

FALL 2022

Hill | Levene Review

The Experiential Learning Issue



CEEL Launches Entrepreneurial Collision Space and More

Doing Business in Mexico (Virtually)

Co-op Leads to Full-Time Employment

Research is Experiential Learning Too

CPA Teaching & Research Awards

Hill | Levene
SCHOOL OF BUSINESS



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The Hill and Levene Schools are accredited with the Chartered Professionals in Human Resources (CPHR) Saskatchewan, providing a path for students graduating with a Bachelor of Business Administration (BBA) with a major in Human Resource Management or a Master of Human Resource Management (MHRM) to receive their CPHR designation.



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Dean's Message 2022



Munz Media

The theme of the 2022 issue of the *Hill | Levene Review* is Work-Integrated Learning. Work-integrated learning, or experiential learning as it is often also referred, is central to what we do at the Hill and Levene Schools. Our mission statement reflects this commitment: *In business education and research, we foster meaningful experiential learning and engagement in local, national, and international communities, and demonstrate commitment to inclusivity and social justice.*

We provide students with experiential learning opportunities both in and out of the classroom. Most of the courses taught at the Schools include experiential content. This can come in the form of case instruction, simulations, live consulting projects, and guest speakers. Beyond the classroom, students can participate in the co-op program, Mitacs internships,

case competitions or engage with one of our many student-led groups that provide endless possibilities for putting theory into practice. We have also placed a renewed emphasis on experiential learning in our rebranded Hill Levene Centre for Experiential and Executive Learning – CEEL (formerly the Centre for Management Development). You can read more about the exciting opportunities offered through CEEL in one of the articles in this issue of the *Hill Levene Review* where we highlight the unveiling of a new space this Fall, the Hill Levene Entrepreneurial Collision Space. CEEL will offer work-integrated programming in this new space. All of these experiences enrich students' learning experience and place them in fine form to start or expand their careers.

In a recent survey, 75% of Spring 2022 Hill grads reported that they were currently employed or had secured an upcoming position as of the day of convocation, and in a follow up survey of Fall 2021 grads six months after graduation, 94% were employed or had secured an upcoming position. There is no doubt that our programs and the work-integrated learning opportunities we are offering our students prepare them well for their future careers.

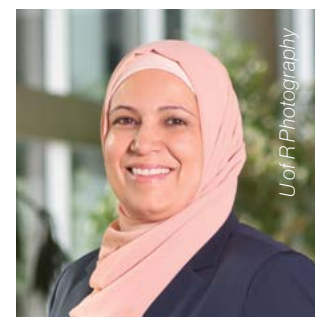
In this issue you will learn more about the diverse nature of work-integrated learning opportunities offered through Hill and Levene. We share with you stories about innovative work-integrated learning projects in Hill and Levene courses, the value of participating in the co-op program, and how learning by doing is core to the activities of our student groups.

We all know that 2022 has been another year of uncertainty but since March slowly our hallways are returning to normal with more and more students coming back to campus. This Fall we face bustling hallways and the buzz of student excitement.

I thank our faculty, staff and students for their patience and resilience over the past two years. I'm lucky to be surrounded by a supportive team of Associate Deans and members of our Advisory Boards who provide support and advice as we grow and facilitate new opportunities for our students and faculty.

Read on and I hope you enjoy learning more about the work-integrated learning we are pleased to offer our Hill and Levene students.

Gina Grandy, PhD
Dean
Hill and Levene Schools of Business



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Dr. Eman Almehdawe, Associate Dean, Research & Graduate Programs



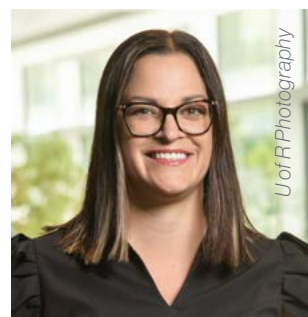
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Establishing **GLOBAL** Connections

Doing Business in Mexico (Virtually)

International relationships built on trust, mutual respect, and cultural competence are vital in maintaining the global economy. That's why Hill and Levene offers programs that not only facilitate the building of such relationships but also provide students with real life international business experiences.

“Our students are now better equipped to engage in international business relationships, in Mexico and beyond.”

.....
Dr. Wallace Lockhart

Dr. Wallace Lockhart has been a champion of creating international projects at Hill and Levene, ensuring students are directly exposed to working with and learning from students and professionals in international contexts. Lockhart's passion has focused on collaboration with institutions and businesses in Mexico. While his interest in Mexico was formed many years ago, it was following a Hill and Levene international partnership and recruitment tour of Mexican

universities when Lockhart became inspired to build new opportunities for Hill and Levene students.

While visiting Universidad de Guanajuato, located in Guanajuato, Mexico, Lockhart connected with Dr. Martin Pantoja Aguilar, a professor in the Faculty of Economic and Administrative Sciences. “We visited Universidad de Guanajuato and there was instant chemistry and enthusiasm for collaboration. Upon returning to Canada, Dr. Pantoja and I started talking about the possibilities of international learning for our students,” he said.

Starting in the Winter of 2021 and since then Lockhart has led on offering courses focusing on 'Doing Business in Mexico' and introducing projects in other courses where students at Hill and Levene work collaboratively with students in Mexico on cross cultural topics.

In 2021 Lockhart introduced the International Business Congress as a finale in the MBA 848AA Study Tour-Mexico course. Representatives from the

Ministry of Advanced Education in Saskatchewan responsible for leading on international partnerships, UR International at the University of Regina, the Provost of the Guanajuato campus and the Dean of the Faculty of Economic and Administrative Sciences from the University of Guanajuato, among others, joined the virtual final team presentations.

Student groups covered topics such as the effects of COVID-19 on digital marketing; the restaurant industry during COVID-19 in Nepal, Canada (Saskatchewan), Mexico and Cuba; an international comparison of the textile industry in Canada, Mexico, and China; the viability of a Canadian tomato greenhouse firm expanding production to Mexico; and post-COVID-19 graduate business programs in Canada and Mexico.

Pantoja has become a vital partner in international course initiatives.

“It's all about getting to know people, their culture, their ways,” explained Lockhart. “Hill Levene students working with students in Mexico means they get exposed to the benefits and even challenges of working cross culturally. Our



Dr. Wallace Lockhart, Associate Professor, Accounting, CTL Scholar



Dr. Martín P. Pantoja Aguilar, Professor, University Guanajuato



Elizabeth Nguyen, EMBA 2022



Michael Mutschler, BBA 2022

students are now better equipped to engage in international business relationships, in Mexico and beyond. More than that, they have developed an appreciation and respect for Mexico's culture and practices.”

Although the pandemic has had adverse effects on international travel, Lockhart has endeavoured to give students the same international experience. In April the EMBA students participated in a Doing Business in Mexico course from Vancouver. The students travelled to Vancouver where they took part in programming that featured Mexican speakers from academic and business communities in the Vancouver area and from Mexico using Zoom technology to connect with Mexican business leaders.

The Mexico Consulate office in Vancouver even declared the city as part of Mexico for the duration of the week to further authenticate the experience. “Students were able to learn by observing, discussing, and interacting with business leaders coming from Indigenous, industrialized and tourist areas,” Pantoja said. He was able to visit Vancouver to meet the Levene students in person.

Elizabeth Nguyen, a Levene EMBA student who participated in the Doing Business in Mexico course, said she especially appreciated the opportunity to learn from Dr. Halia Valladares Montemayor, Academic Dean of Quest University in Squamish, B.C., and an expert in Mexican and International Business.

“The opportunity to meet people who live, work and teach in Mexico, and to learn about the cultural differences between Mexico and Canada was a once in a lifetime experience,” Nguyen said. Since networking is such a significant factor in the business world, these real-world interactions are crucial in giving students the confidence to flourish in a work environment.

In other courses, the benefits of the virtual international projects that Lockhart introduced are evident as well. Michael Mutschler, a Hill student who completed an accounting course with Lockhart where international elements with Mexico were incorporated, said the collaborative projects with students in Mexico helped him learn how to work past some initial language barriers to build better business solutions.

“Canada has become such a multicultural country so it's important to understand other cultures and practices to maintain mutually beneficial relationships,” Mutschler said.

Pantoja is pleased to hear that the students received so many benefits despite the issues caused by the pandemic. “It is a challenge for students to see, feel and experience the joys and difficulties of working with people from a different country these days, but we still do our best to teach students about language, laws, customs, formal and informal expectations.”

Lockhart added that “I was able to witness a shift in mindset of many Hill Levene students as we discussed the different topics of business in Mexico and other intercultural skills. You see the business world in a totally different way.”

UNIVERSIDAD DE
GUANAJUATO



GIVING BACK to the Community Through Experiential Learning

Work-integrated learning is not only a way to provide students with transferable skills for the workplace, it can be leveraged as a means to demonstrate how important it is for business professionals to give their time and share their expertise at no charge to support other organizations and community groups. The Kenneth Levene Graduate School of Business takes such a philosophy seriously using experiential learning in the classroom as a way for students to make a difference in their own communities.



*Drew Freeman,
Levene M. Admin Student*

In his Management Consulting (GBUS 867) course, Instructor Bruce Anderson conducts a live consulting project that matches students with not-for-profit organizations to address identified problems that require assistance. "This gives students the ability to apply the skills they have learned, while benefitting community organizations as well," explained Anderson. Anderson has served on many not-for-profit

boards and believes strongly in giving back in this way.

Graduate students in this course are expected to operate like consultants by working with external clients and applying their knowledge in real life applications. These projects can sometimes lead to future employment for students.

Anderson explained that this approach allows students to test their management and consulting skills in a controlled environment, creating less risk for students and clients alike. One particularly successful recent collaboration was between a student team and the Regina Food Bank (RFB).

John Bailey, RFB Chief Executive Officer, said his Levene Executive Master of Business Administration degree provided him with similar valuable experiences and he was happy to facilitate the same for other Levene students. Bailey and his team were facing a real challenge at RFB



*Parneet Kaur,
Levene M. Admin Student*

and welcomed the advice of the student group. With the pandemic wreaking havoc, John said RFB saw an increase in service requests unlike anything they had seen in nearly 40 years.

One student on that team, Drew Freeman framed it this way, "the COVID-19 pandemic drastically increased the number of people facing food insecurity, so our team was tasked with helping the Food Bank optimize its hampers to help cope with rising demand."

The group quickly learned there where underlying complexities to this mission critical activity for the food bank. They had to review operations, enablers, and barriers that the RFB was facing and counselled them on better business practises. Bailey said the report and recommendations have become a key part of regular work planning.



Bruce Anderson, Instructor, Strategy & Policy

The students recognize that coordinating such projects and ensuring quality outcomes are delivered to clients require a lot of work by the faculty member teaching the course. "When our team faced roadblocks or difficulties, it helped immensely that our professor could offer practical advice that came from decades of experience," Freeman said.

Lecturer Nadine Milne took a similar approach in her Mentorship and Leadership Development (GBUS 846AF) course. The course is intended for human resource management specialists who are interested in developing informal and formal mentorship programs. Students learn best practices in establishing an organizational-wide mentorship program throughout the semester.

Milne said this project promotes a deeper understanding and gives students the opportunity to create a real program for a real organization, which she said not only makes the material more engaging but also immediately applicable.

Parneet Kaur, a Master of Administration in Leadership student, was intrigued not only by the project but the concept of mentorship, something unfamiliar to her prior to taking the course.



*Nadine Milne, Lecturer,
Human Resource
Management*

Kaur's project focused on helping newcomers to Canada settle in and facilitate opportunities for them to better understand local expectations through the Regina Immigrant Women Centre. "As an immigrant myself I have faced the difficulties of finding a job without Canadian experience or education. This project provided mentors to the newcomers and they served as guides to them in understanding Canadian cultures, work environments, rules and regulations which helped them to be more confident and ultimately provide them with more job opportunities."

Milne said that while learning theory is an important stepping-stone, those teachings can be easily lost if not put into practice. "By building in that element of practical application and personal connection, you are helping the students to create a muscle memory by putting into

action what they have learned in class."

Kaur said the experience through this project helped her to later secure a job at the Regina Immigrant Women Centre

(RIWC) assisting them in supporting newcomers to Canada.

"On a personal level I feel like when you can actively show the practical applicability of a course to students, the course value is easy for them to see. I think the experiential learning in this course contributes to the high participation rates in the class," said Milne.

Partnership is also an important aspect of experiential learning, as many students get the chance to apply their work to help real companies. "It has been a real privilege to design and teach a class that has the potential to positively impact our community," said Milne.

In giving back to the community through experiential learning in the classroom, the formula at Hill and Levene is a recipe for success.



"By building in that element of practical application and personal connection, you are helping the students to create a muscle memory by putting into action what they have learned in class."

Nadine Milne

You Need to **EXPERIENCE IT** to **GET IT!**

Innovative Approaches to Experiential Learning in the Classroom at the Hill School

The mission of the Hill and Levene Schools of Business speaks to creating meaningful experiential learning opportunities for students. If you are fortunate enough to take a class with Dr. Peter Moroz or Dr. Yu (Jade) Han in the Hill School, you get a

taste for the innovative ways this is happening around the Schools.

Within the first few classes of his Entrepreneurship: Creativity, Design and Innovation (BUS 201) course, Dr. Peter Moroz introduces students to their first major assignment called the "YouTube Project." Moroz, a Professor of Entrepreneurship and Innovation, explains that the objective of this project is, "for students to experience, learn and understand the link between creativity, entrepreneurship, design and innovation in the narrow field of YouTube social media."

YouTube allows users to watch and post videos, but now also allows creative content to be monetized as



Dr. Jade Han, Assistant Professor,
Strategic Human Resource Management

a source of revenue. In defining the YouTube platform, Moroz refers to it as "a growing haven and ecosystem for youth entrepreneurs."

Essentially, the assignment requires students to research the workings of YouTube from a creator's point of view. Class members make an account and use creative thinking strategies to research different ways of generating income on the site, choose a trend they believe will be most successful, and post content accordingly.

Yelyzaveta Bielaia, a Hill BBA student who recently completed the requirements for the Hill Ideation, Creativity and Entrepreneurship (ICE) Certificate, took Moroz's class and it inspired her to pursue a career path that she never thought was possible. She explained, "I took Dr. Moroz's class on a whim because it sounded interesting. Little did I know that the learning

and experience I took away would so radically shift my educational focus and career direction, not to mention, Professor Moroz made the class an incredibly fun and memorable experience."

Bielaia created a video called *How to Have Fun with Friends: COVID Style*, which she described as "a dynamic, scene-changing, music video with multiple actors involved that showed examples of activities a group of friends could do while adhering to the-then health and safety recommendations."

She added that the experiential learning approach was particularly beneficial. "I was really able to sit in the driver's seat from beginning to end and see measurable results from my efforts and learning," she said.

Moroz said the true test of experiential learning is "using what we teach them to find new ways to apply what they have learned, while

also giving them the capacity and confidence to discard what simply does not work in the real world."

It is not only entrepreneurship courses where Hill students have the opportunity to 'get in the driver's seat'. It happens across the School. Dr. Yu (Jade) Han teaches the Strategic Human Resource Management (BUS 453) course at the Hill School. As a senior level course intended for students taking a Major in Human Resource Management, Han wanted the students to experience what it was like making a diverse range of decisions as a HR Manager. She introduced the students to the Human Resource Management Simulation.

For the project, students are assigned to groups of 2-4 people and take roles in a HR Department. Groups are required to make weekly decisions in their company, and collectively work to manage that company's budget at the same time.

The exercise simulated everyday decisions and interactions that might occur in an HR department. Each week, students received a new situation focusing on tasks such as hiring a new employee, terminating employees, and outsourcing a specific job. Han feels that students gain more confidence when they are encouraged to have interactive discussions with other students in a decision focused situation and put their skills to work.

It also gave students a chance to observe the impact of those decisions. Advance preparation for the course was crucial, and Han was

able to provide support to students while they navigated the decision. "Taking a student-centred approach means I am able to support them while also helping them to become self-sufficient," she said.



Dr. Peter Moroz, Professor,
Entrepreneurship and Innovation

One of the students who recently completed the course, Shaurya Gupta, said he appreciated how much he learned from that approach. "My favourite part of the course and simulation was the amount of accountability that came with every decision made," he said. "It wasn't a real company, but it felt real to us. It is a very practical approach to learning HR management."

These innovative approaches to learning provide students with a safe place to learn new skills, making them more confident, more knowledgeable and career-ready.



Yelyzaveta Bielaia,
Hill Student

"Little did I know that the learning and experience I took away would so radically shift my educational focus and career direction."

Yelyzaveta Bielaia

RESEARCH is Experiential Learning Too!

Just ask EMBA Students Using their Research to Make Business Better



Jennifer Leflar, EMBA 2022 and Dr. Gordon Pennycook, Associate Professor

It seems fitting that the topic of Jennifer Leflar's research capstone project for her Executive Master of Business Administration (EMBA) program – enhancing road safety in Saskatchewan – emerged while she was on a road trip with her family.

During the trip she was reading a book about nudge theory, a concept that proposes using positive reinforcement and indirect suggestions to influence the behaviour and decision-making of groups or individuals. Throughout her career with Saskatchewan

Government Insurance (SGI), initially in communications and currently as the Vice President of Enterprise Change Management, Leflar has been involved with developing messaging to encourage drivers to drive safely.

"My interest in exploring new avenues to encourage safer driving led me to nudge theory," said Leflar, and while the book contained a couple of examples of nudging applied to traffic safety, she was curious to understand if Saskatchewan drivers would be open to being "nudged" by messages from SGI encouraging safer driving. Each year 80 to 100 people die in traffic accidents on the province's roads, and she was looking for ways to help bring that number down.

In the early stages of her research into nudge theory in mid-2021 Leflar said her thinking was "all over the map," but her advisor Dr. Gordon Pennycook, Associate Professor with the Hill and Levene Schools helped her focus. He shared his expertise in behavioural science, and pointed her to some of the foundational work on nudge

What Does Nudge Mean?

If you've ever bounced over a strategically placed bump in a parking lot, been startled by the sound of tires touching rumble strips on a highway or viewed a roadside sign showing your speed in a construction zone, your driving behaviour has been nudged.

theory, and on the perceptions people have of being nudged.

Pennycook said Leflar's project is a good example of one that benefits from a behavioural science perspective, directed at a practical problem that depends on understanding the impulses of human behaviour.

Leflar said that after talking it through they developed "a solid research question" for a survey about how Saskatchewan people might respond to being nudged.

"Attempting to find a solution without looking to behavioural science is like building a bridge without an engineer; you might be able to pull it off, but can you really trust it? We ended up with a project that would be of interest to a wide range of stakeholders," he said.

"One of the key findings was for SGI to leverage partner organizations such as Mothers Against Drunk Driving or law enforcement agencies to share traffic safety messages," Leflar said. "This is fantastic news, because SGI

is always looking for new ways to involve community partners in traffic safety."

Another finding was that respondents wanted SGI to continue using loss-framed messaging (such as emphasizing the costs of impaired or distracted driving, for example, rather than the benefits of driving safely). Leflar noted that SGI has focused on emotionally-charged messaging in

recent communication campaigns, conveying the consequences of unsafe driving behaviours.

"SGI strongly supported me throughout the entire research process," Leflar noted. She added that the decisions made at SGI, especially in her unit are evidence-based and that the knowledge she gained from conducting a large-scale research project will help her better evaluate future research proposals, or assess findings that come to her for review in her position at SGI. "Good research matters. I now know what it takes to complete a sound research project, and I will expect nothing less from my colleagues and partners."

Leflar said she would love to extend her interest in the topic

“Good research matters. I now know what it takes to complete a sound research project, and I will expect nothing less from my colleagues and partners.”

Jennifer Leflar

"In the past, I was somewhat reluctant to continue with this approach because the commercials and billboards that SGI produces can be quite hard-hitting, even jarring. However, the findings support the use of loss-framed messages over those framed in a more positive way," she said. Leflar presented her capstone project at an in-person Research Day in early May hosted by the Levene School to an audience of family, friends, other students in her EMBA cohort and faculty members of the business school.

by conducting a cross-country comparison on attitudes about nudge theory, to know how Saskatchewan stacks up against other provinces, which leads naturally to her advice for others about to undertake a research project: "Find something you are incredibly interested in. You will spend hundreds of hours on the topic, so it better be something you find exciting!"



Jill Labas

Degree: Bachelor of Administration, 2001, Bachelor of Education, 2005
Career: Business Educator, Campbell Collegiate High School

What work-integrated learning activity had the largest impact on your personal and professional growth? I participated in the Manitoba International Marketing Competition (MIMC) during my business degree. Our team learned about marketing by running a simulated digital company. We made decisions about strategy, price, and production. The culmination was a conference and competition in Winnipeg. The learning was so engaging!

What is your advice to students? Try everything! Say yes to new learning opportunities. Experiential learning feels authentic and better prepares students for future studies or the workforce. Simulations, case competitions, and games provide real life skills such as teamwork, problem solving, adaptability, and resiliency.

How did your participation in work-integrated learning activities prepare you for your career? Work-integrated learning provided me with tools to collaborate and communicate because team dynamics really do matter. I learned to pivot and change course when needed... which is often!

Djina Pavlovic

Degree: Master of Human Resource Management, 2022
Career: Strategic Human Resources Advisor, BC Public Service

What work-integrated learning activity had the largest impact on your personal and professional growth? In my Business Consulting elective, we had the opportunity to work directly with a client in the automotive industry. I worked with a team to help develop a growth plan for future partnerships in the region. This project helped me think critically about business marketing and demographic analysis.

What is your advice to students? Ask as many questions as you can. Learn from your professors and your colleagues. Ask about their experiences and perspectives in areas that might be unfamiliar to you. This could give you insight into what you might be interested in pursuing after graduation.

How did your participation in work-integrated learning activities prepare you for your career? Work-integrated learning activities provided me the opportunity to learn about a variety of subjects that I may not have been exposed to otherwise. This experience has given me an eclectic set of skills that I can apply to different roles and career paths.



KaliaShots Photography



Mason Gardiner

Degree: Bachelor of Business Administration, 2014
Career: Public Relations Specialist, Conexus Credit Union

What work-integrated learning activity had the largest impact on your personal and professional growth? It would have to be JDC West. Before I graduated, I had experience recruiting, selecting, and leading 100 students, and managing a \$200,000 budget, and had made connections with many of the province's top business leaders. Through 10 years of involvement during and after university, I've been lucky enough to be involved in several capacities including Team Member, Captain, Board Member and Chair of the competition. Many of my best friends and mentors have come from connections made through this life-changing experience.

What is your advice to students? You truly get out what you put in to your university career. Get involved and soak up every opportunity. Challenge yourself to make connections and make an impact.

How did your participation in work-integrated learning activities prepare you for your career? Moving to a new city as a shy kid from a small-town was incredibly intimidating. Getting involved in groups like JDC West and the Hill BSS afforded me the opportunity to meet like-minded students and mentors who played a major part in growing my confidence.



Terry Allen

Degree: Bachelor of Administration, 1985, CFA Charterholder, 1996, ICD.D, 2006
Career: President and CEO, Pivotal Capital Advisory (Calgary) and CEO, Quench Media

What work-integrated learning activity had the largest impact on your personal and professional growth? It's difficult to reduce it down to one integrated learning experience. I had so many in University – I worked at a pension fund manager during a summer, which gave me a peek into the real world of accounting, investment management and teamwork; I worked part time in retail at Eaton's; and I taught piano and gymnastics. My work on the Admin Students' Society helped me grow as a leader while overseeing strategic planning, event organization, fundraising, budget balancing, and guiding a group towards common goals.

What is your advice to students? I can't encourage work-integrated learning strongly enough. It helps convert the theoretical to the practical application of knowledge. It also helps us figure out our own work style, and how to work with and through people to achieve common goals and organizational missions.

How did your participation in work-integrated learning activities prepare you for your career? It helped me to determine what work environments I liked and didn't like to work in, to get some exposure to a variety of sectors, to determine what type of work I liked and didn't like to do, and to get a sense of different leadership styles based on those of the people I reported to.



Khaleel Soomro

Degree: Master of Business Administration, 2018
Career: Branch Manager, TD Bank

What work-integrated learning activity had the largest impact on your personal and professional growth? My co-op work terms were incredible growth opportunities. They provided unique immersion into real world situations that have been invaluable for my personal and professional development.

How did your participation in work-integrated learning activities prepare you for your career? My co-op placements provided exposure to real world situations both from a technical and a leadership perspective. Leading the Levene Graduate Students' Association provided me a platform to collaborate and network with fellow students, alumni, and community leaders, and to curate and plan events. UR Investing provided me with unique, applied exposure to finance. Participating in the Ivey Case Competition gave me an opportunity to challenge myself, work alongside fellow graduates, and make new friends.

How did your experiential learning opportunities influence your decision to remain engaged with your community as an alumnus? While undertaking volunteer activities, I realized the importance of developing time management skills. Meeting an amazing group of people in these settings also inspired me to give back to the community.

Hill and Levene Schools in Our Journey

“I can't encourage work integrated learning enough. It helps convert the theoretical to the practical application of knowledge.”

Terry Allen

“Many of my best friends and mentors have come from connections made through this life-changing experience.”

Mason Gardiner

“Hill Levene provided unique immersion into real world situations that has been invaluable for my personal and professional development.”

Khaleel Soomro

“Work-integrated learning provided me with tools to collaborate and communicate because team dynamics really do matter.”

Jill Labas

“This experience has given me an eclectic set of skills that I can apply to different roles and career paths.”

Djina Pavlovic



Wyatt Kowalyshen, Hill Student

Co-op Leads to **FULL-TIME EMPLOYMENT**

Hill Student Jumps into Brewery Software Development Company

With an interest in the craft beer market, Brew Ninja founders Shea Martin and Matthew Hon saw a gap in software available to breweries. Accounting software was expensive and time consuming, brewing was being tracked on crumpled brew sheets, transfers and packaging often weren't tracked, and sales staff usually operated on their own. The duo launched Brew Ninja in 2019 as a Regina-based software service to fill this gap and is now a GROW company with Cultivator powered by Conexus.

work term with the company. That stretched into eight months, then into a year, and finally to full-time employment.

"I had a fantastic experience during my co-op work term and was thrilled to be able to stay on with the team and keep working here," said Kowalyshen, who started in a sales and marketing position.

"I would say the ability to learn all sorts of new tasks and work experiences in such a short time has been priceless. In only eight months, I got to build my resume and work experience in such a way that I feel like I doubled my competencies," Kowalyshen said. "The staff at Brew Ninja were the perfect support system to help me learn and improve my skills."

The lengthy list of skills he acquired during his work term included sales, website redesign, and creating, managing, and running several email marketing campaigns. Kowalyshen said that he also honed his skills

in customer service support by helping users with product issues investigate and solve their problems. These daily interactions, although seemingly simple, are vital in preparing students for the workplace.



Matthew Hon, Co-Founder at Brew Ninja

The value of the co-op program goes both ways. Hon said the company has benefitted tremendously

by employing students through the co-op program. "We've been able to garner young minds and their ideas on current trends, as well as being able to provide a space for them to grow within our company," he said.

Hon added they have been fortunate to find someone with Kowalyshen's skill set and he noted that he is now solely responsible for many of the company's marketing initiatives and continues to show progress while finishing his degree.

For other business students, Kowalyshen recommends co-op as an integral part of the learning process. "My work term was one of the best experiences of my life and has become my favorite job of all time."

"My work term was one of the best experiences of my life and has become my favorite job of all time."

Wyatt Kowalyshen

When the company expanded into three countries they began looking to students from the University of Regina to help meet demand. Wyatt Kowalyshen, BBA student with the Hill School of Business, jumped at the chance for a four-month co-op

A **PLACE LIKE NO OTHER** on Campus

CEEL Launches Entrepreneurial Collision Space and More



Hill Levene Entrepreneurial Collision Space

The Hill Levene Schools' reach in the area of applied entrepreneurship is deep and wide. The Hill School offers a unique certificate in entrepreneurship, the Ideation, Creativity and Entrepreneurship (ICE) Certificate. While it is relatively new, interest in it is growing quickly among business and non-business students across campus. The Schools have long been champions of the Enactus student group at the University of Regina, an award-winning entrepreneurship and social innovation club, that has been recognized regionally and nationally for its social enterprise ventures such as SaskMasks and Fifo. The Schools have also partnered with Prince's Trust Canada for the last decade to deliver Operation Entrepreneur (OE) to deliver a week long entrepreneur 'boot camp' to veterans and military personnel transitioning out of the Canadian Armed Forces and looking to start new businesses. This Fall the Schools will be taking work-integrated programming in entrepreneurship to a new level through the Hill Levene Centre for Experiential and Executive Learning (CEEL).

The formerly named Centre for Management Development (CMD), located in the Schools, has always provided experiential learning opportunities for business students through consulting projects, research assistantships and coordinating internships with local business and community organizations. With a renewed emphasis on experiential learning, CEEL will launch two significant initiatives this year.

The first is the Hill Levene Entrepreneurial Collision Space. This bright, fun and flexible space is like no other on campus. "While our core focus is on business students, the vision is to offer regular non-credit programming that will spark collaborative projects involving students from across campus," says Kiran Bhasin, Manager of Executive Education & Work-Integrated Learning at CEEL. The programming is also intended to bring the community to students via this space. "We expect to build off of many of the exciting initiatives happening in our community right now through Audacity, WESK, and Cultivator."

The second important initiative is the pilot of a non-credit micro-credential on Equity, Diversity, Inclusion and Indigenization for business students. The program will cover topics on unconscious bias, cultural competence, women in leadership, gender and sexual diversity and reconciliation. It is designed so that students walk away with action plans so they can put in practice their new knowledge and skills – in their group projects, student club activities and their current and future workplaces. "We want students to live our mission and learn how to demonstrate their commitment to inclusivity and social justice while they complete their degree with us, but also as leaders in their future workplaces. This program will facilitate that for them," says Bhasin.

This is only the tip of the iceberg in what CEEL will offer Hill and Levene students in new work-integrated learning opportunities.



HILL MARKETING Association Applies Classroom Knowledge to the Real World

Connection. Growth. Innovation. These are the pillars behind the Hill Marketing Association (HMA), a student-led and student-initiated association formed in 2018 to offer marketing assistance to local businesses while simultaneously giving Hill students hands-on expertise.

the Students Investing in Student Initiatives program, which provides marketing assistance to students with small businesses. It also allows student members to gain hands-on marketing skills in the process.

HMA can assist those who want to launch a business; turn a hobby into something more; or help promote a creative project to a larger audience.

Meili and Erb said that they have worked on various projects that have helped further their skills – from developing social media strategies and building and managing websites to graphic design, sales and external communications. The projects add up to a

great learning experience for them and their fellow members.

“The most important skill we have learned is the ability to form lasting connections with our club members and our fantastic network

of mentors and the community at the Hill School and in Regina,” they said.

Although they have been involved in a variety of projects, the one that stands out most has been the rebranding of HMA itself.

Shortly after they began their term, Meili and Erb met with business mentor, Levene alumnus Ben Tingley, who supported them in rebranding and relaunching the program. With the help of his local advertising agency, Bravo Tango, they were able to create a new logo and website to refresh the association’s image.

Tingley advised the pair to build a timeline of actions they hoped to achieve, which led to a key lesson according to Meili. “We found that things won’t go according to plan, and you have to adapt as things pop up. You have to tackle them head on,” she said.

Erb added that “this taught us how to collectively communicate a shared vision to an external party,

and in addition, through a lot of trial and error, we learned how to implement a large cultural change within HMA.”

Meili said they also learned a lot collaborating with their peers in HMA.

During the Winter 2022 semester, HMA provided social media support to UR Investing, another Hill student group. They also provided services to a not-for-profit start-up that promotes a compassionate community and donates proceeds to Carmichael Outreach, which assists those experiencing poverty and homelessness in Regina.

“The hands-on experience allowed members to apply their classroom knowledge to real world case studies, which in turn has solidified all our learnings and created tangible change in the community,” Erb said. As Erb and Meili enter their second year as co-presidents, they plan to expand the organization’s reach in order to help the team and its members grow.



Jenna Meili & Jesse Erb,
Hill Students and HMA Co-Presidents

The Hill School has a number of other student groups where Hill students can access experiential learning opportunities including:

- **Enactus Regina** is an entrepreneurship and social innovation club that promotes conscious capitalism through a community lens. As a student driven organization, the group empowers youth to care for their communities by building innovative and charitable projects.
- **Hill Business Students’ Society (BSS)** aims to enrich the student experience through enabling students to put classroom knowledge into practice, interact with the business community, and develop skill sets through networking events, academic competitions, social settings and business community involvement.
- **Hill Inter-Collegiate Business Competition (ICBC)** teams take part in Canada’s oldest and longest-running undergraduate international business competition hosted at Queen’s University. Students have one month to complete and submit a written business case analysis. From a pool of competitors across the country and even international, only the top five to six teams in each category are selected as finalists and are invited to the Final Round, where students analyze and prepare a business case to present to a panel of judges.
- **Hill Jeux du Commerce West (JDC West)** team competes in what is viewed by students as the most prestigious undergraduate business competition in Western Canada against teams from eleven other business schools. Over the course of three days, students showcase their skills in the academic, athletic, debate, and social aspects of the competition.
- **UR Investing** is a university-sanctioned, student-run investment fund in the Hill School. Team members gain practical experience by investing over \$2M in capital markets, performing sector and company-specific research, and pitching buy/sell recommendations.

“The hands-on experience allowed our members to apply their classroom knowledge to real world case studies, which in turn has solidified all our learnings and created tangible change in the community.”

Jesse Erb

HMA Co-Presidents Jesse Erb and Jenna Meili say that their work involves planning unique events and workshops for members, creating engaging content for social media platforms, and managing

CPA TEACHING INNOVATION AWARD

Dr. Jacqui Gagnon Puts Accessibility First



Dr. Jacqui Gagnon, Assistant Professor, Accounting, CPA Research Scholar, BBA, 2006

Students' learning styles differ. It can be difficult and time-consuming to create a learning context that is adaptable to diverse learner needs while also ensuring rigour in delivering the necessary subject matter content. Dr. Jacqui Gagnon, however, sees this less as a challenge and more of an imperative for effective teaching in her area of expertise, Accounting. For her commitment to accessible learning and creating a safe space for learning in creative ways, Dr. Jacqui Gagnon (CPA) is one of this year's recipients of the Hill Levene CPA Teaching Innovation Award.

This award is made possible by CPA Saskatchewan, an organization committed to ensuring relevant ongoing professional development for CPA members. The award

recognizes a faculty member at the Hill and Levene Schools who uses innovative practices, innovative assessments, and innovative approaches to increase student engagement.

Gagnon noticed early in her career that students often feel intimidated to ask questions in class and in response she started what she refers to as 'Accounting Parties'. These informal gatherings are always well attended and those same students who may feel intimidated to ask questions in class or attend office hours usually thrive in these spaces.

She also recognizes that the costs of textbooks increase the financial burden experienced by students and that sometimes students have to make impossible decisions around choosing textbooks over buying other life necessities. This motivates Gagnon to do her part to make the needed subject matter content more accessible and free. "University presents a huge financial strain for some students, and I just want to even the playing field, so education is available to individuals regardless of financial resources," she said.

She has invested hundreds of hours developing open access learning

materials for the accounting courses she teaches. For Gagnon this is time well spent and not only has she saved students thousands of dollars collectively every semester, it has provided added benefits to students.

"Stepping back from textbook resources has resulted in highly accessible content that integrates learning from disciplines such as finance, sociology, psychology, and economics. Students therefore leave my classes not only understanding how to apply current financial standards, but also why accounting and financial accounting standards matter."

One of her colleagues describes Gagnon as a "serial innovator who is constantly turning her mind and imagination to new ways to reaching students and helping them learn." She has a unique ability to see the learning experience from the students' perspective and pivot in response by developing new materials and ways to reach students where they are.

Gagnon is an exemplar of someone living a student-centric approach to business education and her thoughtful and innovative approach make her an obvious choice for a CPA Teaching Innovation Award.



Dr. Peter Moroz, Professor, Entrepreneurship and Innovation

For Dr. Peter Moroz creativity, curiosity and experimentation is at the heart of his teaching philosophy. By his own admission, his approach isn't always conventional but students love how he makes learning both challenging and fun. Moroz is one of this year's recipients of the CPA Teaching Innovation Awards at the Hill and Levene Schools which is made possible by CPA Saskatchewan.

Moroz's parents and several of his uncles and aunts were lifelong teachers and while he didn't expect to end up as a teacher in higher education, he knows their passion and commitment to learning has made an incredible impact on him. He says he also had to eventually admit to them that teaching is much more challenging than he had ever imagined.

Moroz works hard to create an environment conducive to creative thinking and that means creating

CPA TEACHING INNOVATION AWARD

Dr. Peter Moroz Creates a Classroom Where Fun and Learning Go Hand in Hand

a space where students feel it is safe to try something new, make mistakes and speak up. "Professors can be extremely intimidating. How they talk, how they act, how they walk, where they walk and how they interact with students in a classroom is extremely critical to facilitating a safe, encouraging, and respectful learning environment. There are no wrong answers, only answers that may be built upon with new questions and new answers."

He wants learning to be fun but he also knows there needs to be boundaries in order to ensure learning outcomes are met. "Students must have fun to learn effectively," Moroz said, which is why he developed several teaching games, experiments, and applied exercises to facilitate this type of learning across his entrepreneurship courses. These practices can make the most difficult business concepts significantly more accessible. One student described his approach this way, "he inspires students to live a little and step out of their comfort zone. I was personally challenged to think outside the box and watch as diverse ideas and tangents developed into unique stories and solutions."

In receiving this award, Moroz is also recognized for making important contributions to the development of the Certificate in Ideation, Creativity and Entrepreneurship (ICE) program, novel course projects, and in the formation of other new courses at the Hill School of Business.

"Students must have fun to learn effectively."

Dr. Peter Moroz

Students also have access to Moroz's 13 Hill Ivey case studies for reference throughout his courses. Having written most of the cases used in his class and displaying portions as Open Educational Resources (OER) free of charge, Moroz consistently keeps his teaching relevant and engaging.

CPA RESEARCH IMPACT AWARD

Dr. Sean Tucker Receives Recognition for OH&S Expertise

While working on a construction site as a 15-year-old, Sean Tucker was standing atop four sections of scaffolding when a plank he was standing on gave way. Fortunately, he was able to save himself by grabbing onto an exposed truss and swing to another plank. "I probably could have been killed if I had fallen," he recalled.

Now a Professor of Occupational Health and Safety (OH&S) at Hill and Levene, Dr. Tucker said the experience remained with him for the rest of his life and prompted him to seek a career in researching OH&S issues. For the local and national reach of his research in OH&S, Dr. Tucker is the recipient of the Hill Levene CPA Research Impact Award.

Tucker's research focuses on four main areas, namely: safety voice for young workers; workplace injury and fatality rates in Canada; OH&S leadership among CEOs; and, employment training outcomes for individuals with mobility impairments. Most recently, Tucker has directed his attention to health care worker safety during the pandemic.

"In grad school I was given the opportunity to study under several people who were passionate about health and safety as well, so that set me on my journey in this subject area," he said.

The CPA Research Impact Award recognizes and celebrates research excellence at Hill and Levene. The award is made possible by CPA Saskatchewan and highlights research that makes a positive impact on the community while contributing to the body of knowledge in perspective areas of research.

Tucker's research has been funded by a number of local and national funding agencies and he is currently a member on several large research teams with collaborators across the country. Tucker has consistently published widely in highly ranked academic journals but the impact of his research is much broader than that. He is regularly consulted by local and national media outlets such as the Leader Post, Globe & Mail and CBC to speak as an expert. He has worked closely with the Saskatchewan Workers'



Dr. Sean Tucker, Professor, Human Resource Management

Compensation Board. Annually he also produces a published report with information on provincial and territorial workplace fatality rates which is released each April, just before the *Day of Mourning*. With his experience and media work in health and safety, Tucker attempts to bring more awareness to workplace safety and advocate for prevention.

This is not the first time Tucker has received a coveted award. In 2018, his efforts were recognized when he received the Bob Sass OH&S Award from the Saskatchewan Federation of Labour for contributions to occupational safety.

Tucker is also an example of how good research should inform teaching and learning as he teaches courses at both Hill and Levene in OH&S.



Thomas Tse, Technology Support, BBA 2006

Mention Thomas Tse to students, faculty and staff at the Hill and Levene Schools of Business and you'll be greeted with comments such as:

"...one of the most common phrases listed in our staff Zoom chat is 'Thomas to the rescue!'"

every single person he works with would say the same positive things about him."

"In a time of incredible stress and high pressure, Thomas has quietly and consistently gone above and beyond."

"Thomas is just an all-around great person, an amazing colleague and a dedicated employee and I think every single person he works with would say the same positive things about him."

"...Thomas is an influential yet approachable leader."

"Thomas has been entrusted with the stewardship and utilization of our technology in our Schools and has fulfilled this role in an exemplary way, with great skill and great patience."

"Thomas is just an all-around great person, an amazing colleague and a dedicated employee and I think

So it's no wonder that Thomas Tse is the recipient of the inaugural Going Above and Beyond Staff Appreciation Award, which recognizes and celebrates a Hill and Levene staff member who goes above and beyond to make meaningful contributions to the Schools. Individuals who receive this award live the values and mission of Hill and Levene every day.

Going ABOVE and BEYOND

Thomas Tse Receives the Staff Appreciation Award

"This award reaffirms my work, but most importantly, inspires me to continue to deliver quality service," said Tse, who has worked in Technology Support at the University for the last 16 years.

Following his move to Canada with his parents in 1992, Tse's passion for business technology began to grow. Tse pursued both engineering and business degrees at the University of Regina. His first job was with the Hill and Levene Schools and he has remained there ever since.

"I have a great sense of belonging working with the University," he said. "We work together to get jobs done effectively and efficiently. We are one team, one customer. We also support each other to achieve our best to ensure a good experience for faculty members and students. Our team inspires me to do my best to deliver quality service to support and help others. I appreciate everyone whom I work with in the Schools," he said.

Thomas Tse is someone who certainly Goes Above and Beyond and deserves this recognition!



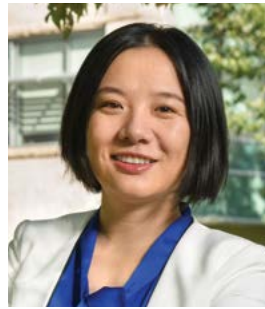
Dr. Eman Almehdawe



Dr. Magdalena Cismaru



Dr. Gina Grandy



Dr. Yu (Jade) Han



Dr. Helen Huang



Dr. Abiodun Isiaka



Dr. Jatin Malhotra



Dr. Gordon Pennycook



Dr. Sean Tucker



Dr. Zhou Zhang

Research Excellence

In 2021 researchers at the Hill and Levene Schools of Business published in top journals including the following articles which were published in "A*", "A" and "B" ranked journals based on the Australian Deans Council (ABDC) list:

A Gharaei, A. & **Almehdawe, E.** (2021). Optimal sustainable order quantities for growing items. *Journal of Cleaner Production*, 307, 127216.

B Akdaş, O. & **Cismaru, M.** (2021). Promoting mental health during the COVID-19 pandemic: The transtheoretical model of change and social marketing approach. *International Review on Public and Nonprofit Marketing*. Published online first in August 2021.

B Whiley, L.A., & **Grandy, G.** (2021). The ethics of service work in a neoliberal healthcare context: Doing embodied and "dirty" emotional labor. *Qualitative Research in Organizations and Management: An International Journal*. Published online first in November 2021.

B **Han, Y.**, Chaudhury, T., & Sears, G. (2021). Does career resilience promote subjective well-being? Mediating effects of career success and work stress. *Journal of Career Development*, 48(4), 338-353.

B Sears, G. & **Han, Y.** (2021). Do employee responses to organizational support depend on their personality? The joint moderating role of conscientiousness and emotional stability. *Employee Relations*, 43(5), 1130-1146.

A **Huang, H.**, Wang, Y., & Zhang, S. (2021). Prudence attitude and limited participation. *Economic Modelling*, 101, 105534.

B **Isiaka, A.S.** (2021). Risk factor disclosures: A review and directions for future research. *Accounting Perspectives*, 20(4), 583-615.

B **Malhotra, J.** & Corelli, A. (2021). The relative informativeness of regular and e-mini euro/dollar futures contracts and the role of trader types. *Risks*, 9(6), 111.

A* **Pennycook, G.**, McPhetres, J., Bago, B., & Rand, D.G. (2021). Beliefs about COVID-19 in Canada, the U.K., and the U.S.A.: A novel test of political polarization and motivated reasoning. *Personality and Social Psychology Bulletin*. Published online first in June 2021.

A Ross, R.M., Rand, D.G., & **Pennycook, G.** (2021). Beyond "fake news": Analytic thinking and the detection of false and hyperpartisan news headlines. *Judgment and Decision Making*, 16(2), 484-504.

A Turner, N., Granger, S., **Tucker, S.**, Deng, C., & Kelloway, E.K. (2021). Parents' work injuries and children's mental health: The moderating role of children's work centrality. *Journal of Safety Research*, 77, 61-66.

A Laplume, A., Harrison, J., **Zhang, Z.**, Yu, X., & Walker, K. (2021). Evidence of an inverted u-shaped relationship between stakeholder management performance variation and firm performance. *Business Ethics Quarterly*, 32(2), 272-298.

B Yang, H., Qi, S., **Zhang, Z.**, & Koslowsky, D. (2021). A model of information diffusion with asymmetry and confidence effects in financial markets. *The North American Journal of Economics and Finance*, 57, 101404.

A Li, Y., Mittoo, U.R., Yu, X., & **Zhang, Z.** (2021). The impact of global financial crisis on regulation S private debt market. *International Review of Economics & Finance*, 73, 231-248.



Dr. Wallace Lockhart



Dr. Gordon Pennycook



Dr. Paul Sinclair



Dr. Grant A. Wilson

Recognition

Dr. Wallace Lockhart was selected as one of three President's Teaching Scholars in 2021 for a two year term.

Dr. Gordon Pennycook received the following recognition:

- Association for Psychological Science "Rising Star" Award
- International Social Cognition Network Early Career Award
- Psychonomic Society Early Career Award

Dr. Paul Sinclair was selected as one of three President's Teaching Scholars in 2022 for a two year term.

Dr. Grant A. Wilson received the Rowan Center for Innovation & Entrepreneurship Fellowship Award from Rowan University (USA) for his research.

IN 2021 **FIVE FACULTY MEMBERS** WERE AWARDED A TOTAL OF **13 NEW EXTERNAL FUNDING GRANTS**



GIFTS to the Hill | Levene Schools

The following list recognizes the Hill and Levene Schools' generous supporters between May 1, 2021 and April 30, 2022



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“I'm extremely thankful to be awarded a Levene Indigenous Pathways Graduate School of Business Award! It made me feel welcomed and eliminated any financial barriers to my education. The support extended to the success of Indigenous students is overwhelming. To the donors, you are truly appreciated. Thank you!”

Laurie McAdam, Levene MBA student

STUDENT GROUPS AT A GLANCE

ENACTUS REGINA

Successfully lobbied the Government of Saskatchewan to enact a **high school financial literacy curriculum**, created a **national award-winning financial technology start-up**, and prototyped a product to **improve accessibility** for disabled photographers



HILL BUSINESS STUDENTS' SOCIETY (BSS)

Raised over **\$451,000** for Carmichael Outreach through their **5 Days for the Homeless** initiative since 2010



HILL JDC WEST TEAM

Placed in the top three teams for **School of the Year 13 times** in the 17-year history of the competition



HILL ICBC

Had **29 teams advance to the Final Round** of competition since 2010 with **13 of those teams** placing in the **top three**



UR INVESTING

Manages a portfolio of **\$2 Million** (of real money!)



HILL BUSINESS STUDENTS' SOCIETY





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