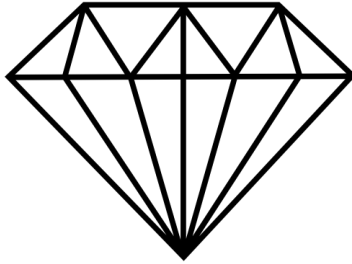


EXCELLING WITH INTEGRITY

Dharm Joshi
Director, Masters Programs

Shannon Sterling
Director, MBA Programs



“Pressure is privilege.”

–Billie Jean King

OUR VALUES

UBC Sauder's values are our foundation. We are committed to rigour, respect and responsibility in our school, in our community and in our daily lives.

Rigour
Respect
Responsibility

RIGOUR

We are motivated by commitment to the rigorous search for truth. We seek deep insights, rather than superficial conclusions. We rely on evidence, and our assumptions are open to testing and public debate.

RESPECT

We are attentive to and conscious of how our words and actions affect others; we learn about the traditions, values and experiences of others so that we are able to understand and appreciate the diversity of perspectives. We are culturally aware and culturally sensitive.

RESPONSIBILITY

We are active participants in our community who take responsibility for improving and transforming the lives of those around us, both locally and globally. We stand up for our values and principles, and question practices that are unjust or that put future generations at risk.

DEFINING YOUR PERSONAL VALUES

RHL PROFESSIONALISM

pro·fes·sion·al·ism

prə'feSHənI,izəm/

noun

1. Behaviours and qualities of an individual in a working environment, such as: respect, integrity, competency etc.

"the key to quality and efficiency is professionalism"

LIVED CHARACTERISTICS + STUDENT SUCCESS

Steven Shechter

Associate Professor, Operations and Logistics Division &
Director, Centre for Operations Excellence (COE)

Danielle van Jaarsveld

Professor/Chair, Organizational Behaviour/HR Division

MAKING IT REAL

Partner with someone is seated near you.
Read the case and discuss the questions with your partner(s).

MAKING IT REAL

CASE 1 – In the classroom

Steven is teaching a course on business analytics. This is hands-on course, and Steven often asks students to work on mini-problems on their laptops during class. However, as per the RHL professionalism policy there is still a “no cell phone” rule in place, which he mentioned on the first day of class and appears in the course outline. “Participation/Professionalism” makes up 10% of the course mark.

On day one of the course, everyone is on-time and prepared for class, no one uses their cell phone, but on day two, Steven notices, three students come in 10 minutes late, and one student texting for about 30 seconds during an in-class computer exercise. He doesn't say anything. He then notices the on day three, four different students enter late, two are missing and the same student plus one other student texting at different times, during the lecture portion of the class.

Questions

- What are some possible courses of action for Steven?
- Which one do you recommend and why?
- If you were a student in this class is there something you could say or do in this scenario?

MAKING IT REAL

CASE 2 – Sam

Sam worked hard on the Macroeconomics course all period. Sam had some assignments with grades in the 60-70% range before the end of the period. The final exam was worth 40% but Sam studied hard and thought the exam went well. Sam's final grade for the course was 68%, narrowly avoiding a 'minimal pass' grade (60-67%). Sam already has two course grades in the minimum pass range (maximum allowed is four).

Sam feels that they studied too hard to only receive 68%. Sam decides to speak with the instructor and drops into the instructor's office to ask for a better grade. The instructor is in the middle of grading for another course but takes the time to listen to Sam's case. In the end, the instructor says the grade is fair and does not agree to raise it. Sam grows frustrated and starts arguing with the instructor that a better grade is deserved based on how much time Sam spent on this course.

Questions:

- What could Sam have done early on after receiving grades back on the first few assignments in the class?
- How could Sam have approached the grade discussion with the instructor to have a more productive meeting?
- What other routes Sam could have taken to seek advice about this situation?

MAKING IT REAL

CASE 3 - Jesse

It's Week 3 of Period 1. Jesse has had just a few hours of sleep each night for the past week due to intense coursework, career workshops, and program-opening social activities. Jesse has five assignments due next week and is feeling overwhelmed about how to approach getting these done. Two of the assignments are group assignments and the other three are individual. Jesse is feeling very tired and is tempted to take some shortcuts in completing the assignments.

Questions:

- What are some of the shortcuts Jesse might be thinking of, and what would be the consequences of these shortcuts?
- What could Jesse have done earlier in the period to mitigate the current situation?
- What would you recommend Jesse do now to get through the next week?

MAKING IT REAL

CASE 4 - Team

Jing, Lucas, Kevin, Jas and Taylor are working as a team on the Business Plan, which is the biggest project in the first two periods. Their team is meeting for the fourth time. Each team member is supposed to submit their allocated parts for discussion for this meeting.

When the team members show up in the meeting room, four of them submitted their work in advance as agreed, except for Kevin. He brought a one-page document to the meeting and says that HR is not the focus of their project anyway. Kevin picked the HR part of the project, as this is the industry he has worked in for 6 years. Still, Kevin's analysis is very superficial and lacking in the quality that the team expected. It is not the first time that Kevin's work quality and depth is not meeting the team's expectations. Kevin also remains largely silent during team discussions most of the time.

Questions:

- How would you give feedback to Kevin in a professional and constructive way?
- If you were in Kevin's shoes, what could you have done differently prior to the team meeting?
- Looking forward, what could you do to keep other team members accountable?

MAKING IT REAL

CASE 5 – Robust Discussion

In one of your Period 2 courses, you meet a classmate Jordan, who has very strong opinions and is vocal about sharing them in class. Jordan's opinions are almost always counter to your own values and beliefs, and you disagree completely -- internally -- each time Jordan speaks. Jordan is a dynamic and entertaining speaker, and speaks up multiple times in each class; however Jordan often speaks over other people and dismisses their opinions. You sense that others in the class are feeling as you are, but likewise are struggling with how to best handle the situation.

Questions

- What are some possible courses of action?
- What do you think are best and worst case outcomes if you speak up?
- Assuming you decide to speak up in class in response to Jordan, write out a sample response (for example, a topic of discussion could be a proposed pipeline project). Assume Jordan will interrupt you at least once during your response.

DDSS TOP 10 TIPS FOR GRAD STUDENT SUCCESS

1. Behave professionally:

- (a) Submit assignments on time,
- (b) Follow the professional classroom norms, e.g. Don't use your cell phone in class unless the instructor suggests otherwise, especially not in Steven's class, (c) Prepare for class (read the materials that are assigned)

2. Treat your fellow students, faculty, alumni, BCC staff, and RHL staff respectfully.

3. Be a responsible team member & contribute to your teams to the best of your ability.

4. Plan ahead for your assignment due dates and exams - don't leave them for the last minute.

5. Spend time getting to know your instructors as they can become a valuable part of your educational journey and network.

DDSS TOP 10 TIPS FOR GRAD STUDENT SUCCESS

6. Embrace this opportunity & be intellectually curious—a big differentiator between in-class vs. online type of learning is the ability to ask questions to your instructors and classmates during class.
7. Think of the “so-what”/”why would management care about this.”
8. Learn from your peers and remember that they are becoming an important part of your growing network.
9. Asking the right questions can be as important than coming up with solutions.
10. We encourage you to ask for help whether it is from your peers, the RHL, or your faculty. We are here to support your grad school journey, and we want you to have the best experience you can.

BUILDING YOUR ACADEMIC + PROFESSIONAL TOOLKIT



HOUSEKEEPING + REMINDERS

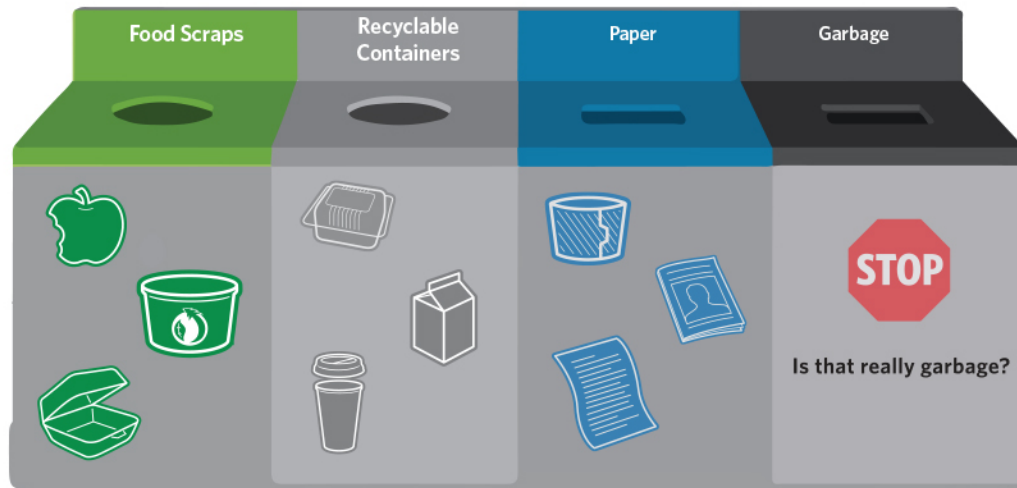
Next Sessions:

- **All students:** Lunch
 - CPA Hall
- **All students:** Equity & Inclusion with Cicely Blain
 - HA 098 (this room)
 - At 1pm sharp!

Please collect all garbage and deposit them in the correct bins on your way out.

You Make a Difference. Sort It Out. Keep It Clean.

Respect your environment and others when you're sharing a space.



Recycling stations are available throughout the school for you to dispose your food scraps and recyclables.