Hello everyone.

My name is Patrick Dean and I'm the Admission Counselor here at Suffolk University. The territory that I mainly cover is the areas of California, the Southwest, Texas, the Midwest and the South. So chances are, if you're from that region of the United States, I read your application and I just want to say congratulations on your acceptance to Suffolk. We're so excited to see that you applied and we can't wait to welcome you to the Suffolk family.

Now, here at Suffolk University, we currently have two schools of study. We have the College of Arts and Sciences and the Sawyer Business School. Some of you may already know exactly what you want to study. And some of you may have a long list of ideas or some programs that you might be interested in. And some of you may even have no idea what you want to do and that's completely okay. That's exactly how I started off in college too. Here at Suffolk, we've got just over 70 different programs that you can choose from. And as of right now, as a member of the business school you'll be just steps away from all the different life-changing experiences and business opportunities that are right next to our location, that is right next to our campus and our location of downtown Boston.

Now, right now we have Dr. Katrina Graham joining us as an instructor from our management department. They've got a great class planned for you today. Dr. Graham, I'll let you take it from here.

Great. Thank you so much, Patrick. And again, I want also want to say congratulations to all of you.

In this presentation, I'll be talking about this topic so you can have a preview about what life might look like in a class at Suffolk but also give you a little bit of a preview as Patrick talked about of what the experience is like being at Suffolk. So I'm gonna give you a little introduction about myself, talk about the business school. And again, as Patrick said this is sort of not committing you at all to any of this. It's just a little bit of an introduction if you're interested in the business school maybe you're planning to attend it or even the management major itself.
I'll go into a little bit more of the content we're gonna cover today about abnormal psychology, narcissism and then something that I teach a lot about is how can we better adapt our behaviors to others?

So who am I?

As Patrick said I'm in the management department. So I teach classes on topics such as organizational behavior which a lot of students don't know what it is. I didn't even know what it was until I went to graduate school. I never took a class in college, but I love teaching it now.

It's about the psychology at work. We spend so much of our lives at work, yet we don't often think about those relationships and the problems we navigate in the workplace with other people. And so that is what organizational behavior is.

Leadership as well I teach which draws on a lot of those similar ideas. How can we develop be better leaders and better followers? How can we support our managers?

And the class I'm gonna be showing you today is from a larger class I teach called Managing Difficult People at Work. A lot of students like this class.

We engage in a lot of role-plays. We practice difficult conversations giving people negative feedback.

And today I'll talk about something from our abnormal psychology unit. Narcissistic personality disorder.

Prior to going into academia, I was an officer in the US Air Force. That was where I had a great chance to be a manager, myself, engage in performance evaluations with employees.

I've also worked in the human resources sector but I love it here at Suffolk. I love being in Boston.

You can see a picture of my family with my husband and three kids.

We just love it here.

I've always appreciated the small community at Suffolk getting to know each and every student and the students getting to know me.

So I always like to give you a little bit of an introduction before I start.

If you want to get in contact with me, so if you have a question and you don't know who to ask, Patrick is obviously a great point of contact anyone in admissions, but you can also reach out to me, particularly if you have questions about the management major or the business school.

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And as Patrick said, you can use the chat box throughout this, okay?
So I want you to know that we at Suffolk want to hear from you if you ever have any questions. We love connecting with current, former and potential students.
So hopefully in the fall, I shouldn't say hopefully we are fully planning through back in person in the fall. So you get a chance to walk around our wonderful buildings.
As Patrick mentioned, you know, that is obviously as you all know, one of the great perks to being in Boston. We are so close to the local business community.
And if you are going to the business school, and this applies for College of Arts and Sciences too, you're going to have a chance to practice a lot of hands-on activities.
We work for example, in client projects with other companies in the Boston area. Some of the top skills that employers are looking for, are students who graduate who have good communication skills, they're critical thinkers.
They can solve problems, look at problems from different angles and they can work well at a team. And so regardless if you're a management major or any other major in Sawyer Business School, you are going to develop these skills.
We really believe in experiential learning, where students have an opportunity to get hands on applied experience.
So just in the management major, for example, some jobs that people come out of after graduating and might be in human resources, being a business analyst or a researcher, working in project management is another example. There really is no one career path we're looking for.
No matter your interest, there's a program here for you. And in this slide, these are some pictures of Suffolk students and our campus. At the top left is a picture of one of the client projects that we have in a management course that seniors take, where they worked with a retail store, Bobbles and Lace, that sells clothing for women and helped the owners develop better hiring practices, manage employee issues, even develop their product line, so they incorporated some marketing in there and they had a pop-up store right in downtown Boston.
So those are the kinds of experiences you can get when you come to Suffolk. So that's just a brief overview I'd like to give about why Suffolk can be great for students who want to get that real life,
05:53 hands-on experience.
05:55 The other reason and I'm gonna go forward now
05:57 with more of a class topic, are the classes themselves.
06:01 One reason I came here was because I like having connections
06:05 with each and every student, even over Zoom right now
06:07 which again, won't be the case for you all in the fall.
06:09 We will be in person.
06:10 I like to make those one-on-one connections.
06:13 You get the chance. Faculty know your name.
06:15 It's not, you know, if you need support,
06:17 you know who to ask.
06:19 We have very small class sizes compared to a lot of schools.
06:21 And that was one of the most attractive things
06:23 to me about Suffolk.
06:24 So for today, this is not one of my favorite things,
06:28 because normally I would love to get more of your input
06:31 in this conversation, make this more of a dialogue.
06:34 So let me go back to this earlier slide
06:37 and ask you all a question before I jump in here.
06:39 So we can have as much interaction as I'd like
06:41 but I would love to hear from all of you.
06:43 Where is everybody from?
06:45 If you could put in the chat box
06:46 what state or country you're in
06:48 if you're not in the US.
06:49 I would love if you could type in that now
06:51 and we can just see where is everybody at right now?
06:55 So go ahead.
06:56 And okay, someone is from Boston.
06:58 That's great.
06:59 So Nicole probably is very aware of Suffolk's campus.
07:04 Where is everyone else from?
07:06 Another Boston, Maya, that's great.
07:09 Very nice, quite a few locals.
07:13 And that's one thing, as you all know too
07:14 that I love about Suffolk.
07:16 We have so many people locally from the area
07:18 as well as around the world and around the country.
07:20 And we can learn so much from each other.
07:22 I'm from Virginia originally, not from here,
07:24 but love it here.
07:26 Great.
07:27 So thank you all for sending those in.
07:29 A lot of Massachusetts residents.
07:32 So normally in classes I've mentioned, I'm much more,
07:35 I would usually ask you more questions.
07:37 I would hear okay when I say abnormal psychology,
07:40 what comes to mind?
07:41 What do you think this is?
07:43 I believe that it's harder to learn when someone's
07:46 just talking at you.
07:47 You can still learn that way.
07:48 But I think engaging in a conversation, having input,
07:51 thinking about how these things relate to your experiences
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07:54 is one of the best ways to learn
07:55 and we do that a lot at Suffolk.
07:57 So I won't use that format right now
07:59 just because of the setting of this webinar.
08:02 But if you were in my class,
08:03 I would expect you to talk a little bit more
08:06 and I would really enjoy that.
08:08 Okay so thank you for those of you
08:09 who shared where you're from.
08:11 What is abnormal psychology?
08:13 Some of you, I know many students take this course
08:16 in high school.
08:17 So some of you may be aware of these topics.
08:19 Abnormal psychology is understanding how someone
08:22 may have unusual patterns of thinking or behavior
08:25 as well as particularly behaviors that are maladaptive.
08:29 These may be things that are very disruptive
08:30 to an individual's life, maybe in their work life,
08:33 their social life.
08:34 And it can be influenced by a number of things.
08:36 You know, we learn our behaviors from other people.
08:39 Yeah, I'm sure we can all relate to being children.
08:41 And we copy the behaviors of our parents,
08:44 of authority figures, of our even older siblings.
08:47 I see my four-year-old daughter all the time.
08:49 She copies her two older siblings and what they're doing.
08:51 That's where she's learning about how to socialize
08:53 and learning how to behave.
08:55 Not always positive behaviors, but they're learning, right.
08:58 We learn from others.
09:00 How we think.
09:01 So how do our brains tick? What are we thinking about?
09:04 How are we thinking consciously as well as unconsciously?
09:07 So we might have something that happened to us 10 years ago.
09:10 That was maybe a little bit traumatic
09:11 and that might be affecting us now,
09:14 but we're not consciously processing it
09:15 but it's still processing in our brain.
09:17 And then biology, right?
09:19 Could be our diets.
09:20 It could be our brain chemistry.
09:22 All these physiological processes we have.
09:24 And of course, genetics are part of this as well.
09:27 So when we think about human psychology,
09:29 we can think about it as this very complex thing, really,
09:32 but it's influenced by a variety of factors.
09:35 And when we apply this to abnormal psychology,
09:38 we have to look at it on a continuum.
09:40 So first of all, nobody is abnormal.
09:42 There's no such, nobody is normal.
09:44 Everybody is on a spectrum of something.
09:46 We are all complex human beings.
09:48 So this is not to label anyone.
09:49 And I want to be careful I am not labeling anyone.
However, for understanding abnormal psychology, it's helpful to understand it on a spectrum that if somebody is not struggling, they're engaging in behaviors that are typical for the social context. They don't feel like they have any issue getting their work done. They feel fairly stable. This would be more of a typical psychological profile. We start to see more distress when somebody may be upset by how they're feeling or their behaviors may affect others starting to interfere. And then when it becomes more severe, for example, if Patrick, all of a sudden stood up unmuted his mic and screamed (mocks screaming) in the middle of this lecture, we would go, "That's a little odd, Patrick. I don't know why you would do that." So that would be unusual, right for the social context. Patrick's sitting there and listening just like the rest of you doing the same, that would be more typical. So we can think about that abnormal level when things start to get more disruptive, more unusual. Now this isn't to say, this is all hopeless, right? Many of the things under abnormal psychology can involve mental health disorders that are very treatable. Almost everybody, at least that I've ever talked to, has either struggled themselves or know someone who struggled with many of these things that are covered under this umbrella with mental health, personality disorders. So this is something that affects so many people, and I believe the better we can understand it, the better we can develop empathy, while also holding people accountable. This is sort of what I teach in my class. It's okay to have boundaries and accountability and you can do that in tandem with empathy. I find that people tend to think if one is higher you have to go lower on the other. And I advocate for both. You can have both. So a topic that a lot of people are interested in is the topic of narcissism. This is a word that we tend to throw around sometimes probably a little bit too much, right? We never want to play armchair psychologist and tell someone they're a narcissist, however can be helpful in identifying some of those tendencies and behaviors. So the purpose of today's lesson will be okay, if we see someone who maybe is engaging in behaviors that appear narcissistic, how can we adjust our approach?
12:00 So Patrick, I'm gonna throw it out to you a question then.
12:04 When I say narcissism, what comes to mind?
12:06 Like what sort of behaviors or labels
12:08 would you ascribe to this?
12:12 So probably some labels that I would think of when I think
12:14 of narcissism, is definitely someone who's definitely full
12:17 of themselves and have an inflated sense
12:20 of self worth of themselves.
12:22 - Yeah. I mean, you hit the nail on the head, right?
12:23 That this has to do with an inflated sense of self worth.
12:26 Now, part of the challenge here, right,
12:27 we can't see inside someone's brain.
12:29 Someone may say something and it actually doesn't
12:32 come from a place of inflated self-worth.
12:34 So that's why just like with anything,
12:36 when we're talking about narcissistic personality disorder,
12:39 et cetera, we never want to diagnose someone
12:41 that's up to clinical psychologists
12:43 if the person seeks treatment
12:44 or seeks a diagnosis, however, right,
12:47 that inflated sense of self can express itself behaviorally.
12:51 So they might tell you, I am the best,
12:53 I alone am the only person who can do X, right?
12:57 So when we start to see those statements and behaviors
12:59 we may get some clue that an individual
13:01 could have some tendencies here.
13:03 Now, when we talk about narcissism,
13:05 I always like to mention it's part of
13:07 what we call the dark triad.
13:09 So there are three things that tend to correlate.
13:12 So if someone has high levels of narcissism,
13:14 they're more likely not, doesn't mean they will.
13:16 They're more likely to also be diagnosed
13:19 or have levels of antisocial personality disorder,
13:22 which is also sometimes called psychopathy
13:24 or if you heard about sociopaths, that aspect.
13:27 Machiavellianism is a type of behavior
13:30 that involves really not caring
13:32 about hurting others, to get your way.
13:35 It's this idea of, as long as I get what I want,
13:37 I'm willing to do unethical things.
13:39 What all three of these things have in common
13:41 is a lack of empathy for other people
13:43 or at least a less of a consideration of empathy.
13:46 So I won't cover the other two aspects of our triad.
13:50 We're gonna focus on narcissism
13:51 but just be aware that these things do often correlate.
13:54 So if a person is high on one,
13:56 they're much more likely to be high on the other.
13:58 And if anyone's watched the Netflix series, Joe, you know
14:01 I don't want to spoil the show, but arguably he had some
14:04 of these traits from the dark triad
14:06 if you have seen the show and we see this represented
in popular culture a lot,
sometimes well and more nuanced, sometimes less nuanced,
but I'm sure we can all think of examples of movies or shows
and seen with characters who lack empathy for others
or might express empathy sometimes
but when push comes to shove
clearly show that they care more
about themselves than they do other people.
Okay. So what is narcissism?
I think it's important for us to really distinguish
between what is having narcissistic tendencies,
what is narcissistic personality disorder itself
and then what are some other nuances around this?
So right now I'm gonna go ahead and show you a video.
And then when that's done,
I will explain a little bit more about this topic.
(gentle music)
Way before the first selfie, the ancient Greeks
and Romans had a myth about someone
a little too obsessed with his own image.
In one telling, Narcissist was a handsome guy
wandering the world in search of someone to love.
After rejecting a nymph named Echo,
he caught a glimpse of his own reflection in a river
and fell in love with it.
Unable to tear himself away, Narcissist drowned.
A flower marked the spot where he died
and we call that flower The Narcissus.
The myth captures the basic idea of narcissism,
elevated and sometimes detrimental self involvement.
But it's not just a personality type
that shows up in advice columns.
It's actually a set of traits
classified and studied by psychologists.
The psychological definition of narcissism
is an inflated, grandiose self-image.
To varying degrees, narcissists think they're better looking
smarter and more important than other people
and that they deserve special treatment.
Psychologists recognize two forms of narcissism
as a personality trait, grandiose and vulnerable narcissism.
There's also narcissistic personality disorder,
a more extreme form, which we'll return to shortly.
Grandiose narcissism is the most familiar kind
characterized by extroversion, dominance,
and attention seeking.
Grandiose narcissists pursue attention and power,
sometimes as politicians, celebrities, or cultural leaders.
Of course not everyone who pursues
these positions of power is narcissistic.
Many do it for very positive reasons
like reaching their full potential
or helping make people's lives better.
But narcissistic individuals seek power
16:40 for the status and attention that goes with it.  
16:43 Meanwhile, vulnerable narcissists can be quiet and reserved.  
16:47 They have a strong sense of entitlement  
16:49 but are easily threatened or slighted.  
16:52 In either case, the dark side of narcissism  
16:54 shows up over the longterm.  
16:56 Narcissists tend to act selfishly.  
16:59 So narcissistic leaders may make risky  
17:02 or unethical decisions  
17:03 and narcissistic partners may be dishonest or unfaithful.  
17:08 When their rosy view of themselves is challenged,  
17:11 they can become resentful and aggressive.  
17:13 It's like a disease where the sufferers feel pretty good  
17:16 but the people around them suffer.  
17:19 Taken to the extreme,  
17:20 this behavior is classified as a psychological  
17:23 disorder called narcissistic personality disorder.  
17:26 It affects 1 to 2% of the population, more commonly men.  
17:31 It is also a diagnosis reserved for adults.  
17:34 Young people, especially children, can be very self-centered  
17:37 but this might just be a normal part of development.  
17:40 The fifth edition of the American Psychiatric Association's  
17:44 Diagnostic and Statistical Manual described several traits  
17:48 associated with narcissistic personality disorder.  
17:51 They include a grandiose view of oneself,  
17:54 problems with empathy, a sense of entitlement,  
17:57 and a need for admiration or attention.  
18:00 What makes these traits a true personality disorder  
18:03 is that they take over people's lives  
18:05 and cause significant problems.  
18:07 Imagine that instead of caring for your spouse or children,  
18:10 you use them as a source of attention or admiration  
18:14 or imagine that instead of seeking constructive feedback  
18:16 about your performance,  
18:18 you instead told everyone who tried to help you  
18:20 that they were wrong.  
18:22 So what causes narcissism?  
18:24 Twin studies show a strong genetic component,  
18:27 although we don't know which genes are involved,  
18:30 but environment matters too.  
18:32 Parents who put their child on a pedestal  
18:35 can foster grandiose narcissism  
18:37 and cold controlling parents  
18:39 can contribute to vulnerable narcissism.  
18:42 Narcissism also seems to be higher in cultures  
18:45 that value individuality and self-promotion.  
18:49 In the United States, for example, narcissism  
18:51 as a personality trait has been rising since the 1970s,  
18:55 when the communal focus of the sixties gave way  
18:58 to the self-esteem movement and a rise in materialism.  
19:02 More recently social media has multiplied the possibilities  
19:05 for self promotion.  
19:07 Though it's worth noting that there's no clear evidence  
19:09 that social media causes narcissism,
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19:11 rather it provides narcissists a means
19:14 to seek social status and attention.
19:17 So can narcissists improve on those negative traits?
19:21 Yes.
19:22 Anything that promotes honest reflection
19:23 on their own behavior and caring for others,
19:26 like psychotherapy or practicing compassion
19:29 towards others can be helpful.
19:31 The difficulty is it can be challenging for people
19:34 with narcissistic personality disorder
19:36 to keep working at self betterment.
19:38 For a narcissist self-reflection is hard
19:41 from an unflattering angle.
19:43 (gentle music)
19:51 - All right well, I hope that was helpful
19:53 in explaining some of the nuances of narcissism.
19:55 As you saw from that video, right,
19:58 this gets back to the continuum aspect.
19:59 So even talking about something like narcissism
20:02 it's not black and white.
20:03 Someone is a narcissist. Someone's not.
20:05 I have many students, you know we talk about this in class
20:06 and they say, well I've got friend, you know,
20:08 and she sort of has a hard time taking criticism
20:11 and brags a lot and thinks she's better than other people.
20:14 And I'm like, okay, well does this cause distress
20:17 to her life?
20:18 Is it harming her relationships with other people?
20:21 Is she not able to work and go to school
20:23 because this is becoming such an issue?
20:25 And the person's like, well, no, you know,
20:26 it's just a little bit annoying
20:28 and that's fair, right?
20:29 That is sort of that continuum aspect
20:31 that an individual can have some tendencies
20:33 but it doesn't necessarily make them a narcissist.
20:36 It can also be a symptom of something else.
20:39 So there's other diagnosis
20:40 such as borderline personality disorder
20:42 or a mood disorder, bipolar disorder.
20:45 When someone's in a manic phase
20:46 maybe does or says things that you might go
20:49 that seems narcissistic, that is not narcissism.
20:52 Saying things that are grandiose could be a symptom
20:54 of something else.
20:55 So again, we want to be really careful here
20:57 we're not labeling people.
20:59 All we're doing we're identifying tendencies and behaviors.
21:02 We're gonna try to develop compassion
21:04 and understanding why do people behave the way they do
21:07 or why might they think the way they do and still say,
21:10 look if these behaviors are harming others, right?
21:12 If someone is blaming, you know
21:15 with narcissistic personality disorder, for example,
It's not uncommon for someone to take credit for other people's work to blame others when something goes wrong, and you know, making boundaries like that is not acceptable or maybe you can't work here anymore potentially, that is not to say we can't do that at the same time. I tend to really teach whenever I teach this topic in these classes is that every human being is worthy of dignity and respect. And when you know, if you are engaged with someone who maybe has high levels of narcissism if that infringes on your own self-worth and your ability to have dignity and respect in your life, that may not be a relationship that you want to continue.

Of course, in the workplace, we can't always pick our relationships, right, especially if it's a boss or coworker. And so all we can do in that case is adapt our approach. If we can't leave the organization, how can we work around it, at least survive it, at least avoid the wrath. And I know that feels a little bit icky like why do I have to adapt my approach if someone else is doing this? And it's a fair question.

I always say, look, we just, we can't change other people. We don't have the power to do that. We can only change our approach. Now our approach may affect change on others, that can happen, but we have to look about what we can do in these situations.

So as the video mentioned too, there can be two different types of narcissism, grandiose and vulnerable. And again, those can also come out in milder forms. So someone who maybe is much more insecure deep down may not have a full blown personality disorder but still have some of those tendencies.

I always like the analogy of it being like a scared child with a balloon around them, sort of a bubble to protect them. It's sort of, but deep down that's vulnerable narcissism. Versus someone who has grandiose narcissism, there is no vulnerability going on there deep down.

It really is a genuine belief that I am better than others, more worthy, a lack of empathy, et cetera.

So thinking about this topic, could there ever be any advantages? We know from research that there are quite a few people who score high on narcissism in the workplace. So Patrick, I'm gonna turn this question to you. If I say do you think narcissists could ever have an advantage what might you say?
Could you see any benefits to the behaviors we've described so far?

Yeah again, great question.

I think one thing in thinking back on the video too, especially when they get to the characters trying to hold up the trophy on the football team, it's the strive to get that higher title and the strive to for success, not for the success itself but for the title of that success can really help push the narcissist to actually succeed in life.

- Yeah, no, and you're spot on.

There's something called what you're getting at Patrick is productive narcissism, right?

This idea that narcissism could have some productive outcomes for some people in some contexts.

I always love to give those caveats, because if it's hurting other people significantly, the overall productivity is gonna be lower.

But especially for that individual, right?

If they have the strive to have status, be successful, they may channel their work efforts towards whatever will get them that status and success.

And they can also, you know, a lot of people who have narcissistic tendencies or even the personality disorder, it doesn't mean they're unintelligent.

They can actually be very intelligent.

They can have a vision.

They can make people feel special.

And now, again, like the video mentioned, deep down they might not actually care about others.

They can be very good at initially giving off that impression.

Like I care about you.

I want you part of my group.

People can be very charismatic and also deep down not actually be caring about others.

And that's why the video mentioned it often over time, you start to see some of these darker qualities come out.

There is also, if you think about this inflated sense of I'm the best, I can fix things, I can do it, right?

Individuals are more likely to take risks.

Now and as the video mentioned, right, like that is a big advantage potentially of narcissism, where you, for example, Steve Jobs we'll talk about it a little bit.

A lot of people believed he was a narcissist or had many narcissistic tendencies.

So if you're a big fan of Apple, you know how many of us own the iPhone now?
And again, these are independent of each other. It's not to say that every narcissist takes risk. It's not to say Steve Jobs was a narcissist. And it also isn't to say these risks are good idea. Sometimes this risk-taking can fail, but if it is a good idea and you don't really care about what other people think, right. If you think I have the smartest ideas you could be successful, right? So what we see is that individuals who are more narcissistic like to compete, they like to achieve, and that can lead to some positive outcomes potentially in the workplace. Now on the whole, what I'd recommend to an organization that you hire a narcissist or somebody who scores high on the narcissism scale? Probably not because of the potential harm. You know, it does really depend on the context. So if somebody is in a position where they're not maybe interacting with others or dependent on others or need empathy in their job, sure. That could be a good fit. But those who have narcissistic tendencies are more likely to engage in things like stealing from the company, bullying their coworkers, putting down other people, you can design environments and organizational structures that discourages that. So what we find is that some of these darker personality traits it depends on the context. So really having a context where that behavior is not gonna get you success. If anything, it'll get you demoted or paid less, then individuals are more likely to repress those tendencies. And it's also related, probably not surprisingly, we talked about risk-taking. People who score highly on narcissism are more likely to step up as leaders. You know, that they're very dominant. They talk about how great they are. And a lot of people believe that, right? We tend to believe others when they say things about themselves. It's called the truth and calibration hypothesis. And we tend to think, okay, you must have a pretty accurate, you wouldn't say you're like the best sales person in all the Midwest if that weren't true, right? We tend to just assume, why would they lie about that? And so, again, we know that there are exceptions. People do lie, but on average, we tend to take things at face value. And so people with narcissism can emerge as leaders, but doesn't make them better leaders. In fact, they're often rated as worst leaders.
because of these aggressive behaviors
taking credit from their employees.
They don't inspire their team often over time.
And so, because of all this conflict,
they're often really a drag on organizational productivity,
especially if they feel threatened.
So if they feel like an employee maybe is a better performer
than them or they get rejected maybe from, you know
we're going out for happy or they get rejected
from that they're not invited,
anything that threatens their ego
or makes them feel like they're not special,
they're much more likely to lash out.
They might insult, be aggressive, et cetera.
And so that is one reason why I tend to acknowledge
or suggest, you know, avoiding the individual,
promoting these individuals at a minimum.
And again, this doesn't say people can't change.
The video talks about behavioral interventions.
It's not to say there couldn't be jobs, where some
of this could be channeled in a more productive way,
but with the risks of how other people
can often be mistreated, which infringes on their dignity
and respect, it's a problem in the workplace.
So what are some strategies here?
Let's say, you know, we may have to deal
with someone who has some of these tendencies.
One is avoidance, right?
If you kind of don't cross,
if they can't experience this ego threat
or social rejection, if you're able to avoid them.
But again, in the workplace, we often can't do that.
It sounds a little icky,
calling this ingratiating,
offering flattery, praise, and compliments.
It feeds their ego.
And it doesn't mean you have to lie,
but we can find something good about everybody.
Like, "Oh, hey, that was a really
great presentation you did."
We can do these things,
again, we're trying to avoid the wrath here.
We're trying to keep this person's
self-concept fairly stable.
We're not trying to change them,
even though we would like to.
We are trying to get by as best we can.
If you need to deliver negative feedback,
you can sometimes put that in between
two pieces of positive feedback, like a sandwich.
So, okay, this is, you did this really well.
You did a really great presentation overall.
I noticed some typos on your slides,
but the clients really seem to like it.
And the message might go over their head. I often don't recommend sandwich feedback, but for someone who's narcissistic, they at least may get the message that there is something to improve upon without feeling directly threatened, just being responsive, right?

They often might feel threatened if you aren't getting back to them, documenting your own work so that credit's not taking from you. And there are interventions, as the video suggested, there are therapies ways that organizations can actually send people even sometimes to these behavioral interventions. And some people have a hard time with true empathy. It's just, and people especially with personality disorder, the way their brain is wired they may not be capable of truly experiencing empathy but there is something called cognitive perspective again. Like, for example let's say Patrick was, you know, struggling with something. If I had a hard time empathizing with those emotions, I just can't put myself in someone else's shoes. I can at least sort of imagine cognitively, okay, he's upset because this happened. It gives me a perspective about what he's thinking even if I can't feel it myself.

And so this can be one way if someone has narcissistic tendencies to help them engage better with others. They can at least try to understand cause and effect even if they can't relate to those emotions. You can also frame things as how can we help you achieve your goals. So you want to be promoted in the organization. Well, you can't scream at the employees okay? So rather than saying, you did this wrong, it's if you want to get promoted, we needed to talk about your interpersonal interactions with individuals. And so let's make this a goal-oriented approach. How you frame that rather than a criticism can be helpful. And that's something that I, you know, I think is good in life, right?

I think it's helpful people like thinking about what I can do positively here? What can I do better of versus you did XYZ wrong. You can even give them credit, you know, if you really, really want to kind of cross what may be an ethical line, you know, maybe it wasn't their idea, but you make them think it's your idea, some people will do that. Like, "Oh, you had a great idea in the meeting last week"
even though that was really your idea.
Now, if they're really smart and they know
that it wasn't their idea that might not work,
but just giving them a credit wherever you can.
Again, this is not to change things.
It's not to make things perfect,
but it is to make it more tolerable.
And I'll leave you on just one example.
As I mentioned with Steve Jobs, who obviously brilliant,
brilliant man, but also had darker tendencies.
Some people claimed he was a very abusive supervisor.
That he was narcissistic.
Others say he was an inspiration.
So he's a complex figure.
I think that's always an interesting case study
but there's a recent book that came out
by Adam Grant that talked about how can you persuade people?
So when we talk about changing people's minds,
we often think that we just throw facts at them, right?
If I tell that narcissists why they're wrong,
they're gonna have to see my perspective.
Unfortunately, that just rarely works
especially with someone who has these tendencies.
And so there's other techniques you can use.
And so what the book talks about,
there's a few different persuasion techniques
that Steve Jobs design team used, but they told us anecdote
about in 2004, the design team wanted to transition
the iPod and try it out as a phone.
We all know now right back to my phone example,
iphones are ubiquitous.
They're everywhere.
So obviously this was a good idea the design team had,
but Steve Jobs wasn't buying it.
So they used some persuasion tactics.
One thing was reassuring him.
Look, we're not, he was concerned
they wanted to pivot the business into the phone business.
And he said, and the design team told him,
"No we're not trying to go in the phone business.
We're gonna keep things as much the same as possible."
So reassuring that things are staying the same.
And then this really great thing that they did.
And this is something I also teach in my class
when we talk about some other topics
is the most powerful way to change
someone's mind is to lead them, to change their own minds.
You can probably think about times in your life,
where someone was telling you why you're wrong
and you're probably might get defensive and resistant.
But then, you know, a year later you start
to question yourself and be like, actually
maybe I might change my beliefs on this.
I read this additional thing.
And that gave me more nuance to the topic.

So to help someone change their own mind, you can ask them questions.

So what the design team did was asked Steve Jobs, okay, well, you know, what is it about the phone that you don't think would work or why do you think this is a bad idea?

And so, as he's talking through his logic, he's a very intelligent man. He starts to see the inconsistencies and the holes in his reasoning.

And so basically through their questions, Steve Jobs changed his own mind and could see the value in their idea.

And so, especially when you're talking about someone who has some of these darker tendencies, you have to be careful about how you phrase these questions. They should be nonjudgmental, open-ended.

You can just say, "Look, I just want to understand your thinking around this."

It is one way we can maybe help them see the inconsistencies or the problems in their thinking.

All right so that's it for narcissism and ideas about someone who has some of these darker tendencies, you know, we talk about many other topics and oops, sorry about that. Went to Fortify there.

Many of similar topics in my class but really my class, what I constantly say is a lot of these skills and techniques can be applied for other relationships too right? I think some of these skills require practice.

We practice difficult conversations, but they might require doing things a little differently, depending on someone else's approach in their psychology.

There's this thing that I really liked that, you know, the golden rule, we think about right? 'cos this is what I teach: treat others as they want to be treated.

And have you heard of the platinum rule?

I actually have not heard of the platinum rule. So the platinum rule is, and I hadn't either until recently but I love this 'cos this is what I teach: treat others as they want to be treated.

So we often, we project our own ways of thinking and behavior it might be like, "I want to go out on Friday;"

"No, no I really don't want." You are like, "No come out, it'd be so much fun."

You're thinking I want to treat them
the way I'd want to be treated,
but that person really doesn't want to go out.
And so respecting that different people have very
different psychologies, needs, wants,
how do they want to be treated right?
And so I think I went through most of my life
with the golden rule in mind, and it took me a really
long time to really start to be more aware
of these different psychologies and preferences.
So that's sort of my, you know
my overall takeaway from this class.
I hope in a few years I have a few of you in my class.
I would love that.
You do get to take electives at Suffolk as you know.
So even if you're a finance major or you're in CAS,
you can take classes across the two schools.
And I actually encourage that.
I think exploring your interests, you know, Patrick talked
about changing majors.
I was the same way.
I was a math major, then a history major.
And now I work in a business school.
You know, we go through this.
And so I just want to encourage you all
who comes to Suffolk, take advantage
of the opportunities of the classes.
Obviously stay on track with your program when you come.
But, you know, as I mentioned previously,
I think the mentorship and connection
you get with professors, many of whom have connections
to the business community.
You know, we place students in internships all the time.
That to me has been a huge advantage
for students being at Suffolk.
And we have so many sessions.
We have panelists, we have guest speakers come.
You'll be doing presentations for executives, depending on
you know, if you're in the business school.
So really that Boston location.
And I know a lot of you here are from Boston
or from the area you're fully aware of where we're at,
to me has, you know, I could have gone
to Syracuse University or Miami University.
And I came here because of just the great culture
the environment, the relationship with the students,
the small classes, connection with business.
I really enjoy teaching psychology in the workplace,
but I also like making those broader connections
with the community.
So yeah, that's all I have.
And I know Patrick,
I think you might've had a question for me as well.
37:17 So at this time, any student in the class today,
37:20 please, please, please take advantage
37:22 to ask a member of our faculty a question.
37:24 This is a good opportunity.
37:27 We have unprecedented access to a member of our faculty.
37:29 So please feel free to ask any questions about the program,
37:33 the department, the class, anything that you have
37:36 any questions about, please feel free to ask it right now.
37:38 So just to kind of get that started,
37:39 I was actually wondering too
37:41 what are some of your favorite hands-on experiences
37:44 that your students have actually gotten
37:45 to take advantage of in their classes?
37:49 So I'll answer for both my classes as well as
37:51 just the broader, you know other classes beyond mine.
37:55 My class we do a lot of role-plays,
37:58 which I know sounds cheesy,
37:59 but we practice like we practice
38:01 how do you have a really awkward conversation
38:03 with somebody who did something that hurt your, you know
38:05 offended you or created a bad work product?
38:08 I give students oral exams where they have to practice
38:11 with me, which is rare.
38:12 I will say I wouldn't want to scare any students.
38:14 Mine is one of the few classes with oral exams.
38:16 I'd see in organizational behavior,
38:18 we have students go out and connect with an organization,
38:22 interview them, people who work there
38:24 to understand what motivates employees here,
38:26 what keeps them committed, or maybe not.
38:28 Why don't they like their jobs, right?
38:30 To me, this is about discovery.
38:31 Discovering yourself.
38:32 What's a good fit for you?
38:33 What do you want to do?
38:34 Not what other people are telling you
38:36 but what is a good fit for you?
38:38 And so for me, those experiential activities
38:41 of interviewing organizations, talking to them,
38:43 talking to employees, and in case of the role-plays,
38:45 practicing what you might say in a conversation,
38:47 those are the kind of practical skills
38:50 that I try to give my students
38:51 before they leave and graduate.
38:53 In terms of client projects,
38:55 I mean, there's so many, I could talk
38:58 for an hour about projects that I don't do,
39:00 but I'm so impressed by the faculty that do them.
39:02 I mean, a few years ago we had in marketing,
39:05 they worked with the Red Sox
39:06 and did some marketing pitches to the Red Sox.
39:09 Some students worked on that.
39:11 We have student groups who basically in entrepreneurship,
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they pitch their ideas.
We had a student who he basically, he's making chicken feed.
So a lot more people in the US are I guess, especially
during the pandemic, have chickens in their backyards.
And so he has basically created this business.
It's 11 times bigger than when he started at Suffolk
and he's making a lot of money
and just whatever creative ideas students have,
they pitch these, they can get funding
for their project ideas.
That's another activity that I've seen
that I think is wonderful.
And then I mentioned earlier that client project.
Every single student who comes to Suffolk
and the business school anyway, and I know a lot in CAS2
is going to end up working with an organization
and say whether it's using data and analysis,
or it's using interview approach,
they're gonna deliver something to a client
and be like here's how
I think you could improve your processes.
And sometimes there's a competition involved, right,
where the best idea that organization uses.
But as I mentioned, you know,
I mentioned the retail example with those businesses.
There are many others, you know, we have in Boston,
we have so much healthcare, tech, retail.
We tend to work with more smaller organizations
but we certainly work with larger ones too
that use our students.
I shouldn't say use our students, not in a negative way.
It's a win-win right?
But work with our students on ideas
about how they can improve their business.
So, yeah, that's just a sampling.
I mean, there's so many other wonderful experiential
activities that people do.
We have travel seminars, you know,
going abroad with students to learn about businesses
in other countries.
There's local ones within Boston.
So yeah, I again, could probably talk for a long time
about all the wonderful projects students
might do but yeah any other questions
from the group that I can answer?
Yeah again at this time
please feel free to use the,
and great. We've just got one question come in.
Yeah. Thanks Jasmine.
So it's a question about homework.
So how is homework different from high school?
I mean, I think it's all dependent probably
on the high school that you're at, if that makes sense.
So I can't really speak necessarily.
I would say, you know, it depends what courses you took in high school.

So for example, I think about myself. When I took advanced placement classes in high school, it's a lot of work and I came to the college and it was a lot of work, but it wasn't nearly as intense for some of my classes, the AP classes.

So I think what you'll find is that you're gonna have some classes that probably feel less intense than what you're used to in high school and some that feel more intense.

I will say that you are generally expected to read, you know, I think so if in high school if you weren't doing a lot of reading, just be aware you know, I don't think we kill our students with reading. And I think we're pretty reasonable compared to similar schools, but you will have to read.

And I think we're seeing a lot more technology integration to fit the students' learning needs. And a lot of professors I've noticed a big shift, are really making it rather than here's a textbook. You are gonna get that, but here's a textbook.

It's sort of pulling from different things that they think students might be interested in, including videos, multimedia assignments.

So I think we're seeing a lot more technology integration to fit the students' learning needs. So if you tend to prefer to listen or to watch a video, there you're just gonna see more options of that.

The homework itself really, again, depends on the class. So you'll have classes that are very writing heavy. You have papers to do.

You have classes that are more math heavy. You have to do problem sets.

And I would say, I think what you'll find on average, and again, I'm gonna say that Suffolk is similar to most colleges and universities.

You're not having those every single day homework assignments like you may get in high school where, "Okay. Everyday I have to submit this every day."

What you're gonna see is you know, longer papers maybe but you'll have three papers due a semester and then maybe a few other assignments throughout as well as an exam.

So it's fewer assignments but more intense assignments, that said again it depends on the class.

There are some instructors who especially when you're talking about math, they want to make sure you're on track. So you might have more frequent assignments to do.

You also have a lot, you probably are gonna experience a lot more team-based work.

I will say that so we really have a focus on working within teams.

Again, it depends on the class,
but we do a lot of team-based work and it depends on the professor. In my class, I have some team-based work but I still grade students individually. Other classes it is a team grade. So that is a big focus we do too. And we really think that's important to help you develop your teamwork skills and work through conflict and with support, right? This isn't "Hey, just go figure it out. But yeah I'd say that's the biggest thing is just fewer daily assignments, but more intense, larger projects. But it really depends on the high school you're at. Some people come and they're like, "This is easy compared to high school." Some come and they say, "This is really hard compared to high school." So I'd say that, you know, it really depends on your specific high school and what you did, but I wouldn't worry too much. I think our freshmen classes do a great job of seeing where you're at. We have so much support for students. That's one thing I love about Suffolk. If a student is struggling, we have tutoring service. Faculty will meet with you. Other students will help coach you. Other universities I've been at do not have near, in my opinion again don't have nearly as extensive the student support services that we do. And some do, but I just, that's one thing that I wouldn't want anyone to worry. You are capable. You'll get support if you need it. - Yeah. That's awesome. I'm glad you touched on everything like that. And we do really offer a phenomenal student support system here. That's why I chose to come to Suffolk too. I really love all the support that we offer our students and how we make the student the center of their own experience. I see we just had another question to come in, and thank you all so much. - Yeah, I love this question from Maya about if you're, so in business management classes, I want to clarify too. I find this confusing and I'm in it. The business management major is the management major but a lot of students, when they come in and declare they might get kind of told that they're business management
44:53 or they think business management
44:54 is the whole business program.
44:56 There is a specific management major.
44:58 Then you have marketing, finance,
44:59 accounting and other majors.
45:01 But so Maya, I'm gonna assume that for you, your question
45:04 you're talking about the management major
45:05 and I think your question is helpful for anybody
45:07 who's thinking about this, double majoring.
45:09 What does that look like?
45:10 So I personally, if you are a motivated student,
45:13 I highly encourage it.
45:14 It is much easier to do when you double major
45:17 in two majors in the business school
45:18 or two majors in college of arts and sciences.
45:21 So to answer your question, Maya, absolutely you can do
45:24 let's say management and marketing
45:26 or you could do big data and global business.
45:29 A lot of students do it.
45:30 And again, unless a student is struggling,
45:32 maybe they're working full-time
45:33 they can't devote as much time to classes.
45:35 Any motivated student, I recommend that you get more
45:38 out of your degree, your question, Maya, about the workload.
45:42 It's a little bit more but you can do it
45:44 within the number of credits you have.
45:46 So basically when you come to Suffolk,
45:48 you pay the same tuition anywhere from 12 to 17 credits,
45:51 and correct me if I'm wrong, Patrick,
45:52 I think it's the same in CAS right?
45:55 Okay so you just end up, so for Maya, if you double majored
45:58 you would take more semesters of 16, 17 credits.
46:01 So you just have your full-time load,
46:04 but it's very doable.
46:05 And again, you're paying the same thing.
46:06 So you, in my opinion you get more out of your degree
46:09 because you're, yes you have fewer free electives,
46:12 but you can do double majors.
46:13 So I see many students be successful with that.
46:15 I think it's incredibly manageable,
46:17 depending on the double major,
46:18 you can double count one course.
46:20 So it's something I encourage and you can decide later
46:23 like the nice thing too about our program is, you know,
46:26 your first two years are largely your core courses.
46:29 So you can take those core courses and decide,
46:31 okay do I want to pursue a double major
46:32 or do I want to change majors?
46:34 I have a lot of students who junior year do switch.
46:37 Now if they're behind and they've only been
46:38 taking 15 credits a semester,
46:40 then we might run into trouble with double majoring.
46:42 But if you're proactive and take those 16-17 credits,
46:45 you will be good.
I don't know if you want to add anything to that Patrick, about that.

- I don't think so to add anything to that, but just my personal opinion is if you do want to double major and have the drive to do that, it can just add, you can really just diversify your background and make you more of a desirable candidate for a business at the end of the day, just to increase your experience and increase your knowledge, just going through the job search process. So if that's something you're thinking about is absolutely phenomenal opportunity. And the way that we run things at Suffolk it's extremely easy to take classes in different majors.

And it's not only easy, but again we highly encourage students not only to, if you can get a double major, but also going for a minor too, because that's also something that it's gonna be very helpful to diversify your background if you don't want to go full on and get two majors.

Yeah I agree with that totally Patrick, it makes you more desirable to employers, it opens up your hiring options. You know, let's say you're financing, you turn out you don't want to do finance and you also have a marketing double major.

You could say, okay, let me pivot to marketing. It makes it a little easier.

It is a little tricky to do two double majors and a minor. I have a student right now I'm working with, you can do it. It's very doable.

It's just, sometimes you have to go over one credit like one semester.

You can also double major in CAS and SBS. That's even trickier.

Again, they have made that a little bit more doable.

It used to be next to impossible in my opinion to do in four years, without killing yourself with lots of credits, they have fixed some of that a little bit, but I definitely, you know, even minors, the CAS, if you're in business, I think you get like Patrick's point much more well-rounded education.

I always encourage students to take as much as you feel comfortable with because it can only benefit you and you get more for your money.

So yes and again, this is conversations too. If you come to Suffolk, you can have with your advisor you don't have to decide any time soon. I'm gonna answer that.

So Nicole asked another good question in the chat box if you don't mind me addressing.
So I love Nicole that you're interested in international business. You know, the global aspect of this. Organizational behavior, management, psychology in the workplace absolutely covers this. We have a class on managing across differences where you learn about international differences in culture. Also, if you're interested in a global career, I would highly consider or highly encourage you to consider a double major in global business. We have a lot of students who double major management global business. And I think that just gives you such a rich background and you have chances to potentially study abroad. By the way, I do encourage everyone to study abroad too, even if you're not global business, but chance to study abroad, learn about the international business community. It's just, they complement each other really nicely. So that's one option. And so, you know, Nicole you talk about working abroad at an entry level. It really depends on what you're looking to do. You certainly could do this. The issue with working abroad, at least from my experience is finding organization, my husband's from England. So a little bit of experience with this, not a huge amount but we've dealt with the immigration stuff and the jobs and the visas and the all that. Now this is US obviously going outside the US. It all depends on that country's, you know, immigration requirements or organizations. And then they're able to make those connections in the business communities of those countries they want to live in. But I will say we have a ton of international faculty at Suffolk as well. And they can probably, if you come here, can provide you some greater insight. Like I want to live here or I want to be in this industry, what might you recommend? And so there are ways through connections. I don't have a great, easy answer.
because it really depends on your unique situation. And I think, you know, your question too about management in the next five to 10 years is great. I don't know the answer to that. To be fully honest, I think management to me is this really broad topic. You know, when I think about the management major, it's really about people. It's about teamwork, communication, people. How can we better work with others? And to me, that is well in critical thinking. That is such a key skill that every employer wants. Now, what careers are most desirable going forward? I think COVID has sort of thrown things for a loop. So that has really affected my advice I give students where I have to say a lot more that I don't know, we're figuring it out as we go. I will say that what I see students who are interested in being maybe a manager themselves, they might work for a corporation entry level. They might be all sorts of different jobs. You know, again, project management. You can even be in sales, you could excuse me you could be in human resources. And then they stay in that organization and get promoted. It could be starting your own business. And we also offer an entrepreneurship major. That is great if that really interests you. So in terms of specific careers, I think because management is such a broad topic, where it can really provide the skillset for many, many different jobs. And with COVID, it's harder for me to give you a projection in five to 10 years. I wish I could. I am optimistic that at least in Boston, we're not gonna have an issue, you know with our business community. But I really can't speak to maybe how industries will change in five to 10 years, but I'm optimistic. I think we're gonna see a lot of growth coming out of the pandemic. So I'm hoping that when you all graduate college, you're gonna be like right at that sweet spot where people are hiring quite a bit. But I will say the other key thing getting internships will be what I rec, if you come to Suffolk, I will probably bug you about this a lot if you want my advice is, like get that internship that's what students do to get their foot in the door. Often leads to job offers after college. And so it's figuring out what you want to do.
52:22 So that's why it's hard for me with management
52:23 because it's so broad, it can lead to so many career paths,
52:26 but I do think it can provide you great skillsets
52:29 but so can other majors, right?
52:30 So I don't want to just self management here.
52:32 There's lots of other great majors
52:34 that place their students very well,
52:35 marketing, finance, accounting.
52:38 Long answer to your question
52:39 but I hope that was somewhat helpful.
52:42 - That's awesome.
52:42 And I can't echo that last point enough
52:44 to just take advantage of internships,
52:47 take advantage of hands-on learning opportunities.
52:49 It's something I didn't do in college.
52:50 And it's something I definitely regret,
52:52 because your degree is great to give you that background
52:55 and give you the knowledge in your field,
52:57 but really taking advantage of those internships
52:59 and applying your knowledge to the field
53:00 is really how you learn on the go,
53:03 opens up doors for you, really helps you network
53:05 and brings you experience
53:06 and puts you really head and shoulders
53:08 above others who don't have the same experience as you.
53:10 Because if you're applying to a business
53:12 who are they gonna want?
53:13 So two people with the same degree,
53:15 and one person has experience in the field,
53:17 and one person doesn't.
53:18 So really going and getting that experience
53:20 is absolutely huge for you.
53:23 - Yeah, no, I agree totally.
53:25 I think even just connecting with your faculty
53:26 I had a student who got a job at my husband's work.
53:29 I have another student who,
53:31 her professor needed someone in HR.
53:33 So her student, she reached out to her, student applied.
53:36 She got the job, like there's so many different connections
53:38 I've seen with students getting jobs,
53:40 even beyond the internships.
53:41 And I agree, totally.
53:42 And we're investing in a career center.
53:44 We're building that up a lot.
53:46 I think we're gonna have a lot,
53:47 even better help with this resume writing, et cetera.
53:51 - I was about to say, if a student,
53:53 I tell this to every student I talk to,
53:55 if you do come here and you don't go
53:57 to the Career Development Center
53:58 at least once during your time here
53:59 you're doing a massive disservice to yourself.
54:01 They're phenomenal with helping you make your resume,
54:04 helping you do mock interviews, helping you come up
54:06 with cover letters, opening up networking and job events.
54:09 And this is something that's available for you.
54:11 Not just doing it four years here,
54:13 but all the way up until the day you retire to.
54:15 So even like 20 years down the road
54:17 you want to go for a career change
54:18 or go for that promotion and you want to beef
54:20 up your resume or brush up your interview skills,
54:22 you can always come back to campus
54:24 and we'll help you out all the way you have to graduate.
54:27 So please, please, please take advantage of the office
54:29 at least once during your time here.
54:31 - I agree. We love it.
54:32 We love seeing alums.
54:33 It's sort of, I know for most of you all in the session
54:35 this is like, you're not thinking this far out yet,
54:37 but yes, I agree, Patrick, totally about the Career Center
54:39 making sure you visit,
54:41 and Nicole you're making it really, you know
54:43 how about the suggestion about international masters?
54:45 I should caveat that.
54:46 I don't know if that's the best option.
54:47 It's just one that I've seen some students do.
54:49 So Nicole, if you come to Suffolk, you know,
54:52 send me, let's meet up.
54:54 But you know, I'd love to chat with you more
54:55 about your goals and everything, because I do think it's,
54:58 I think what you all are doing here is so great.
55:00 I always tell students, ask people questions.
55:02 You're not bothering us.
55:03 Get lots of different, you know,
55:04 you don't know what you don't know,
55:06 and everybody has a different perspective
55:07 or different experience.
55:08 I might be able to tell you about a little more
55:10 about HR 'cos I've been HR in the air force,
55:12 because I've been in the air force.
55:13 Someone else can tell you about, you know
55:16 working in the finance industry.
55:17 And so I think I'm taking advantage of that
55:19 and not being scared to just ask those questions,
55:22 so I just, I love that you're doing this already
55:24 because I think this will be really good to explore
55:26 like what's out there.
55:27 What could I do?
55:29 - Exactly and again, for any student who's interested
55:32 in any type of study abroad opportunities here at Suffolk,
55:35 we have our very own campus located in Madrid, Spain too.
55:38 So it's extremely easy for you to take a semester,
55:40 two semesters, two years
55:41 if you even want to study international relations.
55:43 All four of your years at the Madrid campus,
55:46 to take advantage of that international aspect.
55:48 And for students who are just kind of wondering
55:50 about international experiences, take advantage
55:52 of our Global Gateway Program.
55:54 This is where you get to spend your first year
55:56 of spring break at the Madrid campus
55:58 and just kind of get your feet wet
55:59 in an international experience for just one week
56:02 and just experience what the Madrid campus has to offer.
56:04 And if you like it, you can absolutely go back
56:06 during your sophomore year.
56:08 - Yeah and I'm glad you mentioned that Patrick.
56:11 We also have travel seminars over spring break.
56:13 So I will probably, I'm not sure yet going
56:16 to Italy next March.
56:17 It got canceled for COVID.
56:18 But if you're just someone who like,
56:19 "Look I don't want to study abroad.
56:21 I just want to do spring break my junior senior year,"
56:23 we go to Costa Rica, we go to Israel, we go to Italy
56:26 and we're adding more countries, but there's a Brazil trip.
56:28 So you can still, you get a three credit class
56:31 and you get to go abroad and see what business is like
56:34 in that country for a week
56:35 and with your fellow students and have a good time.
56:36 So yeah, lots of international opportunities,
56:39 which I agree totally with Patrick,
56:41 worth engaging in if you come, if you're interested.
56:46 - Absolutely. Do we have any other questions coming in?
56:49 I know we ran a little bit over
56:50 with some of those conversations,
56:52 but I'm so glad that you all asked those questions.
56:54 It really led to some great answers.
56:56 Hopefully informed you a little bit more
56:57 about what you can do here at Suffolk.
56:59 Give you a little bit more insight
57:00 into what you can really do here
57:02 in the business program as well.
57:04 I'm going to put in the chat real quick
57:10 some just next steps and contact information.
57:12 If you have any questions at all, please feel free to reach
57:14 out to us at the admissions office.
57:16 I can also put my personal email here.
57:18 Let me put it in, right now.
57:20 - I will add mine as well too,
57:21 for anyone who might want to email me.
57:23 - Yep so again, please feel free to reach
57:24 out to us with any questions.
57:25 And I highly encourage every student here
57:27 to join that Admitted Student Facebook page.
57:29 It's a great way to start getting to know your
57:31 future classmates, while you're still waiting to get
57:33 into the school, start building those connections right away
57:36 and just start talking to people.
57:37 So that way you can already have friends
57:38 when you come on campus.
57:40 So I think that just wraps it up about today.
57:42 Thank you so much, Dr. Graham for an awesome class today.
57:45 I know I learned a lot.
57:46 I hope all the students
57:48 in the presentation learned a lot as well.
57:50 Thank you so much for taking time
57:51 out of your day to join us.
57:52 And once again, congratulations on your acceptance.
57:55 Welcome to the Suffolk family.
57:57 And please reach out to us with any questions at all.
57:59 Stay safe everyone.
58:01 - Congrats all.