

CLEAR ADMIT School Guides

MIT Sloan
School of
Management

About This Guide

The Clear Admit team has prepared this reference guide to the Sloan School of Management at the Massachusetts Institute of Technology (“Sloan,” “MIT” or “MIT Sloan”) to assist you in your research of this program. Our comments are designed to be of use to individuals in all stages of the admissions process, providing information relevant to those who are determining whether to apply to this program, looking for in-depth information for a planned application to Sloan, preparing for an interview or deciding whether to attend.

The guide is unique in that it not only addresses many aspects of life as a Sloan MBA student and alumnus, covering school-specific programs in depth, but also compares Sloan to other leading business schools across a range of criteria based on data from the schools, the scholarly and popular presses, and Clear Admit’s conversations with current MBA students, alumni, faculty and school administrators. We have normalized the data offered by each business school to allow for easy side-by-side comparisons of multiple programs.



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1 Introduction to MIT Sloan

Program Highlights

Technological Focus – Sloan’s affiliation with the Massachusetts Institute of Technology (MIT), a world-renowned leader in scientific research, contributes to the strength of its high-tech academic and research offerings.

International Character – Sloan typically enrolls one of the highest percentage of international citizens of all leading business schools and sends a significant portion of each graduating class to work in full-time positions abroad.

Condensed Core – The core curriculum at Sloan consists of just one semester of required coursework, the shortest of any of its peers, allowing MIT students to take more electives than their counterparts at other business schools.

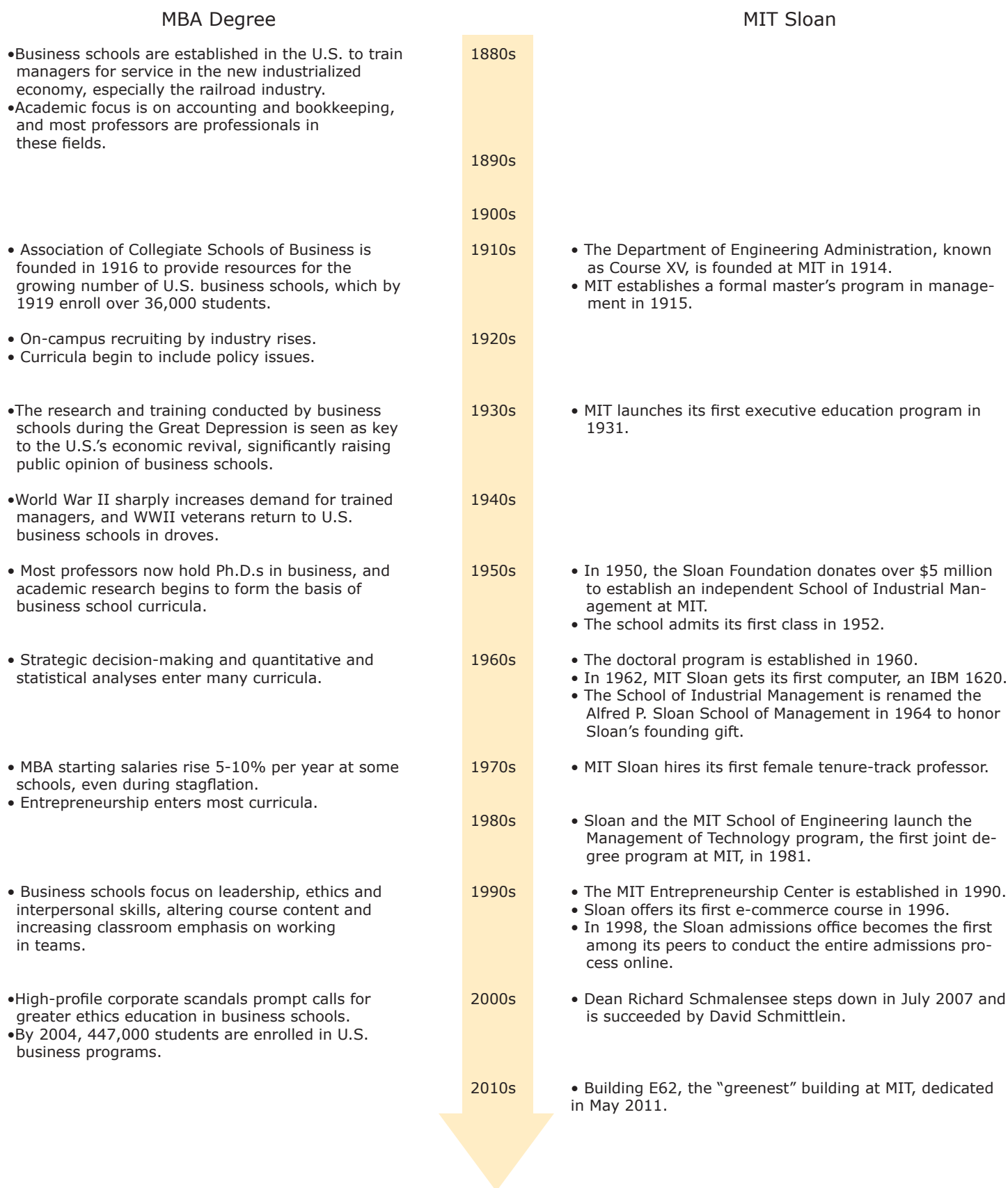
Entrepreneurship – Sloan graduates have founded hundreds of businesses, and the school offers a robust set of courses, research centers, and entrepreneurial and venture capital competitions to help aspiring entrepreneurs hone their skills. Sloan students are also eligible to complete a specialized Certificate in Entrepreneurship and Innovation under the direction of the Martin Trust Center for MIT Entrepreneurship.

Brief History of the MBA

Originally conceived as an extra year of undergraduate training in finance, economics and accounting, business schools shifted around the start of the 20th century to begin offering managerial training for the U.S.’s new industrialized companies (see Figure 1.1). Their prestige grew throughout the Great Depression of the 1930s, when the research and training generated by business schools was seen as a key to the country’s economic recovery. The unprecedented managerial needs of World War II further increased the demand for formal business education, and after the war, U.S. veterans used their G.I. Bill funding to finance their business studies and move into management jobs.

By the 1950s, the MBA was a two-year, post-graduate program that turned business into a professional discipline on par with medicine and law, and the degree was seen as a ticket to a better, more secure career. The MBA continued increasing in popularity, from 21,000 business management master’s degrees awarded in the 1969-1970 academic year to 139,000 in 2003-2004. This rise came in conjunction with a growing



Figure 1.1 Notable Developments in MBA History

demand for MBA graduates in the workplace and with rising starting salaries for those graduating from top schools.

Since the early days of the MBA, there have been conflicts over the purpose of a business education. Initially, tension between a classical education in economics and more “practical” training in business dominated the debate, and in some ways this remains the central conflict. Today, the tension between theory and practice has increasingly taken center stage, as business school professors have become more academic and employers demand broader skill sets from MBA graduates. Most business schools, however, have designed programs that offer students exposure to both theory and practice—internships, fieldwork and school-based consulting programs are widespread. The increase in average full-time work experience among entering MBA students, as well as the growth in Executive MBA programs, ensures that classroom theories are continually tested against real world experiences. Regardless of these tensions, the MBA remains one of the most popular graduate degrees in the United States and around the world.

MIT Sloan History

The Massachusetts Institute of Technology began offering Engineering Administration classes under the title “Course XV” in 1914. By 1925, MIT offered both master’s and bachelor’s degrees in management, requiring a set of courses in economics, finance, accounting and small business administration. The program tapped successful business practitioners to present lectures and mentor students on the practical aspects of business.

In 1930, the Department of Business and Engineering Administration became an independent entity at MIT, reflecting Course XV’s steady growth in popularity. During the following decade, a highly regarded executive graduate program took shape, and by 1938, it received full financial support from a group of successful industrialists.

In 1952, the School of Industrial Management admitted its first class as a separate school within MIT. The establishment of the school was made possible by a \$5 million grant from Alfred P. Sloan, Jr., an MIT alumnus and the Chairman of General Motors. Sloan envisioned an institution that would prepare students to work at the intersection of modern engineering, technology, business administration and research. In recognition of Mr. Sloan’s influence, the School of Industrial Management was renamed the Alfred P. Sloan School of Management in 1964.

MIT Sloan established two doctoral programs in 1960 and continued to expand its program offerings during the decades to follow. Throughout the 1960s and 1970s, the school incorporated more public management issues into its curriculum, creating the Health Management Development Program in 1975. Around this time, Sloan also introduced its unique Management of Technology program (now part of the Sloan Fel-



lows program), a joint venture with the School of Engineering that helped to more closely integrate the two schools.

Most recently, Sloan has worked to stay on top of changing trends in globalization and the technology industry. This has meant incorporating technology-based teaching methods into the classroom, expanding MIT's global partnerships and addressing evolving demographic issues in the international economy. As part of this adaptation, Sloan introduced the MIT Sloan Fellows Program in Innovation and Global Leadership in 2004 to provide mid-level executives with the skills to be innovative leaders on the global stage.

Long-time dean Richard Schmalensee stepped down in July 2007 and was succeeded by former Wharton marketing professor David Schmittlein, who oversaw the construction of the school's newest facility: Building E62. Officially dedicated in May 2011 as part of MIT's 150th anniversary celebration, the building is designed to bring all Sloan classrooms and offices under one roof for the first time in decades.

In addition, Dean Schmittlein set out to create an array of programs designed to educate managers at every point in their careers. To this end, Sloan has launched a one-year master's program in management studies—similar to many offered in Europe—for those who have completed a one-year MBA program outside the U.S. and wish to supplement their degree with a more narrowly targeted course of study. In 2012, the school even created a new role—Associate Dean for Undergraduate Programs and Master's Programs—in order to install an administrator focused on the MIT Sloan master's programs, and former INSEAD MBA dean Jacob Cohen was tapped for the role. Degree-earning options at the master's level now number eight in total, including four avenues to earn the MIT Sloan MBA.

Student Demographics

MIT Sloan enrolled 406 full-time MBA candidates in its Class of 2016. (see Figure 1.2). The school remains one of the smaller programs among its peer institutions. Both students and alumni comment positively on Sloan's size, saying that it allows students to get to know a greater percentage of their classmates than they might in a larger program. The school's drive to maintain a small class size is so strong that, after a greater number of students enrolled in the summer of 2012 than anticipated, MIT Sloan offered scholarships to those students who would defer their matriculation for a year in order to keep the Class of 2014 at the target size.

In the Class of 2016, entering students had an average GMAT score of 713, and the middle 80% of scores ranged from 660 to 760. While the majority of the Class of 2016 majored in traditional pre-MBA fields such as business, engineering and the sciences at the undergraduate level, 17% of the class brought a background in humanities, social sciences or art into the business school classroom (see Figure 1.3). This

Figure 1.2 Size of Incoming Class

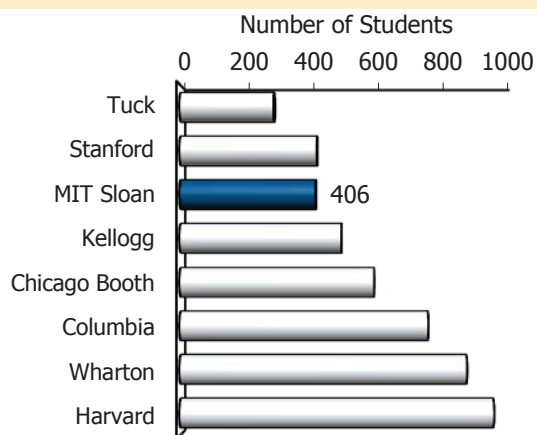
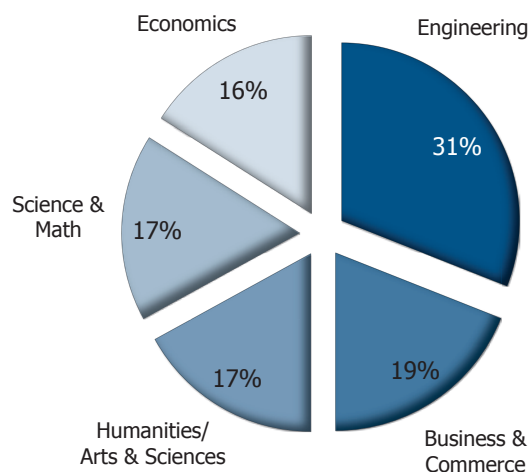
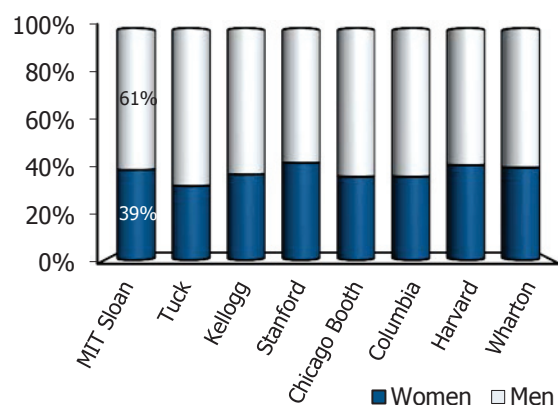


Figure 1.3 Undergraduate Majors

shows that despite MIT's reputation as a technology-oriented university, its MBA program makes an effort to recruit students from diverse academic backgrounds.

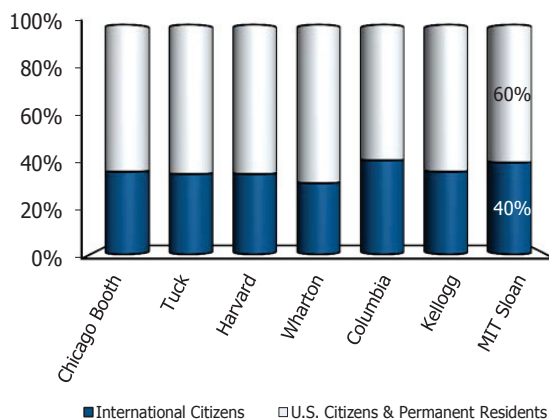
Like most leading MBA programs, MIT Sloan typically enrolls students who have at least several years of full-time work experience. In the Class of 2016, the average number of years of work experience is five, with a range of 0 to 13 years.

The growing prevalence of multinational corporations and workplace teams drawn from many nationalities and racial and ethnic backgrounds has reaffirmed the value of enrolling a diverse student body. By bringing together students from varying backgrounds, business schools hope to increase the viewpoints represented in the classroom and enrich the academic and social discourse on campus. The diversity of MBA classes is often evaluated based on the percentage of women and international students enrolled.

Figure 1.4 Gender Distribution

Like most other full-time MBA programs, MIT Sloan receives far fewer applications from women than from men and must, therefore, address an inevitable gender imbalance within its student body. Thirty-nine percent of the MIT Sloan Class of 2016 is composed of women, which represents an increase of five percentage points from the Class of 2015. MIT Sloan now stands on par with its peer schools in this regard (see Figure 1.4).

At Sloan, 40% of students in the Class of 2016 are neither U.S. citizens nor permanent residents (see Figure 1.5). MIT Sloan has historically boasted one of the highest percentages of international students among leading business schools, and the enrollment figures for the Class of 2016 position it as one of the most geographically diverse of the leading MBA programs. Of Sloan's peer group, only CBS at 41% exceeds the program in percentage of international students.

Figure 1.5 Citizenship

2 Academics

MIT Sloan has a reputation for having a science and technology orientation, and while these are certainly strengths of the program, the school also provides extensive support for entrepreneurial ventures. Furthermore, the short duration of the core curriculum and the inclusion of exploratory programs such as the Innovation Period allow Sloan students to investigate a wide variety of academic and personal interests while they are enrolled.

Students in the full-time MBA program at Sloan are required to complete 144 elective credits in addition to the core credits earned during the first semester. They must also participate in several Sloan Innovation Periods, which involve leadership workshops and research seminars designed to help students explore interests that fall outside the standard curriculum.

The typical course of study at Sloan leads to the MBA, though students may instead choose to earn a Master of Science in Management if they write a thesis in their second year. MBA students may take up to three electives from other departments at MIT or approved departments of Harvard University to fulfill their degree requirements.

Academic Calendar

Figure 2.1 Academic Calendar 2015-2016

Fall Term

Semester begins	Sept. 9, 2015
Sloan Innovation Period	Oct. 19–23, 2015
Thanksgiving break	Nov. 26–27, 2015
Last day of classes	Dec. 10, 2015
Exam period	Dec. 14–18, 2015
IAP	Jan. 4–Jan. 29, 2016

Spring Term

Semester begins	Feb. 2, 2016
Sloan Innovation Period	March 14–17, 2016
Spring break	March 21–25, 2016
Last day of classes	May 12, 2016
Exam period	May 16–20, 2016

Commencement June 3, 2016

MIT Sloan's academic calendar is organized according to a fairly standard two-semester system. MBA students typically pursue their studies during the fall and spring of two consecutive academic years. The year begins in early September and ends in mid-May, and commencement takes place during the first week of June (see Figure 2.1).

Each 13-week semester is broken into two halves of six weeks each, separated by a one-week Sloan Innovation Period at the midpoint of the semester (see Chapter 3, "Exploratory Learning"). Along the same lines, the school offers an optional four-week Independent Activities Period (IAP) in January, between the fall and spring semesters, which allows students to explore an array of professional and academic opportunities that cannot be pursued during the semester.

Pre-Term

Many schools offer pre-term and orientation programs for first-year students prior to the start of the academic year. While orientations are usually required three- or four-day



programs focused on meeting classmates and becoming acclimated to the campus, pre-term programs include an academic component, which may be anything from placement exams to leadership seminars. Orientations are always mandatory, though pre-term programs may be optional, depending on the nature of the activities taking place.

For international students with little prior experience in the U.S., MIT Sloan organizes a Classroom, Communication, and Culture (C3) Workshop, which takes place before the start of the pre-term and provides an introduction to the MIT classroom environment, the Greater Boston area and U.S. business and social norms. For instance, international students of the Class of 2015 enjoyed a classic Boston Duck Tour.

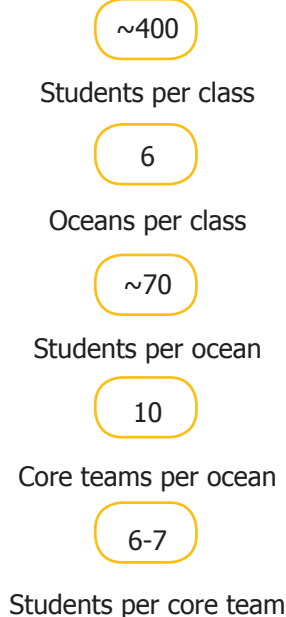
MIT Sloan then offers the broader body of first-year students an optional five-day pre-term and “free term” in August before the start of orientation. Pre-term, which is open to all students and comes at an additional tuition cost, allows participants to take courses in accounting, economics and other mathematics courses, depending on their needs. Faculty members or fourth-year PhD students teach these courses, while current students lead the optional free-term courses that run concurrently with the pre-term. As the name suggests, free-term classes are delivered at no extra cost to students and review basic concepts relevant to upcoming core courses. Students can take any combination of pre-term and free-term courses that fit their schedules.

Students who have been through the pre-term program strongly recommend participation for both academic and social reasons. They report that regardless of an individual’s academic background, the pre-term review courses offer a great opportunity to ease back into the classroom environment. Pre-term also tends to be a very social time, with frequent informal gatherings that allow students to get a head start on meeting their new classmates.

Another component of the pre-term involves an optional trip, known as a Pre-Function, or Pre-F(x), led by second-year students. Similar to the pre-term offerings at schools such as Tuck and Wharton, these trips give MIT Sloan students a chance to bond with new classmates in an informal setting and build friendships through excursions. Pre-F(x) activities can range from hiking and rafting in locations such as Colorado, Maine, Costa Rica, and more. For those looking to save on the added cost of airfare, a day in Boston is also offered.

Following all of these optional pre-term programs, an approximately weeklong, mandatory orientation is held to involve all incoming students in a plethora of social activities and intramural competitions. The program allows first-years to learn the ins and outs of Cambridge and the MIT campus, participate in leadership workshops and case studies, and meet the group of students with whom they will take their first-semester courses.



Figure 2.2 Structure of the Student Body

Student Body

Each first-year class of approximately 400 MBA students is divided into six smaller cohorts, or “oceans” (Atlantic, Baltic, Caribbean, Indian, Mediterranean and Pacific), which help to give shape to the core curriculum experience. Students in each ocean take all of their core courses together. As a result of this shared academic experience, students within each ocean tend to spend time together outside of the classroom as well, often forming close-knit social groups.

Within the oceans, Sloan assigns all first-years to small core teams of six or seven students (see Figure 2.2). These groups work together throughout the core semester to complete homework assignments, prepare projects and study for exams. The school reports that teammates are drawn from across the professional spectrum and around the world, mirroring the diversity of teams in the global workforce.

Sloan says that the process of separating students into cohorts and teams is both an art and a science. An automated process conducts the first division, “mixing and sorting” students into cohorts and teams. The MBA Student Affairs Office then personalizes the process by refining groups with an eye to diversity of race, gender, nationality, professional background and other characteristics.

Although students are not obligated to work with their assigned teams once the core semester is complete, they do continue working on group projects throughout their time at Sloan. The school reports that most elective classes involve teamwork, with group selection usually left up to the students. Because students will likely work with different groups in each course, scheduling meeting times can be challenging, but Sloan administrators hope that by working with groups of varying compositions on numerous projects, students will graduate better prepared for the kind of collaboration required in professional situations.

“In the past, as a woman, I would have an idea and kill it myself before I even took it anywhere. [At Sloan] I was surrounded by people giving me the encouragement to be confident in my own ideas.”
– MIT Sloan Student

Core Curriculum

Figure 2.3 MIT Sloan Core Curriculum

Required courses

- Economic Analysis for Business Decisions
- Data, Models, and Decisions
- Communication for Leaders
- Organizational Processes
- Financial Accounting

Electives (one required)

- Competitive Strategy
- Finance Theory I
- Introduction to Operations Management
- Marketing Management

Like other MBA programs, MIT Sloan requires students to complete a series of core courses designed to provide an overview of important business disciplines. Sloan’s five core courses offer a broad foundation on which students can build throughout their next three semesters of elective courses, providing an introduction to accounting, data and decision-making, economic analysis, managerial communication and organizational processes. Students then complete an additional elective course, choosing among the fields of finance, operations management, marketing or strategy (see Figure 2.3). Finally, mandatory Career Core programming is integrated into the curriculum, supplementing students’ more theoretical academic studies with practical insights into career planning, networking and professional communication skills.

“The core is a very tough experience – a lot tougher than I ever expected – in the sheer volume of the work you have to do. But it’s good from the perspective that you really, really get to know the people from your section and on your team.”
– MIT Sloan Student

Sloan’s core is the shortest of any of its peers, requiring just one semester of study. The remaining three semesters are devoted wholly to electives, a fact particularly appreciated by students who already have a strong background in their target industries. However, with all required courses squeezed into just three months, students’ first semester at Sloan is extremely busy.

Electives

Following completion of the first semester, MIT Sloan students enroll in elective courses for the remaining three terms of the MBA program. Although Sloan does not offer formal majors, the administration reports that students tend to concentrate on core business areas such as entrepreneurship, finance, general management, marketing, operations management and social entrepreneurship. Tracks are available in Enterprise Management, Entrepreneurship & Innovation, and Finance, and certificates in Sustainability and Healthcare are also available. With over 200 electives offered for a student body of approximately 800, students at Sloan often struggle to narrow down their elective choices.

As at many other leading business schools, course selection at MIT Sloan is organized through an online bidding system. Students receive 1,000 points at the beginning of each semester, which they use to place bids on the elective courses in which they most want to enroll. Spaces in the class are filled starting with the highest bidder, though students are only “charged” the number points bid by the lowest bidder who won a spot in the course. Following two rounds of bidding, students are given another 1,000 points to bid on waitlist slots for classes to which they did not win entry in the regular rounds. Outside of this, students report that they were ultimately accepted off the waitlist by being persistent—showing up to courses and doing the work—where possible; however, some courses like the G-labs were still limited due to the travel component. Finally, in the weeks before classes start, Sloan holds one final round of bidding—the Section Swap round—allowing students to move between sections of the same course in order to optimize their class schedules.

To help students research their elective options, MIT offers a centralized and highly detailed course catalog called Stellar. Through this site, students can browse abstracts of all courses available in a given term, both at Sloan and at other MIT schools. These abstracts usually include basic information, such as a course description and meeting times, and often include links to past syllabi as well as archived student evaluations of the course.

Even more valuable is Stellar’s integration with the vaunted MIT OpenCourseWare project, through which nearly all courses taught at MIT—syllabi, readings and lecture notes—are made available for free online. Through this project, applicants have the opportunity to discover exactly what topics are covered in their target courses. While Stellar is intended to help current



Sloan students select electives, the site is also a rich resource for applicants, since the pages provide valuable insight into Sloan's academic offerings.

Curriculum Comparison

While each of the leading MBA programs organizes its program around a core curriculum, the structure and flexibility of these cores vary significantly. By comparing the number of core courses a school requires to that school's overall graduation requirements, prospective students can determine what proportion of their studies will be structured by the school and what proportion might be spent pursuing topics of their own choice. This flexibility may be enhanced by the possibility of waiving core courses or substituting them for electives; courses that can be waived in this manner are considered conditionally required.

MIT Sloan's curriculum is in some ways relatively flexible compared to its peer institutions, but in others, it is relatively rigid. As at Harvard, students are unable to waive any of the uniformly required courses in MIT Sloan's core curriculum, regardless of their prior experiences (see Figure 2.4). This rigidity stands in contrast to schools such as Kellogg and Columbia, where students are permitted to enroll in a higher-level course or bypass a core subject altogether if they can demonstrate a comprehensive knowledge of the field.

However, once MIT Sloan students complete the core curriculum, which lasts just a single semester, they have an unparalleled opportunity to design an academic program that best fits their personal and professional goals. The short duration of the core means that MIT Sloan students spend 75% of their time on campus taking courses of their choosing, allowing them to pursue niche areas of study in greater depth than can their counterparts at other schools.

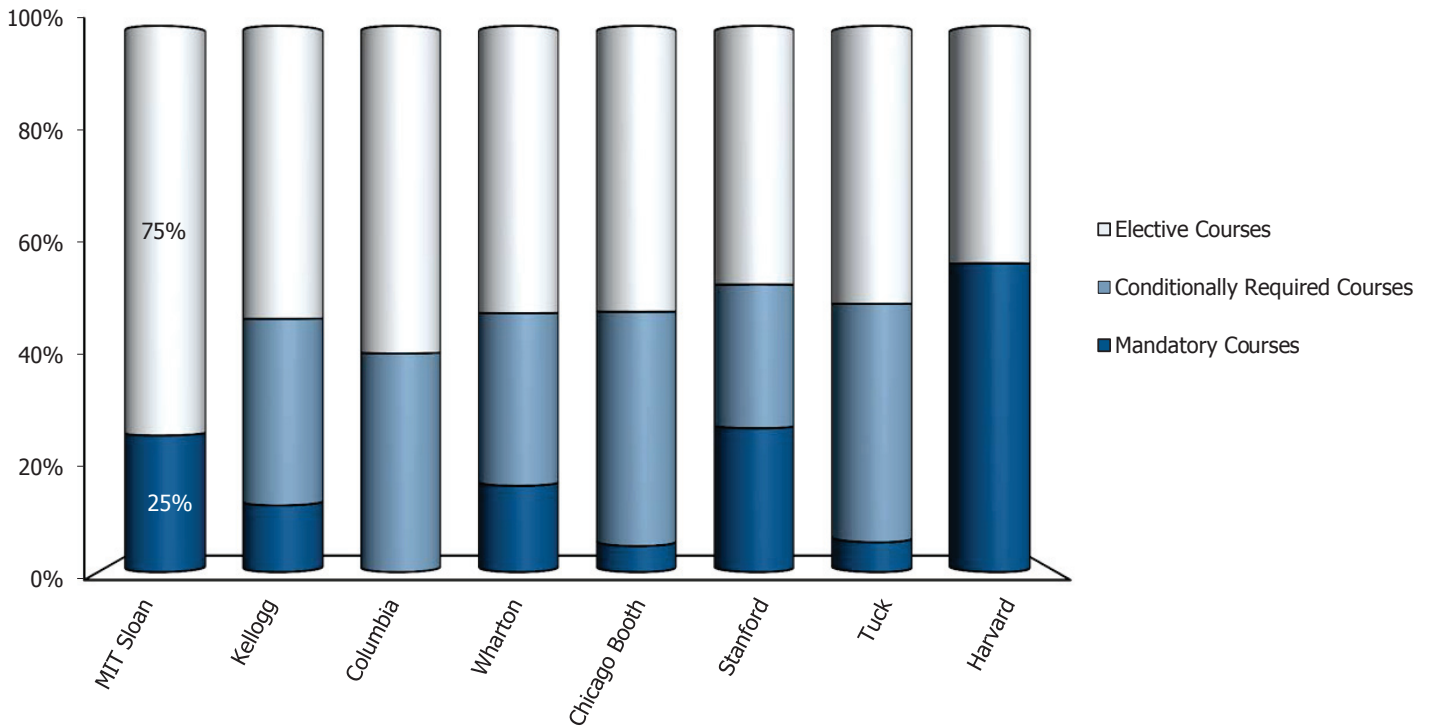
Grading System

Academic programs throughout MIT employ a standard letter-grade system tied to a five-point GPA scale, in which an A is equivalent to a 5.0, a B to a 4.0, etc. Grading in courses may be based on a combination of problem sets, homework assignments, team projects, class participation and/or midterm and final exams. MIT uses plus and minus grades only on an internal basis; these modifiers do not appear on a student's transcript, nor do they factor into student GPAs. This means that students whose performance falls on the border between a B and a C, for example, will receive either a B or a C on their transcripts, but never a B- or C+.

Faculty

MIT Sloan employs over 100 full-time professors, with the Technological Innovation, Entrepreneurship, and Strategic Management department boasting the largest number of fac-



Figure 2.4 Course Type as Percent of Credits Required to Graduate

Note: Mandatory classes are required for graduation and cannot be waived under any circumstances. Conditionally required courses are part of the core curriculum but may be waived by exam or credential or substituted with other coursework.

ulty members. The Finance department is in a close second place. Some of MIT Sloan's most frequently mentioned faculty personalities are profiled below.

John D.C. Little

A member of the National Academy of Engineering and a distinguished operations researcher, Professor Little is considered a pioneer in the field of marketing science. Little is the author of seminal papers on decision control systems, traffic signal control and operations research, including a proof of a formula now commonly known as Little's Law. Professor Little was also one of the first business school professors to take an interest in e-commerce, designing and co-teaching MIT Sloan's first course on the subject in 1996. His current research interests include consumer packaged goods, marketing automation in internet retailing and marketing decision support.

Stewart C. Myers

A member of the Finance group, Stewart C. Myers is the Robert C. Merton Professor of Financial Economics at MIT Sloan. His research focuses on the theory and practice of corporate finance, including the valuation of investments in R&D and the allocation of capital in diversified firms. With Richard A. Brealey, Myers co-authored *Principles of Corporate Finance*, a popular business school finance textbook used in MBA programs throughout the U.S. He has consistently won praise from finance students for his ability to relate difficult concepts in understandable and highly applicable ways.

Duncan Simester

Duncan Simester, the NTU Professor of Management at MIT



Sloan, focuses his research on customer behavior and firms' responses to that behavior. An active consultant, Professor Simester often relies on firms' involvement to conduct large-scale research projects on areas such as price cues, the long-term impact of marketing decisions, and the impact of companies' policies on stockouts, or orders for items that are unavailable. As a result of his research, many companies have significantly altered their pricing and marketing policies. Simester teaches the Marketing Management core elective, and students cite his ability to convey complex concepts effectively in the classroom as the reason for his popularity as a teacher.



3 Special Programs

Entrepreneurship

E&I Track

As an institution, MIT prides itself on creating a fertile ground for innovation and entrepreneurship. The Sloan School of Management builds on this tradition by combining the business expertise of Sloan professors with the scientific and technological resources of the wider MIT community.

The Entrepreneurship & Innovation Track—or E&I for short—is a program of study designed to help students develop and launch early-stage technology ventures. Students who successfully complete the track’s requirements receive a Certificate in Entrepreneurship & Innovation in addition to their MBA degree, indicating that they have pursued an extensive range of studies and activities in preparation for starting a successful company.

The five areas of requirements for the E&I track cover the topics of general entrepreneurship as well as entrepreneurship at the firm and startup levels, and students must also fulfill a practical startup requirement and complete 18 elective units. During the core semester, E&I program participants partake in the weekly seminar Introduction to Technological Entrepreneurship, which provides an opportunity to cultivate relationships with professors and entrepreneurs-in-residence, meet other E&I students and build a foundation of knowledge for their next three semesters at the school.

Figure 3.1 E&I Required Courses

First-Year Fall Semester

- Introduction to Technological Entrepreneurship

First-Year Spring Semester

- New Enterprises
- Entrepreneurial Strategy
- E&I Silicon Valley Study Tour (SIP credit)

In the spring semester of the first year, students enroll in a group of three foundational entrepreneurship courses, including the nine-credit New Enterprises, which requires students to develop a fully formed business plan as a condition of passage (see Figure 3.1). In addition, during MIT’s spring Sloan Innovation Period, the first-year E&I class takes a four-day networking trip to Silicon Valley, meeting with venture capitalists and leaders of successful startups, with a special focus on enterprises in the fields of advanced materials, life sciences, medical technology, new energy, software and information technology.

Following their core semester at MIT, students take at least 18 units of qualifying electives within the E&I Track (see Figure 3.2), along with at least two experiential courses that explore entrepreneurship from product-based and firm-based standpoints. The firm-based options are limited to the Entrepreneurship Lab (E-Lab) and Global Entrepreneurship



Figure 3.2 Selected E&I Electives

- Basic Business Law for the Entrepreneur and Manager
- Design and Marketing New Products
- Dilemmas in Founding New Ventures
- Entrepreneurial Finance
- Entrepreneurial Sales
- Entrepreneurship and Prosperity in Low-Income Countries
- Funding Strategies for Startups
- Healthcare Ventures
- How to Develop Breakthrough Products & Services
- Law and Cutting-Edge Technologies
- Managing in Adversity
- Regional Entrepreneurial Acceleration Lab
- Social Entrepreneurship
- Strategic Decision Making in the Life Sciences
- Strategic Management of Innovation and Entrepreneurship
- Strategies for Technology-Based New Business Development
- The Analytics Edge
- The Business of Software and Digital Platforms

Lab (G-Lab); whereas there are six pre-defined courses for the product-based requirement. Additionally, students may obtain approval from an E&I faculty chair to sub a course for a product-based requirement. Finally, those pursuing the E&I Track must also enter the renowned MIT \$100K Business Plan Competition at least once. Through these requirements, the program seeks to develop a strong network of graduates capable of leading emerging technology companies.

MIT \$100K

All Sloan students, not only those enrolled in the E&I Track, have the opportunity to build their entrepreneurial skills through the annual MIT \$100K, which is known as the “granddaddy of business plan competitions.” Founded in 1990 and entirely student-managed, the competition encourages MIT students and researchers to work together across disciplines to develop the leading firms of the future. Originally begun as a joint project of the Sloan New Ventures Association and the MIT Entrepreneurship Club, the competition now includes a fall Elevator Pitch Contest with a prize of \$5,000 as a “warm-up” for the spring \$100K. Integrated into MIT \$100K in the 2011-2012 academic year, the ACCELERATE Contest affords up to 36 teams the opportunity to win \$10,000—with an additional \$3,000 available in other prizes—based on their practical execution and demonstration of their plans within a set period. In total, the organizers of the MIT \$100K report that the competition has helped to launch more than 160 companies with a market cap of over \$15 billion, earning \$1.3 billion in venture capital funding and creating more than 4,600 jobs.

Global Entrepreneurship Lab

MIT Sloan students interested in entrepreneurship also have the option of complementing classroom learning with real-world experience. The course Global Entrepreneurship Lab (G-Lab) allows students to gain hands-on experience with an early-stage company during the academic year. During this four-month unpaid internship, teams of four students consult for a sponsoring firm in an emerging market, the focus of which is determined by the host company’s needs.

In October, G-Lab teams begin communicating with their client companies to assess the project scope, decide on deliverables, and begin in-depth research. This lays the groundwork for three months of remote work for the client. At the conclusion of a three-week on-site visit during the Independent Activities Period (IAP) in January, students present their findings to the client’s senior management and deliver a written report detailing their recommendations.

Over 250 companies around the world have hosted teams of MIT Sloan MBA students through the G-Lab program. In the past, students participating in this course have worked with an online video portal in Shanghai, a Bangalore-based IT outsourcing firm, a health clinic in western Kenya, and a venture capital firm in Vietnam.



Sustainability

The MIT Sloan Sustainability Initiative was launched in 2006 in recognition of the growing value of sustainable practices with regard to the environment, finance, resources and business. The initiative's goals are to integrate the interdisciplinary study of sustainability into the Sloan curriculum and community, as well as supporting the implementation of sustainable ideas in business and the nonprofit world.

In support of the Sustainability Initiative's educational objectives, MIT Sloan offers its MBA students a number of courses and experiential learning opportunities related to sustainability.

Sustainability Certificate

Since February 2010, Sloan students who pursue extensive coursework in sustainability-related topics could earn a Sustainability Certificate that, like the Certificate in Entrepreneurship and Innovation, proves that they are qualified to implement environmentally conscious initiatives and procedures in the workplace.

To earn the Sustainability Certificate, students must complete four required core courses and three electives from an approved list. Core courses include "System Dynamics," "Strategies for Sustainable Business," "Sustainable Business Lab," and a capstone course meant to be taken in the spring of the second year. Students taking part in the certificate program also gain additional access to relevant career resources, such as summer internships in sustainability-related positions.

Sustainable Business Lab

Beyond traditional classroom courses, the Initiative for Sustainable Business and Society also offers a hands-on Sustainable Business Lab, or S-Lab for short, which gives students the opportunity to work with a real-world organization to resolve a sustainability-related issue.

Sloan students work in small groups of four to identify new approaches to the given problem, explore innovative solutions and analyze their market viability. S-Lab includes both academic and practical components, with the project work spanning six weeks in total: Strategies for Sustainable Business is completed in the first half of the spring semester, and students then devote the second half of the semester to their consulting projects. In 2014, 14 S-Lab projects were undertaken, and sponsoring organizations include General Motors, Facebook, and Tiffany & Co.

Action Learning

MIT Sloan maintains a roster of one dozen lab courses in total,



allowing students to avail themselves of action learning opportunities in a wide range of fields (see Figure 3.3). Several of these labs, such as G-Lab and S-Lab, have an industry focus, while others, such as India Lab, provide students with hands-on insights into businesses across different geographic regions.

All labs are geared towards students in the full-time MBA program with the exception of GO-Lab, or Global Organizations Lab, which is tailored to meet the learning needs of students in the EMBA program. Meanwhile, students with an interest in finance can complete two kinds of action-learning courses rather than one lab course: the Finance Research Practicum and Finance Proseminars. In both types of courses, teams of students work together to resolve issues proposed by external corporations, though the topics and nature of the coursework differ. Each of Sloan's action learning opportunities affords students the chance to apply their classroom learning to real-world business problems in their chosen field.

Figure 3.3 MIT Sloan Labs

- A-Lab
- China Lab
- E-Lab, Entrepreneurship
- EM-Lab, Enterprise Management
- Finance Research Practicum and Proseminars
- G-Lab, Global Entrepreneurship
- GlobalHealth Lab
- GO-Lab, Global Organizations Lab (EMBA)
- H-Lab, Healthcare
- India Lab
- L-Lab, Leading Sustainable Systems
- Operations
- P-Lab, Managing Sustainable Businesses for People and Profits
- S-Lab, Sustainable Business
- Study Tours
- T-Lab

Exploratory Learning

MIT Sloan builds several periods of freeform learning into its academic calendar to help students explore their current interests in more depth or to discover new ones.

The Sloan Innovation Period (SIP) takes place for a week at the midpoint of each semester. The SIP was introduced to the curriculum to provide an opportunity for all Sloan students and faculty members to explore specific interests that cannot be pursued within the standard framework of courses. All ordinary classes and activities are canceled for the week, and faculty members organize seminars and other activities designed to provide students with hands-on leadership experiences and exposure to the latest research conducted at Sloan. Many of these activities are led by outside instructors, including business leaders and Sloan alumni who have returned to campus to share their experiences. Past areas of study include leadership simulations in peacekeeping, maintaining a powerful professional presence, defusing hostility in the workplace, and the visual arts for business leaders. Participation in SIP is required of both first- and second-year students, and most Sloan students report that they appreciate the opportunity to step back and reflect on their learning while exploring topics outside the curriculum.

In addition, every winter break, students, faculty, staff and alumni of all MIT schools can participate in a special Independent Activities Period (IAP) that takes place over four weeks in January. Included as part of the MIT tuition, the IAP is designed to help students inject creativity and flexibility into their academic years, with events typically including workshops, lectures, tours, recitals, athletic events, forums and films. Both for-credit and non-credit options are available; many students choose to pursue independent projects during this time or even to teach their own courses on subjects of personal interest. Since members of the MIT community are

Figure 3.4 Selected IAP 2015 Subjects

- Civil and Environmental Engineering
- Mechanical Engineering
- Materials Science and Engineering
- Architecture
- Chemistry
- Electrical Engineering and Computer Science
- Biology
- Physics
- Brain and Cognitive Sciences
- Chemical Engineering
- Urban Studies and Planning
- Earth, Atmospheric and Planetary Sciences
- Ocean Engineering
- Economics
- Management
- Aeronautics and Astronautics
- Political Science
- Mathematics
- Biological Engineering
- Humanities
- Nuclear Science and Engineering
- Linguistics and Philosophy
- Comparative Media Studies
- Concourse
- Computational and Systems Biology
- Edgerton Center
- Experimental Study Group
- Engineering Systems Division
- Health Sciences & Technology
- Media Arts and Sciences
- Special Programs
- Science, Technology, and Society
- Women's and Gender Studies

responsible for proposing and organizing IAP events, the available activities change depending on the interests of the MIT campus at large (see Figure 3.4).

Spring Break offers another opportunity for Sloan students to design their own learning opportunities. The annual Spring Trips bring participating students to locations around the world to meet with business and political leaders, tour local industries or simply soak in the history of the area. The trips are proposed and organized by groups of Sloan students in conjunction with the Student Affairs Office.

4 Life at MIT Sloan

Campus Spaces

The Massachusetts Institute of Technology is situated on 168 acres of waterfront property in Cambridge, Massachusetts, directly across the Charles River from Boston. Flanking the river, Memorial Drive provides easy and scenic access to the full length of the campus, which stretches from the lower western quadrant of Cambridge nearly to its eastern tip. The Sloan School of Management occupies the far eastern tip of campus, adjacent to the high-tech neighborhood of Kendall Square. The Kendall Square area contains the core of MIT's academic life, boasting the majority of the school's labs and classrooms, while the western part of campus offers recreational facilities and living spaces.

In the fall of 2010, the first classes were held in MIT Sloan's newest facility, Building E62. Designed as "the new heart of MIT Sloan," the six-story, 215,000-square-foot building brings the Sloan faculty together under one roof for the first time in several decades. E62 houses six classrooms, over 30 group study rooms, an Executive Education suite, 18 conference rooms and 210 offices, as well as an underground parking garage and a dining area that can seat 200 people. Construction on this building also included the renovation of the Sloan Plaza, as well as the creation of gardens and landscaped areas. Building E62, touted as the most environmentally friendly building on campus, was LEED-certified for its various sustainable features, such as low-wattage lighting, a partial green roof, water-based terminal heating and cooling units, low-flow plumbing and extensive parking for bicycles.

Some of MIT Sloan's classrooms and administrative offices still remain in the older facilities surrounding Building E62, all of which, like E62 itself, have been assigned directional-numerical names that indicate their relative location on campus. The Sloan Building, known as E52 (as in "East 52"), boasts a history as the former U.S. headquarters of Unilever; Alfred P. Sloan annexed it to the school in 1950. The Tang Center, or E51, also has an illustrious corporate past: World War II saw the National Research Corporation's attempts to freeze dry blood in this facility lead to the development of Minute Maid orange juice. Today, E51 houses the MIT Sloan Career Development Office, while nearby E53 plays host to the Dewey Library and Sloan's Management Science Area, which supports research and teaching in the fields of information technology, marketing, operations and statistics. The Muckley Building, known as E40, is the point of origin for Sloan's many high-tech ventures, housing the Entrepreneurial Center and the Leaders for Global Operations (LGO) joint degree program.



Building E60, finally, hosts Sloan's dean's office.

Beyond the Sloan building cluster, the school's collaborative ethos leads students to engage with peers and faculty across the MIT campus, which offers a picturesque backdrop for this exchange. The Walker Memorial Building illustrates this most literally; ornate murals line the walls, courtesy of Edwin Howland Blashfield (MIT Class of 1869), who also painted the dome of the Library of Congress. The campus also features an impressive 33-ton Alexander Calder sculpture, entitled *The Big Sail*—appropriate considering that MIT has the oldest collegiate sailing program in the U.S.

While some on-campus graduate housing is available—notably in the Eastgate Apartments, which provide family housing just yards away from Building E62—student demand tends to greatly exceed availability, so most MBA candidates seek housing in the surrounding neighborhoods of Cambridge and Boston.

Life in Boston

Cambridge

While other Northeastern cities may be known for their manufacturing and industrial activities, Cambridge's reputation is that of an intellectual powerhouse. Home to both Harvard University and the Massachusetts Institute of Technology—the city's two primary employers—and many other educational institutions, Cambridge is teeming with academic activity, supporting tens of thousands of students and staff members. In fact, more than one-fourth of Cambridge residents are students and another quarter are employed in higher education. Along with this academic atmosphere comes the pronounced liberalism that has garnered Cambridge the popular nicknames of "Boston's Left Bank" and "The People's Republic of Cambridge." The city's lively, storied streets are populated with a multitude of bookstores, ethnic restaurants, museums and eclectic boutiques serving its liberal clientele.

The first Europeans to settle in Cambridge were a group of 700 Puritan colonists, who named it after the famous city in their native England. Today, Cambridge is home to over 105,000 residents, called Cantabrigians, who represent an array of cultural and racial backgrounds; over 60 languages are regularly spoken in the city.

Neighborhood life in Cambridge is influenced by the city's "squares," busy intersections that function as commercial and social centers for the surrounding blocks. Located halfway between Harvard and MIT, Central Square serves as the main downtown area, hosting Cambridge's City Hall along with an impressive array of international restaurants and bars. Adjoining Harvard University, Harvard Square, or simply "The Square," has a notoriously high concentration of bookstores. Inman Square is known as one of the city's hippest urban

"It's great to be around so many students [in Cambridge]. Harvard and MIT have a very close relationship, so I can take a class at HBS, Harvard Law School, the Kennedy School.... You have a lot more resources available to you than just those at MIT." – MIT Sloan Student



districts; a strong Portuguese cultural influence adds flair to this vibrant area, while an ethnic Japanese focus is evident in the antique shops, boutiques and eateries of Porter Square. Kendall Square is home to MIT proper, in addition to serving as the hub of Massachusetts's booming biotechnology sector.

The Boston area's subway and trolley transportation system, known as "the T," connects Cambridge to the city of Boston and to its outer suburbs. The Kendall Square T stop is adjacent to the MIT campus, and Sloan students can hop on the T for a quick ride across the river into downtown Boston. Bike and jogging paths line both sides of the Charles River, providing a scenic recreational space for MIT students.

The City of Boston

Founded in 1630, Boston is one of the oldest and most historically significant cities in the United States, as well as the largest city in the New England region. With a population of nearly 650,000, the city today is one of the foremost economic, educational and cultural centers in the nation.

The Boston region has long been famous for the pivotal role it played in the American Revolution. Local events such as the Boston Massacre and the Boston Tea Party were instrumental in drumming up support for independence, and the Battle of Lexington, site of "the shot heard 'round the world," is generally considered the first skirmish of the war.

The city of Boston and the areas immediately surrounding it are divided into over twenty neighborhoods, each with its own distinct character. Several of these neighborhoods are connected by Boston's city park system, the Emerald Necklace, which was designed by landscape architect Frederick Law Olmsted to allow people to walk from park to park within the city. The most notable of the Necklace's jewels is Boston Common, reputedly the nation's oldest park, dating back to 1634 and sitting just south of the Massachusetts State House.

Boston's Museum of Fine Arts, the Museum of Science and the Isabella Stewart Gardner Museum, which houses American and European artwork, are popular cultural destinations. Musically, the city is known for its Symphony Orchestra and its offshoot, the Boston Pops, which makes classical music accessible to a wide audience through free concerts and classical arrangements of popular songs. Boston is also considered one of the birthplaces of punk music and was home to the ska music revival of the mid-90s. Today, the city's music scene is vibrant and diverse, hosting local performers and touring acts from a wide range of genres.

A great destination for sports fans, Boston is home to six professional teams: the New England Patriots in football, the Red Sox in baseball, the Celtics in basketball, the Bruins in hockey, the Cannons in lacrosse and the New England Revolution in soccer. The Celtics' name is telling of Boston's sizable Irish-American population; Boston has the highest concentration of this ethnic group among any other U.S. city, as they com-



prise approximately 20 percent of its residents. The names of many of Boston's other sports teams celebrate the city's role in the American Revolution. Though the Patriots have been extremely successful in recent years, reaching the postseason 12 times and winning 4 of the past 13 Super Bowls, the city's baseball team is the sentimental favorite of most Boston residents. After an 86-year championship drought, the Red Sox beat the St. Louis Cardinals to win the World Series in 2004; just three years later in 2007, they won again, beating out the Colorado Rockies.

The city's climate is typical of the Northeast U.S. Fall and spring are the transitions between warm, humid summers, when temperatures approach and occasionally exceed 90°F (32.2°C), and cold, windy winters that see frequent and sometimes heavy snowfall, with average temperatures between 22°F (-5.6°C) and 36°F (2.2°C).

Logan International Airport, located in East Boston, is the major airport serving the city. Frequent Amtrak and bus services connects Boston to the rest of the Northeastern corridor, and the major U.S. cities of New York, Philadelphia and Washington, D.C., are typically from four to eight hours away by car.

Clubs

MIT Sloan boasts nearly 70 student clubs and organizations operating on campus, an impressive number given the small size of the student body (see Figure 4.1). A popular campus club is the MIT Sloan Healthcare Club, which helps link students, scientists and industry professionals who have an interest in biotechnology, pharmaceuticals, medical devices and healthcare. The club stays quite active, and although most of its activities focus on biotechnology, biopharmaceuticals and the pharmaceutical industry, it regularly brings lunchtime speakers to campus to address diverse topics at the request of individual members. The group also hosts the annual BioInnovations Conference and Healthcare Case Competition in which teams compete to solve a problem faced by a real healthcare startup.

"A lot of events actually happen outside of formal clubs. Someone will just say, 'I'm helping to put on a \$5K fundraiser, so come by on Saturday.'" – MIT Sloan Student

Sloan's Consumption Function happy hours, or C-Functions for short, are one of the most popular parts of student social life. Held most Thursday evenings during the academic year, the C-Functions are a great way to get together with classmates and other members of the Sloan community in a relaxed, non-academic setting. The events are organized by the Sloan Activities Board, but are usually sponsored by other clubs on campus, each of which creates a theme for their week's event.

As Boston is a hub of professional, storied sports teams—from the Red Sox (baseball) to Celtics (basketball)—The Entertainment, Media, and Sports Club, introduced in 2007, has grown in popularity. While club participants engage in semester-long consulting projects, a speaker series, treks to New York City, Los Angeles, and Las Vegas, the most popular offering has been the annual Sports Analytics Conference (see section



Figure 4.1 MIT Sloan Student Clubs**Arts and Culture Clubs**

Happy Belly Club
 Joie de Vivre Club
 Muddy Chords (A Capella Club)
 Rolling Sloans
 Vintners Club

Business and Professional Clubs

Adam Smith Society
 Astronautics and Space Industry Club
 Business in Gaming Club
 Data Analytics Club
 Design Club
 Education Club
 Entertainment, Media, Sports Club
 Entrepreneurship and Innovation Club
 Finance Club
 Healthcare Club
 Investment Management Club
 Leadership and Human Capital Club
 Management Consulting Club
 Marketing Club
 MIT Energy Club @ Sloan
 MIT Entrepreneurship Review
 MIT FinTech Club
 MIT Sloan Coder's Club

MIT Sloan Policy Forum
 MIT Sloan Technology Club
 Net Impact Club
 Operations Management Club
 Product Management Club
 Quantitative Finance Club
 Real Estate Club
 Retail, CPG and Luxury Goods Club
 Sales and Business Club
 Student Entrepreneurs for International Development (SEID)
 Travel and Hospitality Club
 Water Club
 Venture Capital & Private Equity Club (VCPE)

Cultural, Regional, Religious, and Personal Affiliation Clubs

Africa Business Club
 Asian Business Club
 Black Business Students Association
 Brazilian Club
 Christian Fellowship
 European Business Club
 Francophone Club
 Greater China Club
 Hispanic Business Club

Israeli Business Club
 Japan Club
 Korea Club
 Latin Club
 LGBT Club
 Middle East and North Africa Club
 New England Society
 Parents Club
 Public Speaking Club (Toastmasters)
 Significant Others of Sloan
 Sloan Jewish Student Organization
 Sloan Women in Management
 South Asian Business Club
 South East Asian Society
 Veterans Association

Sports and Recreation Clubs

Basketball Club
 Golf Club
 Health and Fitness Club
 Ice Hockey Club
 Ski/Snowboard Club
 Soccer Club
 Squash and Tennis Club
 Volleyball Club

“Conferences”).

Conferences

A number of MIT Sloan's professionally and culturally oriented clubs host public events as a complement to their other activities. Many of these organizations sponsor ongoing lecture series, and some host larger one- or two-day conferences that focus on particular industries, regions or identity groups.

The MIT Venture Capital Conference was founded in 1998 to bring together entrepreneurs, venture capitalists and leading researchers to discuss the ways in which entrepreneurs can successfully commercialize their inventions. The one-day conference featured keynote speeches from Dave McClure, founder of 500 Startups, Frederick Kerrest, COO & Co-Founder at Okta, and Brian Halligan, CEO of Hubspot. Students also took part in a Startup Showcase, in which 10 teams of students won the chance to deliver one-minute pitches of their startup ideas to the audience. The top three teams then received five minutes each to pitch before the panel of judges that ultimately determined one winner.

Co-sponsored by ESPN and a number of other leading organizations, the annual MIT Sloan Sports Analytics Conference connects students and industry professionals and experts



"In [my first year], I did two initiatives at the Sports Analytics Conference. It was an organizational nightmare but just a great way to meet people. We get a ton of people and a ton of interest. I met Malcolm Gladwell last year.... Everyone should know about this if you're applying to Sloan." – MIT Sloan Student

to explore the changing impact of analytics throughout the sports industry. Founded in 2007, the conference is also supported by two of its cofounders—professionals with the Kraft Group and the Houston Rockets—and the Entertainment, Media, and Sports Club. The 2014 conference attracted a wide range of speakers, including Adam Silver, Commissioner of the NBA; Adir Shiffman, Chairman of Catapult Sports; Andrew Luck, Quarterback for the Indianapolis Colts; Kevin Plank, Founder and CEO of Under Armour; and Malcolm Gladwell, author of five New York Times bestsellers, including *Blink* and *Outliers*. The conference also featured the fourth annual First Pitch MBA Sports Business Case Competition, wherein teams of three MBA students represent their schools in a case competition judged by a panel of industry leaders, and the team from Harvard Business School claimed first place in 2015.

The MIT Sloan BioInnovations conference, organized by the MIT Sloan Healthcare Club, has been held annually since 2004. The event is billed as "an important forum for leaders in industry, academia, and policy to discuss current issues and future innovations in the dynamic area of healthcare, from healthcare in emerging markets to new drug technologies." Panels at the February 2015 conference included "Big Data, Policy, and Personalized Medicine," "Trends in Healthcare Payment Models: Accountable Care Organizations," "The Future of Specialty Drug Pricing & Reimbursement," and "Designing, Implementing, and Commercializing Devices in Emerging Markets." Keynote remarks were delivered by Dr. Mark Fishman, President of Novartis Institutes for BioMedical Research; Dr. Gary Kelloff, Special Advisor for National Cancer Institute and National Institutes of Health; Dr. John Halamka, Chief Information Officer of Beth Israel Deaconess Medical Center and Dean of Technology at Harvard Medical School; and Jamie Heywood, Co-Founder and Chairman of PatientsLikeMe.

In April 2015, the MIT Sustainability Summit also celebrated its seventh annual event. Centering on the theme of "Food and Agriculture," the two-day summit featured four keynote speeches from Fedele Bauccio, Co-Founder and CEO of Bon Appetit Management Company; Ken Webster, Head of Innovation at the Ellen MacArthur Foundation; L. Ann Thrup, Executive Director of the Berkeley Food Institute; and Ray Offenheiser, President of Oxfam America. Between Friday's speeches, breakout panels addressed such topics as "Scaling Resilience Across Production Systems," "The Role of Retail in the Circular Economy," and "Technology, Agriculture and Circularity." The lineup of workshops on Saturday focused on topics such as "Closing the Big Loop: Energy and Nutrient Recovery from Waste" and "Aquaculture: Transitioning to Sustainable and Diversified Products." Attendees also had several networking opportunities throughout both days, including lunch and coffee breaks and closing receptions.



5 Life After MIT Sloan

MBA Career Development Office

MIT Sloan's Career Development Office (CDO) helps students throughout the internship and full-time recruiting processes. The heart of the CDO's career management program is the Career Core, a required complement to the first-semester curriculum. The Career Core consists of a series of seminars on topics such as persuasive communication, self-assessment, networking and negotiation. Beginning during orientation and running throughout the semester, the seminar series is taught by both MIT Sloan faculty and CDO staff.

"For big companies, I don't know if the CDO is that valuable because those firms have their own recruiting machines. What's more important is that you have a Management Consulting Club of bright people who are willing to create a casebook and put in time with everyone. The clubs give a lot of interviews and prep work beyond what the companies do." – MIT Sloan Student

The CDO also offers a variety of opportunities for career exploration. The annual Career Fair in April brings recruiters from 20 to 25 companies to campus each year for a day of informal networking and conversations. Many of Sloan's largest recruiters also choose to schedule corporate discussions and company presentations throughout the fall.

Sloan student organizations can also apply to organize career treks and other networking events with the help of the CDO. Through the office's career trek program, students who hope to work in a particular industry or location plan out targeted itineraries to visit companies across the U.S. and the world. Teams of students have recently traveled to New York, Northern California, London, Miami, Los Angeles and Las Vegas.

Although the CDO provides many on-campus recruiting services, they report that ultimately 60 percent of students find their full-time job through these school-facilitated recruiting activities. Therefore, the office concurrently seeks to provide the networking and research skills necessary for students to pursue opportunities beyond on-campus recruiting.

Recruiting/Interview Procedures

For first-year students seeking summer internships, the résumé database becomes available to employers in early November, and recruiters begin accepting applications at the start of December. Company representatives are invited to conduct on-campus interviews beginning in January, with scheduling priority given to banks during the first week. Formal on-campus recruiting for summer internships extends through early March, though some firms tend to make offers much earlier in the winter.

While internship recruiting is delayed until the end of Octo-



ber to allow first-year students to settle into their new lives at Sloan, recruiting for full-time positions begins considerably earlier. Some employers begin to accept applications from students only a week after the start of second-year classes. One week after that, presentations and company events targeting second-year students commence, and second-year résumés become available to recruiters. The first interviewing period runs from the end of September through the first week in December, at which point interviews are suspended as students attend their last week of classes and complete final exams; recruiting resumes in the first week of February and ends in early March.

On-campus interviews can be 30, 45 or 60 minutes in duration, depending on recruiter preferences. Employers can choose whether to interview students on an “Invite Only” or “Open Bid” basis. In an Invite Only schedule, only students pre-selected on the basis of their résumés are permitted to register for an interview slot with a recruiter. Open Bid schedules, on the other hand, enable all qualified students to bid on their desired interview slots using a computerized point system. Employers are free to register for either type of schedule, with Invite Only being the default, and may sign up for as many schedules as they need; summer internship recruiters who register for more than one schedule, though, are required to establish at least 25 percent of their interviews on an Open Bid schedule.

Career Statistics

All MBA career offices work to build recruiting relationships with companies in many industries and geographic locations. However, if a school boasts a high number of students with an interest in a particular industry or location, that often suggests that the school is more likely to attract recruiters from those fields or regions, and that those companies are more likely to have a successful recruiting season and be interested in building partnerships with the school. Likewise, when a large number of companies from a particular industry or region regularly visit a school, it tends to attract a larger network of students interested in that field or location.

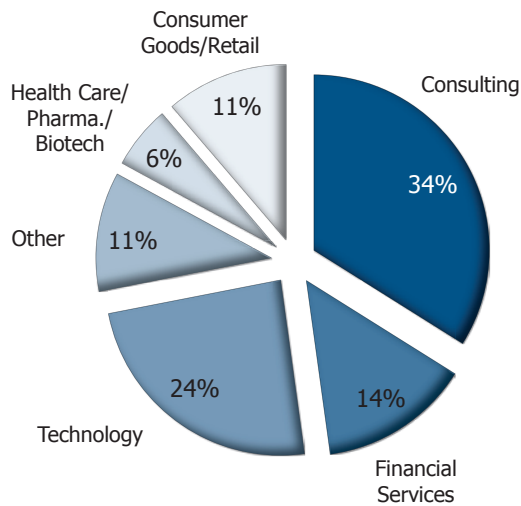
Because of this cycle of interest in on-campus recruiting, MBA candidates should research the industry and regional employment statistics of their target schools to get a sense of the relative recruiting opportunities available. Of course, with up to half of students at some schools finding their full-time positions through independent searches, it is important to remember that there are many opportunities available beyond on-campus recruiting.

“At Sloan, where we have so many future business leaders, I had the thought that if we could have a conversation and really understand these subtle mechanisms and learn the tools necessary to remove these barriers, that could have a huge impact on future companies.”
– MIT Sloan Student

Industry

While consulting leads the recruiting landscape at MIT Sloan, the technology industry—considering combined services and manufacturing—also drew a significant number of graduates of



Figure 5.1 MIT Sloan Industry Placement

Note: "Other" includes Energy, Nonprofit/Public Service, and Media/Entertainment, Manufacturing. "Technology" includes both the services and manufacturing industries.

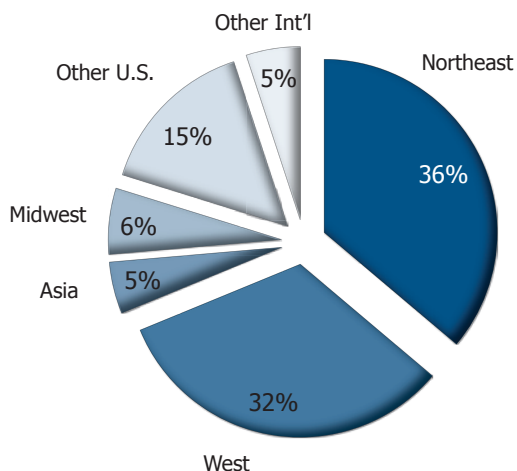
the Class of 2014 (see Figure 5.1). Sloan has a longstanding reputation for being a technology-driven program—not surprising, considering its affiliation with the world-renowned Massachusetts Institute of Technology and its location in the heart of Boston’s scientific industry. While the percentage of MBA graduates choosing the tech industry has increased across programs in the past few years, MIT Sloan still typically sends one of the highest percentages of its class into technology among any of its peer schools. Twenty-four percent of Class of 2014 graduates chose to enter that sector.

MIT Sloan also differs from most of its peers in that, while the majority of the Class of 2014 did enter the financial services and consulting industries, the latter, not the former, was the most popular industry at the school. In the MIT Sloan Class of 2014, just 14% of the class entered financial services; meanwhile, most of its peer schools saw double or more than double the recruitment into the financial services industry (see Figure 5.2).

Geography

Since many business school applicants hope to work in a particular region or city after graduation, it can be helpful to examine the regions in which recent graduates of the leading MBA programs tend to accept positions. However, it is important to remember that even though they attract recruiters from around the country and the world, business schools still conduct most of their recruiting locally, with graduates tending to congregate in the same region as their school.

MIT Sloan is no exception to this rule, with nearly 36% of the class choosing to work in the Northeast U.S. upon graduation (see Figure 5.3). However, MIT Sloan also sent 32% of its graduates to jobs in the Western U.S. (see Figure 5.4), which is likely due in part to the concentration of high-tech businesses located in that area of the country.

Figure 5.3 MIT Sloan Regional Placement

In addition, MIT Sloan has traditionally sent a very high percentage of students to jobs abroad—approximately 19% of graduates from the Classes of 2009, 2010 and 2011, and 16% in 2012—though this number has decreased in 2013 and 2014, with only approximately 14% of the class pursuing employment abroad. For students interested in working overseas after graduation, or at any other point in their careers, MIT Sloan’s placement rates still provide assurance of a strong global alumni network and international brand.

Alumni Network

MIT Sloan maintains a network of nearly 24,000 living alumni. Sloan’s relatively small size means that students tend to know most of their classmates by graduation, and the school encourages alumni to build upon this base by actively reaching out to alumni from other class years.

Figure 5.2 Job Placement by Industry

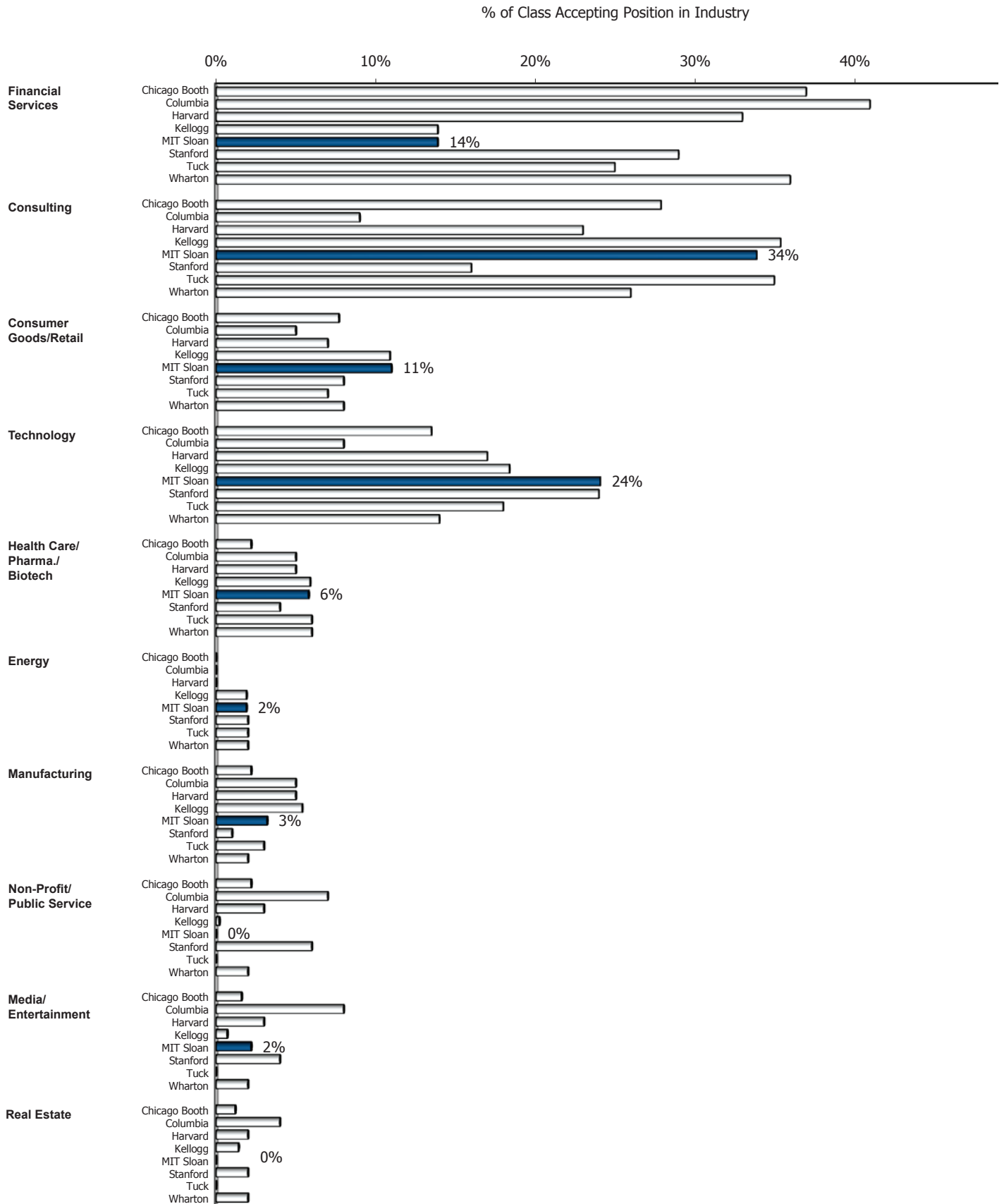
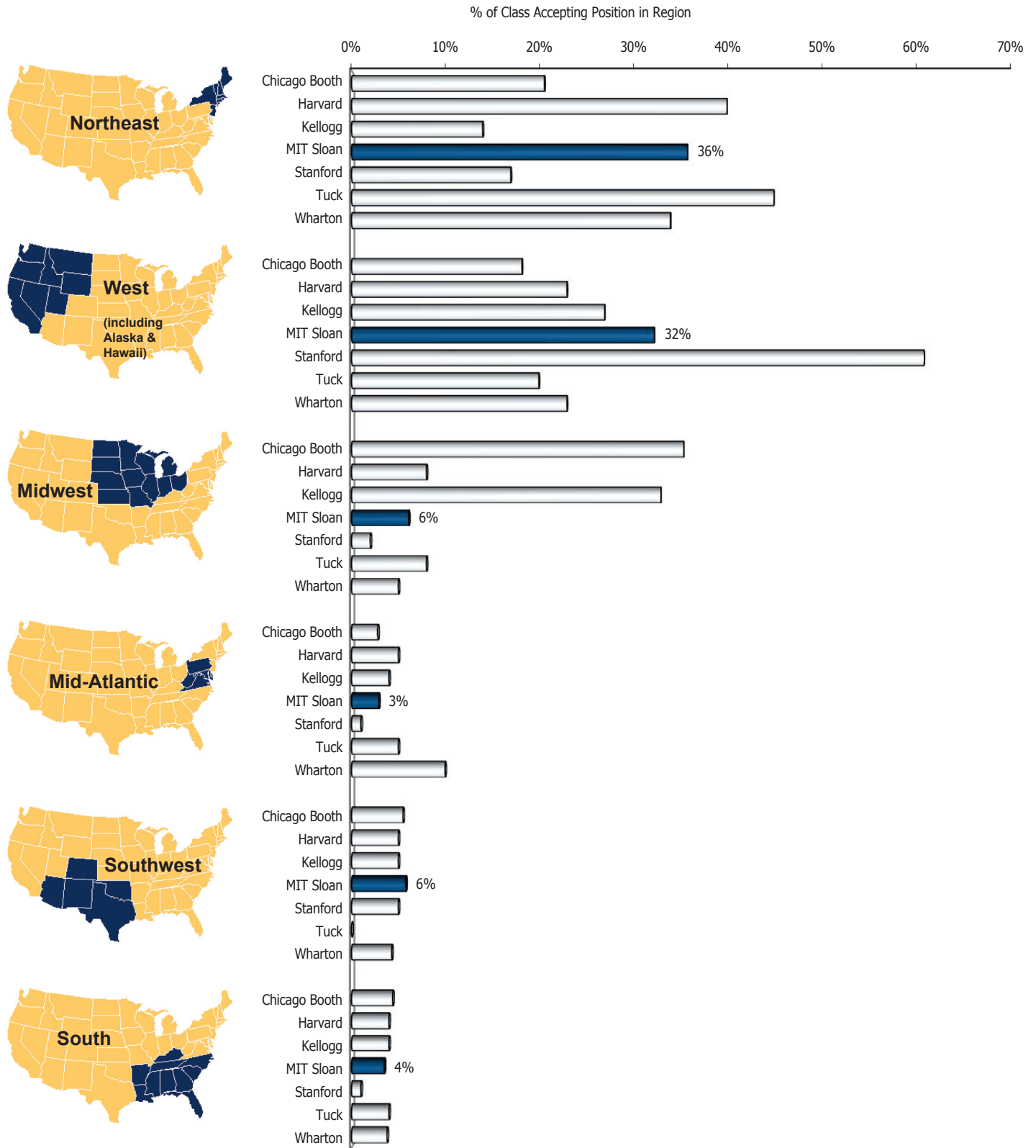


Figure 5.4 Job Placement by U.S. Region



"I chose Sloan because the Sloan alumni I have met were the kind of people I like to work with and had this incredible sense of collaboration." – MIT Sloan Student

The MIT Sloan Alumni Directory provides one starting point for graduates looking to build their Sloan networks, but the Institute Career Assistance Network (ICAN) offers an even more targeted tool. The more than 4,000 members of ICAN are Sloan alumni who have agreed to be contacted by other alumni expressly looking to enhance their networks, be it in a particular field or region. Furthermore, MIT Sloan offers alumni tips and resources about how to utilize the system in order to secure the desired connections.

An unusual offering among leading business schools, the Sloan 5 program is an alumni body that specifically seeks to foster connections among the five most recent graduating classes of MIT Sloan. Twenty locations worldwide are currently served by the alumni officers of the Sloan 5 program, including regions such as Northern California and Singapore as well as cities such as Boston, Madrid and São Paulo.

In addition to its alumni networking resources, the Alumni Office also oversees a job board and résumé database for experienced hires, as well as helping alumni arrange for individual career counseling through the school's Career Development Office. Confidential 50-minute consultations with one of the Career Development Office's career coaches are available free of charge and take place either on campus or over the phone.

For those interested in more social events, the more than 75 alumni clubs associated with MIT Sloan and the larger university—spread across over 40 countries worldwide—offer an opportunity to engage with local Sloan graduates. MIT Sloan alumni are encouraged to attend the general MIT Alumni Association gatherings, which bring together alumni from all of MIT's undergraduate and graduate programs.

6 Admissions

Visiting Sloan

Most campus visits are arranged through the Sloan Ambassadors Program, which is run through the MBA Admissions Office. The program is available in the fall semester—mid-September through early December—and on Mondays and Thursdays in the spring semester, or from mid-February through early May. To ensure a space in the program, visitors should register online before their trip; the Admissions Office encourages prospective students to first check the calendar on Sloan’s website to ensure that classes are in session and that the Ambassador Program is available during a planned visit.

The program begins in the morning at the MBA Admissions Office, located in Building E48. From there, visitors attend an information session with current students and admissions officers, followed by a class visit with a student ambassador. Lunch is also provided, which offers applicants the opportunity to talk with their student hosts about the overall Sloan experience. Applicants to the LGO program are encouraged to visit an LGO class instead of, or in addition to, a regular Sloan class. Students report that the Sloan Ambassadors program provides an excellent sense of the atmosphere of the school, the level of instruction and what the typical Sloan student is like.

If scheduling demands make it impossible to visit as part of the Ambassadors Program, applicants are also invited to visit the campus and attend classes on their own. Class schedules and campus maps can be obtained from the MBA Admissions Office.

Outreach Events

International applicants who are not able to travel to Cambridge for a visit may still be able to attend an admissions event abroad. Sloan-on-the-Road receptions are held in dozens of locations around the world each year, featuring a presentation about the school and community. These events also provide an opportunity to chat with Sloan staff members and alumni in order to learn more about the program and the student experience.

Application Requirements

Sloan applicants are expected to write one essay, but have the option to submit another one. MIT Sloan is known for their



Figure 6.1 MIT Sloan Essay Topics
2015-2016

We are interested in learning more about how you work, think, and act. In your response, please describe in detail what you thought, felt, said, and did.

Essay 1

Tell us about a recent success you had: How did you accomplish this? Who else was involved? What hurdles did you encounter? What type of impact did this have? (500 words or fewer).

Essay 2 (If Invited to Interview Only)

The mission of the MIT Sloan School of Management is to develop principled, innovative leaders who improve the world and to generate ideas that advance management practice. Please share with us something about your past that aligns with this mission. (250 words or fewer).

Optional Essay

The Admissions Committee invites you to share additional information about yourself, in any format. If you choose a multimedia format, please host the information on a website and provide us with the URL.

For Clear Admit's strategic advice on how to approach the MIT Sloan essays, see the section "Essay Topic Analysis" in Chapter 8.

Figure 6.2 MIT Sloan Deadlines
2015-2016

	Deadline	Notification
MBA		
Round 1*	Sept. 17, 2015	Dec. 16, 2015
Round 2*	Jan. 14, 2016	April 4, 2016
Round 3	April 11, 2016	May 18, 2016
LGO	Dec. 15, 2015	March 1, 2016

Note: All applications must be submitted by 3 p.m. Eastern Time on the day of the deadline.

*Reapplicant and HKS dual-degree deadlines

behavioral focus in the admissions process, as is shown by the school's request that applicants relate what they "thought, felt, said, and did" in the essay (see Figure 6.1).

MBA applicants to MIT Sloan must submit an online application form, two letters of recommendation from people who can "speak with certainty" about the applicant's professional accomplishments, a self-reported transcript, and a one-page résumé, along with the aforementioned essay. In addition, all applicants are required to submit a \$250 application fee and valid GMAT or GRE test scores. The Sloan admissions office is unusual in that it does not express a preference between the GMAT and GRE, so those who have taken both tests should submit whichever scores best reflect their academic potential.

Contrary to the policies of most of Sloan's peer programs, students who speak English as a foreign language are not required to submit TOEFL or IELTS scores or any other scores from exams that test English language competence. The flexibility of this policy may be a factor in Sloan's success at attracting and enrolling high numbers of international students.

Interviewing with MIT Sloan

MIT Sloan considers the interview a "very important" part of the admissions process. Typically, the interviewer serves as the final decision maker in a given applicant's acceptance. Dispensing with the standard résumé-based discussion of a candidate's broader professional experiences, MIT Sloan instead conducts Behavioral Event Interviews (BEIs). In a BEI, applicants are asked to describe specific situations in which they have exhibited particular leadership-related traits, with the interviewer asking a number of probing questions about the candidate's decisions and actions throughout the story. The focus is on understanding the ways in which applicants have thought and approached problems in the past, reflecting MIT Sloan's strong conviction that past behavior predicts future behavior.

Director of Admissions Rod Garcia has stated that the admissions committee aims to interview no more than 800 candidates per year regardless of how many have applied. Hence, one's chances of receiving an interview invitation depend on application volume. MIT Sloan generally aims to interview 20 percent to 25 percent of the applicant pool, but in years of high application volume, this rate has hovered closer to 17 percent to 18 percent.

Deadlines

MIT Sloan used to accept applications in just two rounds, but for the first time in its admissions history, they have adopted a three-round series of deadlines that are the norm at most leading MBA programs. The application deadlines for Rounds 1 and 2 are in late September and early January, respectively (see Figure 6.2), while the additional Round 3 is in April. All



materials must be submitted to MIT by 3 p.m. Eastern Standard time on the day of the deadline. Candidates who were rejected in the prior application season would be considered reapplicants and may reapply in the first two rounds.

Joint & Dual Degree Programs

MIT Sloan offers several joint and dual degree programs in conjunction with other graduate schools at MIT and nearby Harvard University (see Figure 6.3).

Applicants interested in developing the technical and management skills to lead a company's operations and manufacturing efforts may wish to explore the Leaders for Global Operations (LGO) program. LGO enrolls 45 to 50 students each year who spend two full years, including summers, studying for an MBA and an M.S. in Management from one of seven MIT engineering departments. The program is designed to combine in-depth study of system design, new product development and manufacturing with the managerial training needed to run a successful business.

Applications for the LGO program are typically due in December (see Figure 6.2). Interested candidates may fill out an application to either MIT Sloan or their engineering program of choice; in either case, they must submit four supplemental essays (see Figure 6.3). Students who apply to LGO through Sloan, but are not admitted to the joint program, will then be considered for the standard MBA degree, while students who apply through the School of Engineering will be considered for an S.M. or Ph.D. in engineering if they are not admitted to the joint program.

Meanwhile, Sloan's Systems and Design Management program (SDM) is a 13- to 24-month program integrating systems architecture, engineering and project management with management training that leads to a Master's in Engineering and Management. While the SDM does not technically confer a traditional MBA degree, the program is designed for mid-career professionals who aim to become leaders within technical fields and who possess a strong track record in management. Unlike in other MIT Sloan master's programs, even the Executive MBA program, SDM students have flexibility in scheduling how many months they wish to devote to their degree.

MIT suggests that in order to qualify for the program, candidates with a master's in engineering should have at least three years of experience in a technical field with some leadership responsibilities, while those with a bachelor's in engineering or a hard science should have at least five years of professional experience in the field, and SDM fellows typically have completed 10 years of work, and become leaders within their companies, at the time of matriculation. Applications for the program are due May 1 based on the August entrance into the SDM program.

Sloan also offers a three-year dual degree program with Har-

Figure 6.3 Joint and Dual Degree Programs at MIT Sloan

- Leaders for Global Operations (LGO): MBA/S.M. with the MIT School of Engineering
- Public Policy: MBA/MPP, MBA/MPA, or MBA/MPA/ID with the John F. Kennedy School of Government, Harvard University
- Systems Design and Management (SDM)/MBA with the MIT School of Engineering



vard's John F. Kennedy School of Government (HKS), in which students pursue either a Master's in Public Policy (MPP), a Master's in Public Administration (MPA), or a Master in Public Administration/International Development (MPA/ID) alongside their MBA. Applicants may apply to both schools concurrently or may apply to the dual degree program after being accepted into either Sloan or HKS. It is important to note that acceptance to both schools does not guarantee acceptance into the accelerated dual degree program; a student not accepted into the dual degree program has the option of completing both degrees consecutively in four years.



7

Financing the MIT Sloan MBA

Tuition & Expenses

Figure 7.1 Estimated Costs 2015-2016

Expense Item	Amount
Tuition & Fees	\$65,750
Housing	\$14,850
Books and Supplies	\$2,200
Computer (first year only)	\$2,000
Food	\$4,894
Personal (incl. health insurance)	\$5,580
Transportation	\$2,740
Total	\$98,014

Like most U.S. MBA programs, MIT Sloan provides students with an annual budget that estimates the cost of attendance. For the 2015-2016 academic year, Sloan recommended that single students budget at least \$98,014 for tuition and living expenses (see Figure 7.1). This amount may vary depending on factors such as family size or lifestyle choices. Because a student's estimated budget determines his or her maximum eligibility for loans and other financial aid, this amount can be adjusted as needed through consultation with MIT Student Financial Services.

Most MIT Sloan students pay half of their annual tuition at the start of each of semester. However, students may opt to participate in the MIT Monthly Payment Plan, which allows students to pay their tuition bill in four monthly installments over the course of each semester. Any student who pays tuition in either the fall or spring semester is eligible to enroll in MIT's January Independent Activities Period (see Chapter 3, "Exploratory Learning") at no additional charge.

Financial Aid

The majority of MIT Sloan students rely on loan programs to finance their educational expenses. The MBA Admissions Office recommends that all applicants who are eligible for U.S. federal student aid – or in other words, U.S. citizens and permanent residents – complete the Free Application for Federal Student Aid (FAFSA) before being accepted into the program. Upon admission, students will be sent the MIT Graduate Loan application plus additional information on funding opportunities.

MIT offers graduate students several loan options (see Figure 7.2). Through the Federal Direct Loan program, U.S. citizens and permanent residents may borrow up to \$20,500 to finance their tuition and other educational expenses. The school also maintains a partnership with the MIT Federal Credit Union to offer a loan through which all admitted students are eligible to borrow. These loans do not require a co-signer and permit students to borrow up to \$195,000 or the cost of attendance minus other financial aid received.

Domestic and international students are also free to explore private loans to finance their education. As a matter of policy, MIT does not maintain a list of preferred-lender relationships

Figure 7.2 Available Loans

U.S. Citizens & Permanent Residents

- Federal Direct Stafford Loans
- Federal Perkins Loan
- Federal Direct PLUS Loan
- Private loans

International Students

- Private loans



due to the varying needs and preferences of its individual students.

In addition to the available loan programs, Sloan also offers several fellowships on the basis of merit, need or a combination of both factors. Several of these fellowships target niche demographics, such as students from Argentina or Brazil, residents of the United Kingdom or entrepreneurs committed to founding a business in a developing country after graduation. Broader fellowships include the McKinsey Award, which awards four \$10,000 fellowships annually to first-year students with an outstanding record of academic achievement and leadership, and the Class of 2004 Diversity Scholarship, which seeks to attract students from underrepresented backgrounds to Sloan.

Sloan MBA students looking for additional help in meeting their educational expenses may apply for one of the assistantships the school offers each year. Recipients will work either as Research Assistants, partnering with faculty members on specific research initiatives, or as Teaching Assistants with responsibility for grading and tutoring.



8

Appendix

Essay Topic Analysis

As seen in Chapter 6: Admissions, MIT Sloan applicants will need to respond to two essay questions. The Clear Admit team has combined its years of business school expertise to analyze MIT Sloan's essay topics and help applicants determine how to craft effective responses.

While the school has reduced its number of required questions from two to just one prompt this season, the admissions committee's core philosophy has remained constant. The Sloan adcom has long believed that past behavior is the best predictor of future behavior, and the program has been consistent in espousing and applying this concept over the past decade or so. Accordingly, the school's 2015-2016 question is highly focused on the specifics of and the applicant's behavior in a past situation, and is designed to elicit a fair amount of factual information by which the admissions committee can judge a candidate's broader potential and competencies. The school has also retained its open-ended optional essay for the coming admissions season. And, in a new addition for this season, Sloan has announced plans to ask a second question required only of applicants who are invited to interview for the MBA program.

Let's take a closer look at this year's MIT Sloan essays:

Essay 1

Tell us about a recent success you had: How did you accomplish this? Who else was involved? What hurdles did you encounter? What type of impact did this have? (500 words)

There's a fair amount to cover in this relatively short response, and its effectiveness will hinge on the quality of the example selected. While it may be tempting to select a solo accomplishment with a very impressive impact, such a story may not deliver the level of behavioral richness that the admissions committee is looking for.

Instead, candidates will need to select a situation that allows them to comment meaningfully on each of the follow-up inquiries, as this will ensure that they are showcasing all of the abilities that this prompt is designed to assess. That is, the situation should include collaboration with others (and ideally some degree of formal or informal leadership), as well as obstacles that had to be overcome via persuasion, persistence, and/or problem-solving. Of course, one will also want to close with a positive outcome that includes an impact on a person, client, process, or organization. Note that this doesn't need to be a professional accomplishment, leaving personal and



extracurricular examples open for consideration. We do want to suggest, however, that a fitting professional example would be preferable, assuming that it contains all of the elements required to fully address the prompt. Meanwhile, applicants should attend closely to the adcom’s request for a “recent” success and work to identify an example from the past 2-3 years.

As for structure, we recommend a straightforward STAR approach (Situation, Task, Action, Result) to applicants tackling this behavioral prompt. Effective responses will open with a full description of the situation, including a discussion of the setting and timeframe, as well as the players involved in the story and their respective responsibilities and motivations. You’ll also want to share the task— i.e. what you set out to accomplish—early in the essay. This section might also include a discussion of your overall strategy, as well as anticipated challenges. Next, the action section should comprise the majority of the essay. In this section, you’ll want to take the reader through your step-by-step process of accomplishing your objective; this piece of the response should also include descriptions of interpersonal interactions and troubleshooting of hurdles. You’ll then want to close with a comment on the result: the positive impact you were able to have. Keep in mind that while MIT is primarily interested in observable behaviors and their impact, some commentary on your reasoning and reactions may help to shed light on your process and enable the adcom to better understand what your actions in this situation say about your likelihood of achievement in the future.

Optional Essay

The Admissions Committee invites you to share anything else you would like us to know about you, in any format. If you choose to use a multimedia format, please host the information on a website and provide us the URL.

As far as optional essay prompts go, this one is fairly inviting – with respect to content as well as format. This prompt offers an opportunity to address elements of one’s application that require explanation (e.g. choice of recommender, a semester of poor undergraduate performance), and may also be an opportunity to share important information that isn’t captured elsewhere in one’s written materials.

Applicants who do have a potential weakness to address should use this response to comment on this issue in a straightforward manner. Meanwhile, applicants who don’t have a pressing shortcoming to explain should think about what they might want to highlight in this response. For example, the multimedia format may represent a particularly great way to showcase an athletic hobby or introduce the adcom to your hometown via video. This is also an opportunity to share a blog, Pinterest page, or other digital content that will show the adcom a unique side of your candidacy. As always, applicants should use good judgment in determining the content and length of this response — remember that responding to an optional essay essentially creates more work for the admissions reader — keeping their comments as brief as possible and thinking carefully about whether responding to this prompt



will really make a meaningful difference in their applications.

Interview Invite Essay

The mission of the MIT Sloan School of Management is to develop principled, innovative leaders who improve the world and to generate ideas that advance management practice. Please share with us something about your past that aligns with this mission. (250 words).

Somewhat akin to the school's required essay, this prompt (a modified version of a question that appeared on last season's application) asks applicants to produce some evidence from their past that speaks to their fit with Sloan and its mission. Given the abbreviated word count, the school likely isn't looking for a full STAR treatment with this response; it's probably not necessary to walk the adcom through a step-by-step process, though it will still be important to share enough context for the reader to appreciate the before-and-after picture of the impact the applicant was able to have. In selecting a topic for this response, applicants should zero in on the concepts of innovation, improvement and idea-generation in this prompt, identifying a time they enhanced an existing process or introduced something novel to their organization. Applicants will of course want to spell out the details of the impact they had. Finally, the comments about principled leaders and improving the world suggest that Sloan is seeking applicants who've done more than bolster their company's bottom line; linking one's accomplishment to a positive social impact (or potential contribution to a program or student organization at Sloan could be a particularly nice touch here.

Admissions Director Q&A

In an interview with Clear Admit, the admissions director at the MIT Sloan School of Management, Dawna Levenson, shared the reasoning behind the school's decision to add an additional round to its admissions process and reduce the number of required essays applicants must answer to just one.

For the first time in its history, MIT Sloan will give applicants the opportunity to apply as part of a third admissions round, which will feature a deadline of April 11th and a notification date of May 18th. The change comes in response to requests from multiple applicants, according to MIT Sloan Admissions Director Levenson. "Many of our peer schools, if not all of them, have a Round 3," says Levenson. By adding a third round, she says, MIT Sloan provides greater options to prospective applicants whose work situation may have changed after earlier round deadlines passed, for example.

International applicants, however, are strongly encouraged to apply as part of Round 1 or 2, Levenson says. "We will not travel for interviews in this final round," she notes. Visa requirements and the school's housing lottery, which takes place in May, also make the new round a better option for U.S. applicants.



At many peer schools, the third round is far more competitive than Rounds 1 or 2, by virtue of the fact that many available slots will already have gone to applicants in earlier rounds. Asked whether only the very strongest candidates should consider Round 3, Levenson replied, “I like to think we are always looking for really strong candidates.”

And Then There Was One

Also like many peer schools, MIT Sloan has reduced the number of essay questions applicants are required to answer before hitting submit. This year, the school features just one as part of the initial application process, which applicants will have 500 words to answer:

“Tell us about a recent success you had: How did you accomplish this? Who else was involved? What hurdles did you encounter? What type of impact did this have?”

Why just one? “We talk a lot about this every year,” Levenson says. “It is not our intent to make our application process unnecessarily difficult and time consuming. We decided this year that with the right one essay we can gather all the data we need.”

Specifically, Levenson and team are looking in applicants’ responses to the essay for evidence of a series of competencies they believe make people successful at Sloan and in a future workplace. Those competencies include leadership (not necessarily supervising people but being able to influence people), relationship building, an ability to identify goals and work toward them despite obstacles, and an ability to have an impact.

“Our question is really very direct,” Levenson says. “We are actually asking people—very directly—for information that we find is important and that helps us with our decision-making process. There are no tricks here.”

A Second Essay for Some

Applicants who are invited to interview at MIT Sloan will also be invited (and required) to provide a written answer (in 250 words or less) to a second essay question:

“The mission of the MIT Sloan School of Management is to develop principled, innovative leaders who improve the world and to generate ideas that advance management practice. Please share with us something about your past that aligns with this mission.”

This question is really all about an individual’s fit with MIT Sloan, Levenson points out. “I am very excited about the way we have structured things this year,” she says of the decision to only ask the second question of applicants who are invited to interview. “I think it makes a lot of sense both for applicants and for us,” she says.

Applicants will likely receive the essay question when they are invited to interview and have until just before they interview to submit an answer, usually about a week’s time, Levenson



says, though the precise details have yet to be worked out.

As part of this year's changes to the admission process, MIT Sloan is moving away from an essay question introduced last year that invited applicants to write their own letters of recommendation from the point of view of a supervisor. The question proved unpopular among some applicants, although Levenson says the decision to substitute a new question this year is not a reflection of that fact. "We just like to change things every year," she says. "We know there are a lot of people out there supporting the application process, and in some instances you can even buy an essay. We experiment with different essay questions to make that as difficult as possible."

In terms of advice to applicants as they sit down to answer this year's essay questions, Levenson kept it simple. "We want people to be honest and sincere," she says. "First and foremost, we are looking for people who would be successful in the classroom. We believe very strongly that past behavior is an indicator of future success."



9 Further Resources

Publications

The *MIT Sloan Management Review* is a quarterly research journal. The peer-reviewed articles aim to keep managers up to date on the latest business research and on trends in management practices. Although the journal is available online, full-text articles are available only to subscribers.

Sloan also maintains a diverse ring of student bloggers from all class years who post regular reflections on the Sloan experience and life at the school. Their entries are an excellent source of information about day-to-day life at MIT and business school in general.

MIT Sloan Research Centers & Institutes

- *Center for Computational Research in Economics and Management Science*: Advances knowledge of modeling by focusing on algorithmic research and related software development.
- *Center for Energy & Environmental Policy Research*: Seeks to inform domestic and international policies on energy and environmental issues.
- *Center for Information Systems Research*: Investigates how firms generate value through information technology.
- *Institute for Work and Employment Research (IWER)*: Studies issues related to work, labor-employment relations, human resource management, labor market theory and public policy analysis.
- *Laboratory for Financial Engineering*: Spurs advances in financial engineering and develops ways to teach students and executives to apply financial technology.
- *Martin Trust Center for MIT Entrepreneurship*: Supports aspiring high-technology entrepreneurs from the MIT community and beyond.
- *MIT Center for Biomedical Innovation*: Aims to improve global health by eliminating obstacles to the development and implementation of biomedical technology.
- *MIT Center for Collective Intelligence*: Researches strategies that help geographically dispersed teams and net-



works function successfully.

- *MIT Center for Digital Business*: Facilitates research into the impact and future of Internet-enabled businesses.
- *MIT Leadership Center*: Develops leaders who can improve their organizations and the world.
- *Operations Research Center*: Provides educational and research opportunities for students and faculty interested in operations.
- *Organization Studies Group*: Studies the human aspect of organizations from an interdisciplinary perspective.
- *Productivity From Information Technology (PROFIT)*: Explores how information technology can enhance productivity in the public and private sectors.
- *System Dynamics Group*: Aims to improve scientific knowledge of how complex systems change over time.
- *Virtual Customer Initiative*: Seeks to improve the speed, accuracy and usability of customer input in the product design process.

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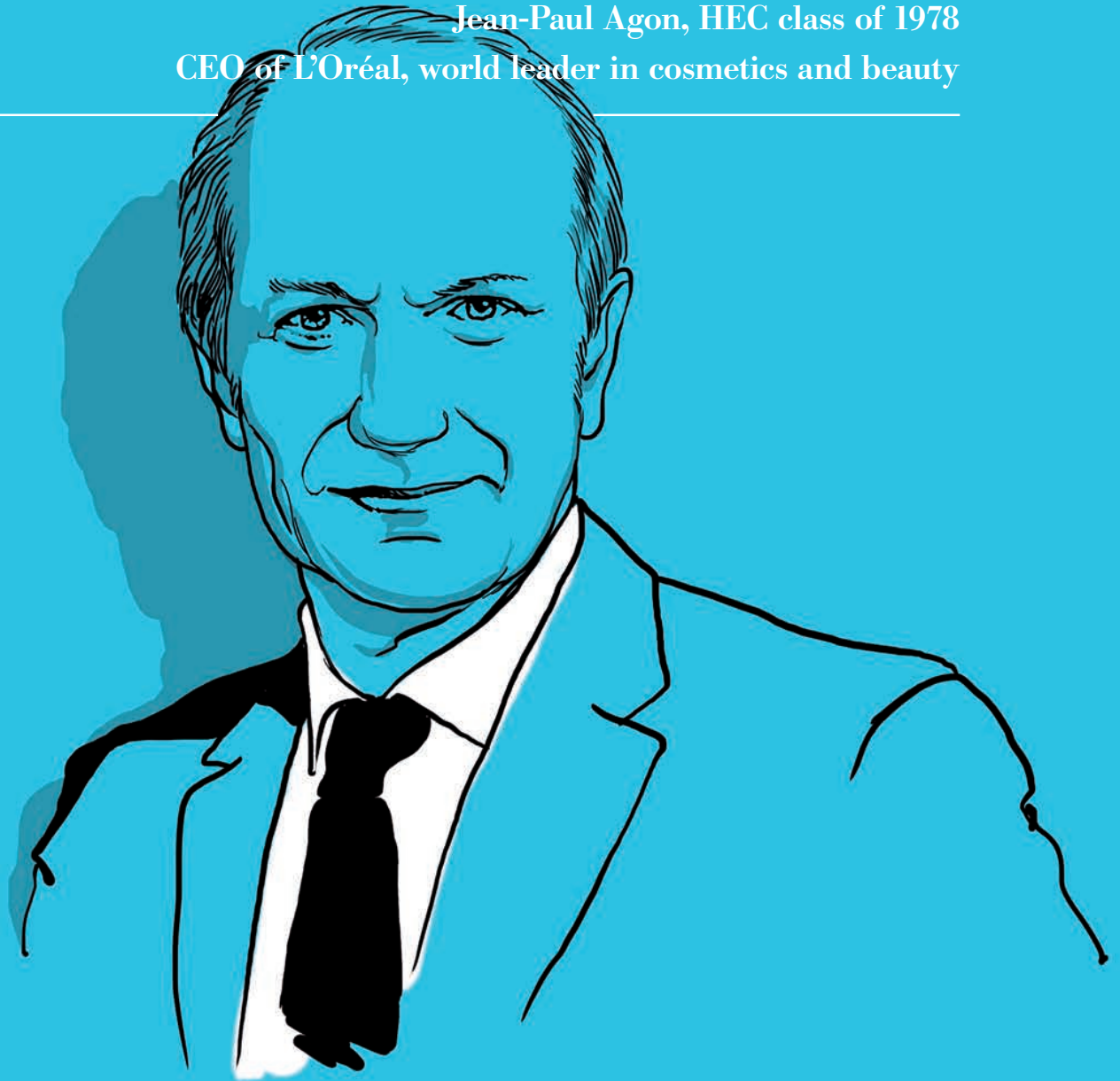
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