or nutrition and health assessment, should realize an advantage in the global marketplace.

According to Dan Winans, faculty coordinator and adjunct professor in hospitality management, “Students who want to graduate with an edge are interested in the dual major in EcoGastronomy because it sets them apart in a competitive industry that is becoming more sustainably aware.” 