

00:02 - Hello everyone.  
00:03 My name is Patrick Dean  
00:04 and I'm the Admission Counselor here at Suffolk University.  
00:07 The territory that I mainly cover is the areas  
00:09 of California, the Southwest, Texas,  
00:12 the Midwest and the South.  
00:14 So chances are, if you're from that region  
00:15 of the United States, I read your application  
00:18 and I just want to say congratulations  
00:20 on your acceptance to Suffolk.  
00:21 We're so excited to see that you applied  
00:23 and we can't wait to welcome you to the Suffolk family.  
00:26 Now, here at Suffolk University,  
00:28 we currently have two schools of study.  
00:30 We have the College of Arts and Sciences  
00:32 and the Sawyer Business School.  
00:34 Some of you may already know exactly what you want to study.  
00:37 And some of you may have a long list of ideas  
00:40 of some programs that you might be interested in.  
00:42 And some of you may even have no idea  
00:44 what you want to do and that's completely okay.  
00:46 That's exactly how I started off in college too.  
00:49 Here at Suffolk, we've got just over 70 different programs  
00:53 that you can choose from.  
00:54 And as of right now, as a member of the business school  
00:57 you'll be just steps away  
00:59 from all the different life-changing experiences  
01:01 and business opportunities  
01:03 that are right next to our location,  
01:04 that is right next to our campus  
01:06 and our location of downtown Boston.  
01:09 Now, right now we have Dr. Katrina Graham joining us  
01:12 as an instructor from our management department.  
01:15 They've got a great class planned for you today.  
01:17 Dr. Graham, I'll let you take it from here.  
01:19 - Great. Thank you so much, Patrick.  
01:21 And again, I want also want to say congratulations  
01:23 to all of you.  
01:24 In this presentation, I'll be talking about this topic  
01:27 so you can have a preview  
01:28 about what life might look like in a class at Suffolk  
01:31 but also give you a little bit of a preview  
01:32 as Patrick talked about of what the experience  
01:34 is like being at Suffolk.  
01:37 So I'm gonna give you a little introduction about myself,  
01:41 talk about the business school.  
01:42 And again, as Patrick said  
01:43 this is sort of not committing you at all to any of this.  
01:46 It's just a little bit of an introduction  
01:47 if you're interested in the business school  
01:49 maybe you're planning to attend it  
01:50 or even the management major itself.

01:52 I'll go into a little bit more  
01:54 of the content we're gonna cover today  
01:55 about abnormal psychology, narcissism  
01:59 and then something that I teach a lot about  
02:01 is how can we better adapt our behaviors to others?  
02:06 So who am I?  
02:08 As Patrick said I'm in the management department.  
02:09 So I teach classes on topics such as organizational behavior  
02:14 which a lot of students don't know what it is.  
02:16 I didn't even know what it was  
02:18 until I went to graduate school.  
02:19 I never took a class in college,  
02:21 but I love teaching it now.  
02:22 It's about the psychology at work.  
02:24 We spend so much of our lives at work,  
02:27 yet we don't often think about those relationships  
02:29 and the problems we navigate  
02:31 in the workplace with other people.  
02:32 And so that is what organizational behavior is.  
02:35 Leadership as well  
02:36 I teach which draws on a lot of those similar ideas.  
02:38 How can we develop be better leaders and better followers?  
02:41 How can we support our managers?  
02:43 And the class I'm gonna be showing you today  
02:46 is from a larger class  
02:47 I teach called Managing Difficult People at Work.  
02:50 A lot of students like this class.  
02:52 We engage in a lot of role-plays.  
02:54 We practice difficult conversations  
02:56 giving people negative feedback.  
02:57 And today I'll talk about something from our  
03:00 abnormal psychology unit.  
03:01 Narcissistic personality disorder.  
03:04 Prior to going into academia,  
03:06 I was an officer in the US Air Force.  
03:08 That was where I had a great chance to be a manager, myself,  
03:11 engage in performance evaluations with employees.  
03:14 I've also worked in the human resources sector  
03:16 but I love it here at Suffolk.  
03:18 I love being in Boston.  
03:19 You can see a picture of my family  
03:21 with my husband and three kids.  
03:22 We just love it here.  
03:23 I've always appreciated the small community  
03:26 at Suffolk getting to know each and every student  
03:29 and the students getting to know me.  
03:30 So I always like to give you a little bit of an introduction  
03:32 before I start.  
03:34 If you want to get in contact with me,  
03:35 so if you have a question and you don't know who to ask,  
03:38 Patrick is obviously a great point of contact  
03:40 anyone in admissions, but you can also reach out to me,  
03:43 particularly if you have questions  
03:44 about the management major or the business school.

03:47 And as Patrick said,  
03:48 you can use the chat box throughout this okay?  
03:49 So I want you to know  
03:51 that we at Suffolk want to hear from you  
03:53 if you ever have any questions.  
03:54 We love connecting with current,  
03:56 former and potential students.  
04:00 So hopefully in the fall, I shouldn't say hopefully  
04:02 we are fully planning through back in person in the fall.  
04:04 So you get a chance to walk around our wonderful buildings.  
04:07 As Patrick mentioned, you know, that is obviously  
04:09 as you all know, one of the great perks to being in Boston.  
04:12 We are so close to the local business community.  
04:15 And if you are going to the business school,  
04:16 and this applies for College of Arts and Sciences too,  
04:19 you're going to have a chance to practice  
04:21 a lot of hands-on activities.  
04:23 We work for example, in client projects  
04:25 with other companies in the Boston area.  
04:28 Some of the top skills that employers are looking for,  
04:31 are students who graduate  
04:32 who have good communication skills,  
04:34 they're critical thinkers.  
04:35 They can solve problems, look at problems  
04:37 from different angles and they can work well at a team.  
04:40 And so regardless if you're a management major  
04:42 or any other major in Sawyer Business School,  
04:45 you are going to develop these skills.  
04:47 We really believe in experiential learning,  
04:49 where students have an opportunity  
04:51 to get hands on applied experience.  
04:54 So just in the management major, for example,  
04:56 some jobs that people come out of after graduating  
04:59 and might be in human resources,  
05:01 being a business analyst or a researcher,  
05:03 working in project management is another example.  
05:06 There really is no one career path we're looking for.  
05:09 No matter your interest, there's a program here for you.  
05:12 And in this slide, these are some pictures  
05:13 of Suffolk students and our campus.  
05:16 At the top left is a picture of one of the client projects  
05:19 that we have in a management course that seniors take,  
05:23 where they worked with a retail store,  
05:26 Bobbles and Lace, that sells clothing for women  
05:28 and helped the owners develop better hiring practices,  
05:32 manage employee issues,  
05:34 even develop their product line,  
05:36 so they incorporated some marketing in there  
05:38 and they had a pop-up store right in downtown Boston.  
05:40 So those are the kinds of experiences  
05:42 you can get when you come to Suffolk.  
05:45 So that's just a brief overview I'd like to give about  
05:48 one of the many reasons that I think Suffolk can be great  
05:51 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

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.

09:52 However, for understanding abnormal psychology,  
09:54 it's helpful to understand it on a spectrum  
09:57 that if somebody is not struggling, they're engaging  
10:01 in behaviors that are typical for the social context.  
10:04 They don't feel like they have any issue  
10:06 getting their work done.  
10:07 They feel fairly stable.  
10:09 This would be more of a typical psychological profile.  
10:12 We start to see more distress when somebody may be upset  
10:15 by how they're feeling or their behaviors  
10:17 may affect others starting to interfere.  
10:19 And then when it becomes more severe, for example,  
10:23 if Patrick, all of a sudden stood up  
10:26 unmuted his mic and screamed (mocks screaming)  
10:28 in the middle of this lecture, we would go,  
10:31 "That's a little odd, Patrick.  
10:32 I don't know why you would do that."  
10:34 So that would be unusual, right for the social context.  
10:37 Patrick's sitting there  
10:38 and listening just like the rest  
10:39 of you doing the same, that would be more typical.  
10:41 So we can think about that abnormal level  
10:44 when things start to get more disruptive, more unusual.  
10:49 Now this isn't to say, this is all hopeless, right?  
10:52 Many of the things under abnormal psychology  
10:54 can involve mental health disorders that are very treatable.  
10:57 Almost everybody, at least that I've ever talked to,  
10:59 has either struggled themselves  
11:01 or know someone who struggled with  
11:03 many of these things that are covered under this umbrella  
11:06 with mental health, personality disorders.  
11:08 So this is something that affects so many people  
11:10 and I believe the better we can understand it,  
11:13 the better we can develop empathy,  
11:15 the better we can adjust our approaches,  
11:17 while also holding people accountable.  
11:19 This is sort of what I teach in my class.  
11:21 It's okay to have boundaries and accountability  
11:24 and you can do that in tandem with empathy.  
11:27 I find that people tend to think if one is higher  
11:29 you have to go lower on the other.  
11:30 And I advocate for both. You can have both.  
11:33 So a topic that a lot of people are interested in  
11:37 is the topic of narcissism.  
11:40 This is a word that we tend to throw around sometimes  
11:42 probably a little bit too much, right?  
11:44 We never want to play armchair psychologist  
11:46 and tell someone they're a narcissist,  
11:48 however can be helpful in identifying  
11:50 some of those tendencies and behaviors.  
11:51 So the purpose of today's lesson will be okay,  
11:53 if we see someone who maybe is engaging  
11:56 in behaviors that appear narcissistic,  
11:58 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?  
12:11 - Yeah. Great question.  
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

14:08 in popular culture a lot,  
14:10 sometimes well and more nuanced, sometimes less nuanced,  
14:13 but I'm sure we can all think of examples of movies or shows  
14:15 and seen with characters who lack empathy for others  
14:19 or might express empathy sometimes  
14:21 but when push comes to shove  
14:23 clearly show that they care more  
14:24 about themselves than they do other people.  
14:27 Okay. So what is narcissism?  
14:30 I think it's important for us to really distinguish  
14:32 between what is having narcissistic tendencies,  
14:35 what is narcissistic personality disorder itself  
14:38 and then what are some other nuances around this?  
14:41 So right now I'm gonna go ahead and show you a video.  
14:44 And then when that's done,  
14:45 I will explain a little bit more about this topic.  
14:49 (gentle music)  
14:55 - [Narrator] Way before the first selfie, the ancient Greeks  
14:59 and Romans had a myth about someone  
15:01 a little too obsessed with his own image.  
15:04 In one telling, Narcissist was a handsome guy  
15:07 wandering the world in search of someone to love.  
15:10 After rejecting a nymph named Echo,  
15:12 he caught a glimpse of his own reflection in a river  
15:16 and fell in love with it.  
15:17 Unable to tear himself away, Narcissist drowned.  
15:21 A flower marked the spot where he died  
15:23 and we call that flower The Narcissus.  
15:26 The myth captures the basic idea of narcissism,  
15:30 elevated and sometimes detrimental self involvement.  
15:33 But it's not just a personality type  
15:35 that shows up in advice columns.  
15:37 It's actually a set of traits  
15:39 classified and studied by psychologists.  
15:42 The psychological definition of narcissism  
15:45 is an inflated, grandiose self-image.  
15:48 To varying degrees, narcissists think they're better looking  
15:51 smarter and more important than other people  
15:54 and that they deserve special treatment.  
15:57 Psychologists recognize two forms of narcissism  
16:00 as a personality trait, grandiose and vulnerable narcissism.  
16:05 There's also narcissistic personality disorder,  
16:07 a more extreme form, which we'll return to shortly.  
16:12 Grandiose narcissism is the most familiar kind  
16:15 characterized by extroversion, dominance,  
16:18 and attention seeking.  
16:20 Grandiose narcissists pursue attention and power,  
16:23 sometimes as politicians, celebrities, or cultural leaders.  
16:27 Of course not everyone who pursues  
16:29 these positions of power is narcissistic.  
16:31 Many do it for very positive reasons  
16:34 like reaching their full potential  
16:35 or helping make people's lives better.  
16:37 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,

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,

21:18 it's not uncommon for someone to take credit  
21:20 for other people's work to blame others  
21:22 when something goes wrong and, you know,  
21:24 making boundaries like that is not acceptable  
21:26 or maybe you can't work here anymore potentially,  
21:28 that is not to say  
21:29 we can't do that at the same time.  
21:31 I tend to really teach  
21:33 whenever I teach this topic in these classes is that  
21:35 every human being is worthy of dignity and respect.  
21:38 And when you know, if you are engaged  
21:41 with someone who maybe has high levels of narcissism  
21:44 if that infringes on your own self worth  
21:46 and your ability to have dignity and respect in your life,  
21:49 that may not be a relationship that you want to continue.  
21:52 Of course, in the workplace,  
21:54 we can't always pick our relationships, right,  
21:57 especially if it's a boss or coworker.  
21:59 And so all we can do in that case is adapt our approach.  
22:02 If we can't leave the organization, how can we work  
22:05 around it, at least survive it, at least avoid the wrath.  
22:09 And I know that feels a little bit icky  
22:11 like why do I have to adapt my approach  
22:13 if someone else is doing this?  
22:15 And it's a fair question.  
22:16 I always say, look, we just, we can't change other people.  
22:19 We don't have the power to do that.  
22:21 We can only change our approach.  
22:22 Now our approach may affect change on others,  
22:24 that can happen, but we have to look  
22:26 about what we can do in these situations.  
22:29 So as the video mentioned too,  
22:31 there can be two different types of narcissism,  
22:34 grandiose and vulnerable.  
22:35 And again, those can also come out in milder forms.  
22:40 So someone who maybe is much more insecure deep down  
22:43 may not have a full blown personality disorder  
22:46 but still have some of those tendencies.  
22:48 I always like the analogy of it being like  
22:51 like a scared child with a balloon around them,  
22:54 sort of a bubble to protect them.  
22:56 It's sort of, but deep down  
22:57 that's that vulnerable narcissism.  
22:58 Versus someone who has grandiose narcissism,  
23:00 there is no vulnerability going on there deep down.  
23:03 It really is a genuine belief that I am better than others,  
23:06 more worthy, a lack of empathy, et cetera.  
23:10 So thinking about this topic,  
23:13 could there ever be any advantages?  
23:15 We know from research that there are quite a few people  
23:17 who score high on narcissism in the workplace.  
23:19 So Patrick, I'm gonna turn this question to you.  
23:22 If I say do you think narcissists  
23:24 could ever have an advantage what might you say?

23:26 Could you see any benefits  
23:27 to the behaviors we've described so far?  
23:31 - Yeah again, great question.  
23:32 I think one thing in thinking back on the video too,  
23:36 especially when they get to the characters  
23:38 trying to hold up the trophy on the football team,  
23:40 it's the strive to get that higher title  
23:43 and the strive to for success, not for the success itself  
23:46 but for the title of that success can really  
23:49 help push the narcissist to actually succeed in life.  
23:53 - Yeah, no, and you're spot on.  
23:55 There's something called what you're getting at Patrick  
23:56 is productive narcissism, right?  
23:58 This idea that narcissism could have  
24:00 some productive outcomes  
24:01 for some people in some contexts.  
24:03 I always love to give those caveats,  
24:05 because if it's hurting other people significantly,  
24:07 the overall productivity is gonna be lower.  
24:09 But especially for that individual, right?  
24:11 If they have the strive to have status, be successful,  
24:14 they may channel their work efforts  
24:15 towards whatever will get them that status and success.  
24:18 And they can also, you know,  
24:20 a lot of people who have narcissistic tendencies  
24:22 or even the personality disorder,  
24:24 it doesn't mean they're unintelligent.  
24:26 They can actually be very intelligent.  
24:28 They can have a vision.  
24:29 They can have a good idea or maybe not right.  
24:31 They can be charismatic, right?  
24:33 They can make people feel special.  
24:35 And now, again, like the video mentioned,  
24:37 deep down they might not actually care about others.  
24:39 They can be very good  
24:41 at initially giving off that impression.  
24:43 Like I care about you.  
24:45 I want you part of my group.  
24:47 People can be very charismatic and also deep down  
24:49 not actually be caring about others.  
24:51 And that's why the video mentioned it often over time,  
24:54 you start to see some of these darker qualities come out.  
24:58 There is also, if you think about this inflated sense  
25:00 of I'm the best, I can fix things, I can do it, right?  
25:04 Individuals are more likely to take risks.  
25:07 Now and as the video mentioned, right,  
25:09 like that is a big advantage potentially of narcissism,  
25:11 where you, for example, Steve Jobs  
25:13 we'll talk about it a little bit.  
25:14 A lot of people believed he was a narcissist  
25:17 or had many narcissistic tendencies.  
25:19 So if you're a big fan of Apple, you know  
25:20 how many of us own the iPhone now?  
25:22 He could take those risks.

25:25 And again, these are independent of each other.  
25:27 It's not to say that every narcissist takes risk.  
25:30 It's not to say Steve Jobs was a narcissist.  
25:32 And it also isn't to say these risks are good idea.  
25:34 Sometimes this risk-taking can fail,  
25:37 but if it is a good idea and you don't really care  
25:39 about what other people think, right.  
25:41 If you think I have the smartest ideas  
25:43 you could be successful, right?  
25:45 So what we see is that individuals who are more narcissistic  
25:49 they like to compete, they like to achieve,  
25:51 and that can lead to some positive outcomes  
25:54 potentially in the workplace.  
25:56 Now on the whole, what I'd recommend to an organization  
25:59 that you hire a narcissist  
26:00 or somebody who scores high on the narcissism scale?  
26:03 Probably not because of the potential harm.  
26:07 You know, it does really depend on the context.  
26:09 So if somebody is in a position where they're not  
26:11 maybe interacting with others or dependent on others  
26:14 or need empathy in their job, sure.  
26:16 That could be a good fit.  
26:18 But those who have narcissistic tendencies  
26:20 are more likely to engage in things  
26:22 like stealing from the company, bullying their coworkers,  
26:26 putting down other people, you can design environments  
26:29 and organizational structures that discourages that.  
26:32 So what we find is that some of these darker  
26:34 personality traits it depends on the context.  
26:37 So really having a context where that behavior  
26:39 is not gonna get you success.  
26:41 If anything, it'll get you demoted or paid less,  
26:44 then individuals are more likely to repress  
26:46 those tendencies.  
26:47 And it's also related, probably not  
26:49 surprisingly, we talked about risk-taking.  
26:51 People who score highly on narcissism  
26:53 are more likely to step up as leaders.  
26:55 You know, that they're very dominant.  
26:57 They talk about how great they are.  
27:00 And a lot of people believe that, right?  
27:01 We tend to believe others  
27:03 when they say things about themselves.  
27:04 It's called the truth and calibration hypothesis.  
27:06 And we tend to think, okay, you must have a pretty accurate,  
27:09 you wouldn't say you're like the best sales person  
27:11 in all the Midwest if that weren't true, right?  
27:13 We tend to just assume, why would they lie about that?  
27:16 And so, again, we know that there are exceptions.  
27:19 People do lie, but on average,  
27:20 we tend to take things at face value.  
27:21 And so people with narcissism can emerge as leaders,  
27:24 but doesn't make them better leaders.  
27:26 In fact, they're often rated as worst leaders

27:28 because of these aggressive behaviors  
27:30 taking credit from their employees.  
27:32 They don't inspire their team often over time.  
27:36 And so, because of all this conflict,  
27:38 they're often really a drag on organizational productivity,  
27:41 especially if they feel threatened.  
27:43 So if they feel like an employee maybe is a better performer  
27:47 than them or they get rejected maybe from, you know  
27:50 we're going out for happy or they get rejected  
27:52 from that they're not invited,  
27:53 anything that threatens their ego  
27:55 or makes them feel like they're not special,  
27:57 they're much more likely to lash out.  
27:58 They might insult, be aggressive, et cetera.  
28:01 And so that is one reason why I tend to acknowledge  
28:06 or suggest, you know, avoiding the individual,  
28:09 promoting these individuals at a minimum.  
28:11 And again, this doesn't say people can't change.  
28:13 The video talks about behavioral interventions.  
28:15 It's not to say there couldn't be jobs, where some  
28:17 of this could be channeled in a more productive way,  
28:20 but with the risks of how other people  
28:21 can often be mistreated, which infringes on their dignity  
28:25 and respect, it's a problem in the workplace.  
28:28 So what are some strategies here?  
28:30 Let's say, you know, we may have to deal  
28:32 with someone who has some of these tendencies.  
28:35 One is avoidance, right?  
28:36 If you kind of don't cross,  
28:37 if they can't experience this ego threat  
28:39 or social rejection, if you're able to avoid them.  
28:42 But again, in the workplace, we often can't do that.  
28:45 It sounds a little icky,  
28:48 we call this ingratiation,  
28:49 offering flattery, praise, and compliments.  
28:51 It feeds their ego.  
28:52 And it doesn't mean you have to lie,  
28:54 but we can find something good about everybody.  
28:56 Like, "Oh, hey, that was a really  
28:57 great presentation you did."  
28:59 We can do these things,  
29:01 again, we're trying to avoid the wrath here.  
29:03 We're trying to keep this person's  
29:05 self-concept fairly stable.  
29:06 We're not trying to change them,  
29:07 even though we would like to.  
29:09 We are trying to get by as best we can.  
29:12 If you need to deliver negative feedback,  
29:13 you can sometimes put that in between  
29:15 two pieces of positive feedback, like a sandwich.  
29:18 So, okay, this is, you did this really well.  
29:20 You did a really great presentation overall.  
29:22 I noticed some typos on your slides,  
29:24 but the clients really seem to like it.

29:26 And the message might go over their head.  
29:27 I often don't recommend sandwich feedback,  
29:30 but for someone who's narcissistic,  
29:32 they at least may get the message  
29:34 that there is something to improve upon  
29:35 without feeling directly threatened,  
29:37 just being responsive, right?  
29:39 They often might feel threatened if you aren't getting back  
29:42 to them, documenting your own work  
29:44 so that credit's not taking from you.  
29:46 And there are interventions,  
29:48 as the video suggested,  
29:49 there are therapies ways that organizations  
29:51 can actually send people even sometimes  
29:53 to these behavioral interventions.  
29:55 And some people have a hard time with true empathy.  
29:59 It's just, and people especially  
30:00 with personality disorder, the way their brain is wired  
30:03 they may not be capable of truly experiencing empathy  
30:07 but there is something called  
30:08 cognitive perspective again.  
30:10 Like, for example let's say Patrick was, you know,  
30:12 struggling with something.  
30:12 If I had a hard time empathizing with those emotions,  
30:15 I just can't put myself in someone else's shoes.  
30:17 I can at least sort of imagine cognitively, okay,  
30:20 he's upset because this happened.  
30:22 It gives me a perspective about what he's thinking  
30:25 even if I can't feel it myself.  
30:27 And so this can be one way  
30:29 if someone has narcissistic tendencies  
30:31 to help them engage better with others.  
30:33 They can at least try to understand cause and effect  
30:36 even if they can't relate to those emotions.  
30:38 You can also frame things  
30:40 as how can we help you achieve your goals.  
30:42 So you want to be promoted in the organization.  
30:45 Well, you can't scream at the employees okay?  
30:47 So rather than saying, you did this wrong,  
30:51 it's if you want to get promoted, we needed to talk  
30:55 about your interpersonal interactions with individuals.  
30:58 And so let's make this a goal-oriented approach.  
31:01 How you frame that rather than a criticism can be helpful.  
31:04 And that's something that I, you know,  
31:05 I think is good in life, right?  
31:07 I think it's helpful people like thinking  
31:09 about what can I do positively here?  
31:10 What can I do better of versus you did XYZ wrong.  
31:14 You can even give them credit,  
31:15 you know, if you really, really want to kind of  
31:17 cross what may be an ethical line, you know, maybe it  
31:20 wasn't their idea, but you make them think it's your idea,  
31:22 some people will do that.  
31:23 Like, "Oh, you had a great idea in the meeting last week"

31:26 even though that was really your idea.  
31:28 Now, if they're really smart and they know  
31:30 that it wasn't their idea that might not work,  
31:31 but just giving them a credit wherever you can.  
31:34 Again, this is not to change things.  
31:36 It's not to make things perfect,  
31:37 but it is to make it more tolerable.  
31:40 And I'll leave you on just one example.  
31:43 As I mentioned with Steve Jobs, who obviously brilliant,  
31:46 brilliant man, but also had darker tendencies.  
31:50 Some people claimed he was a very abusive supervisor.  
31:53 That he was narcissistic.  
31:54 Others say he was an inspiration.  
31:56 So he's a complex figure.  
31:57 I think that's always an interesting case study  
32:00 but there's a recent book that came out  
32:03 by Adam Grant that talked about how can you persuade people?  
32:06 So when we talk about changing people's minds,  
32:09 we often think that we just throw facts at them, right?  
32:11 If I tell that narcissists why they're wrong,  
32:13 they're gonna have to see my perspective.  
32:15 Unfortunately, that just rarely works  
32:16 especially with someone who has these tendencies.  
32:19 And so there's other techniques you can use.  
32:22 And so what the book talks about,  
32:23 there's a few different persuasion techniques  
32:25 that Steve Jobs design team used, but they told us anecdote  
32:28 about in 2004, the design team wanted to transition  
32:32 the iPod and try it out as a phone.  
32:34 We all know now right back to my phone example,  
32:37 iPhones are ubiquitous.  
32:38 They're everywhere.  
32:39 So obviously this was a good idea the design team had,  
32:41 but Steve Jobs wasn't buying it.  
32:43 So they used some persuasion tactics.  
32:46 One thing was reassuring him.  
32:47 Look, we're not, he was concerned  
32:49 they wanted to pivot the business into the phone business.  
32:51 And he said, and the design team told him,  
32:53 "No we're not trying to go in the phone business.  
32:55 We're gonna keep things as much the same as possible."  
32:57 So reassuring that things are staying the same.  
32:59 And then this really great thing that they did.  
33:01 And this is something I also teach in my class  
33:03 when we talk about some other topics  
33:05 is the most powerful way to change  
33:07 someone's mind is to lead them, to change their own minds.  
33:10 You can probably think about times in your life,  
33:11 where someone was telling you why you're wrong  
33:13 and you're probably might get defensive and resistant.  
33:16 But then, you know, a year later you start  
33:18 to question yourself and be like, actually  
33:20 maybe I might change my beliefs on this.  
33:21 I read this additional thing.



33:22 And that gave me more nuance to the topic.  
33:25 So to help someone change their own mind,  
33:27 you can ask them questions.  
33:29 So what the design team did was asked Steve Jobs,  
33:32 okay, well, you know, what is it about the phone  
33:34 that you don't think would work  
33:36 or why do you think this is a bad idea?  
33:38 And so, as he's talking through his logic,  
33:40 he's a very intelligent man.  
33:41 He starts to see the inconsistencies  
33:43 and the holes in his reasoning.  
33:45 And so basically through their questions,  
33:48 Steve Jobs changed his own mind  
33:50 and could see the value in their idea.  
33:52 And so, especially when you're talking  
33:54 about someone who has some of these darker tendencies,  
33:56 you have to be careful about how you phrase these questions.  
33:58 They should be nonjudgmental, open-ended.  
34:01 You can just say  
34:01 "Look, I just want to understand your thinking around this."  
34:04 It is one way we can maybe help them  
34:07 see the inconsistencies or the problems in their thinking.  
34:13 All right so that's it for narcissism and ideas  
34:16 about how you can better work with someone who may have some  
34:19 of these behaviors and tendencies.  
34:20 You know, we talk about many other topics  
34:23 and oops, sorry about that.  
34:24 Went to Fortify there.  
34:26 Many of similar topics in my class  
34:28 but really my class, what I constantly say is a lot  
34:31 of these skills and techniques can be applied  
34:33 for other relationships too right?  
34:35 I think some of these skills require practice.  
34:38 We practice difficult conversations,  
34:40 but they might require doing things a little differently,  
34:43 depending on someone else's approach in their psychology.  
34:46 There's this thing that I really liked that, you know,  
34:48 the golden rule, we think about right?  
34:50 Patrick, what's the golden rule?  
34:53 - That is make sure you treat others the way  
34:55 that you want to be treated.  
34:57 - That's great.  
34:57 And have you heard of the platinum rule?  
35:00 - I actually have not heard of the platinum rule.  
35:02 - So the platinum rule is,  
35:03 and I hadn't either until recently but I love this  
35:05 'cos this is what I teach  
35:06 treat others as they want to be treated.  
35:10 So we often, we project our own ways of thinking  
35:13 and behavior it might be like,  
35:14 "I want to go out on Friday,"  
35:15 and this other person says, "No, no I really don't want."  
35:18 You are like, "No come out, it'd be so much fun."  
35:20 You're thinking I want to treat them

35:21 the way I'd want to be treated,  
35:22 but that person really doesn't want to go out.  
35:24 And so respecting that different people have very  
35:26 different psychologies, needs, wants,  
35:28 how do they want to be treated right?  
35:30 And so I think I went through most of my life  
35:33 with the golden rule in mind, and it took me a really  
35:35 long time to really start to be more aware  
35:37 of these different psychologies and preferences.  
35:40 So that's sort of my, you know  
35:41 my overall takeaway from this class.  
35:43 I hope in a few years I have a few of you in my class.  
35:45 I would love that.  
35:47 You do get to take electives at Suffolk as you know.  
35:49 So even if you're a finance major or you're in CAS,  
35:53 you can take classes across the two schools.  
35:55 And I actually encourage that.  
35:57 I think exploring your interests, you know, Patrick talked  
36:00 about changing majors.  
36:02 I was the same way.  
36:03 I was a math major, then a history major.  
36:05 And now I work in a business school.  
36:07 You know, we go through this.  
36:08 And so I just want to encourage you all  
36:10 who comes to Suffolk, take advantage  
36:11 of the opportunities of the classes.  
36:13 Obviously stay on track with your program when you come.  
36:17 But, you know, as I mentioned previously,  
36:19 I think the mentorship and connection  
36:21 you get with professors, many of whom have connections  
36:24 to the business community.  
36:25 You know, we place students in internships all the time.  
36:28 That to me has been a huge advantage  
36:30 for students being at Suffolk.  
36:32 And we have so many sessions.  
36:34 We have panelists, we have guest speakers come.  
36:36 You'll be doing presentations for executives, depending on  
36:39 you know, if you're in the business school.  
36:41 So really that Boston location.  
36:43 And I know a lot of you here are from Boston  
36:45 or from the area you're fully aware of where we're at,  
36:47 to me has, you know, I could have gone  
36:50 to Syracuse University or Miami University.  
36:52 And I came here because of just the great culture  
36:55 the environment, the relationship with the students,  
36:57 the small classes, connection with business.  
37:00 I mean, I could go on and on, but to me  
37:02 I really enjoy teaching psychology in the workplace,  
37:05 but I also like making those broader connections  
37:07 with the community.  
37:08 So yeah, that's all I have.  
37:11 And I know Patrick,  
37:12 I think you might've had a question for me as well.  
37:16 - Yeah, absolutely.

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?  
37:48 - Yeah. Great question.  
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,  
38:48 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,

39:14 they pitch their ideas.  
39:15 We had a student who he basically, he's making chicken feed.  
39:19 So a lot more people in the US are I guess, especially  
39:22 during the pandemic, have chickens in their backyards.  
39:24 And so he has basically created this business.  
39:27 It's 11 times bigger than when he started at Suffolk  
39:29 and he's making a lot of money  
39:31 and just whatever creative ideas students have,  
39:33 they pitch these, they can get funding  
39:35 for their project ideas.  
39:36 That's another activity that I've seen  
39:38 that I think is wonderful.  
39:39 And then I mentioned earlier that client project.  
39:42 Every single student who comes to Suffolk  
39:44 and the business school anyway, and I know a lot in CAS2  
39:47 is going to end up working with an organization  
39:49 and say whether it's using data and analysis,  
39:52 or it's using interview approach,  
39:54 they're gonna deliver something to a client  
39:57 and be like here's how  
39:57 I think you could improve your processes.  
39:59 And sometimes there's a competition involved, right,  
40:01 where the best idea that organization uses.  
40:05 But as I mentioned, you know,  
40:06 I mentioned the retail example with those businesses.  
40:09 There are many others, you know, we have in Boston,  
40:11 we have so much healthcare, tech, retail.  
40:14 We tend to work with more smaller organizations  
40:17 but we certainly work with larger ones too  
40:19 that use our students.  
40:20 I shouldn't say use our students, not in a negative way.  
40:22 It's a win-win right?  
40:23 But work with our students on ideas  
40:25 about how they can improve their business.  
40:28 So, yeah, that's just a sampling.  
40:29 I mean, there's so many other wonderful experiential  
40:31 activities that people do.  
40:33 We have travel seminars, you know,  
40:35 we go abroad with students to learn about businesses  
40:37 in other countries.  
40:39 There's local ones within Boston.  
40:41 So yeah, I again, could probably talk for a long time  
40:44 about all the wonderful projects students  
40:46 might do but yeah any other questions  
40:49 from the group that I can answer?  
40:53 - Yeah again at this time  
40:54 please feel free to use the,  
40:55 oh, great. We've just got one question come in.  
40:57 - Yeah. Thanks Jasmine.  
40:58 So it's a question about homework.  
41:00 So how is homework different from high school?  
41:03 I mean, I think it's all dependent probably  
41:05 on the high school that you're at, if that makes sense.  
41:09 So I can't really speak necessarily.

41:11 I would say, you know, it depends what courses  
41:14 you took in high school.  
41:15 So for example, I think about myself.  
41:17 When I took advanced placement classes in high school,  
41:19 it's a lot of work and I came to the college  
41:21 and it was a lot of work, but it wasn't nearly as intense  
41:24 for some of my classes, the AP classes.  
41:26 So I think what you'll find is that you're gonna have  
41:28 some classes that probably feel less intense  
41:30 than what you're used to in high school  
41:32 and some that feel more intense.  
41:34 I will say that you are generally expected to read,  
41:37 you know, I think so if in high school  
41:39 if you weren't doing a lot of reading, just be aware  
41:41 you know, I don't think we kill our students with reading.  
41:43 And I think we're pretty reasonable compared  
41:45 to similar schools, but you will have to read.  
41:47 And a lot of professors I've noticed a big shift,  
41:49 are really making it rather than here's a textbook.  
41:52 You are gonna get that, but here's a textbook.  
41:54 It's sort of pulling from different things that they  
41:56 think students might be interested in,  
41:57 including videos, multimedia assignments.  
42:00 So I think we're seeing a lot more technology integration  
42:03 to fit the students' learning needs.  
42:05 So if you tend to prefer to listen or to watch a video,  
42:08 there you're just gonna see more options of that.  
42:10 The homework itself really, again, depends on the class.  
42:13 So you'll have classes that are very writing heavy.  
42:15 You have papers to do.  
42:16 You have classes that are more math heavy.  
42:18 You have to do problem sets.  
42:20 And I would say, I think what you'll find  
42:23 on average, and again, I'm gonna say that Suffolk  
42:25 is similar to most colleges and universities.  
42:28 You're not having those every single day homework  
42:30 assignments like you may get in high school where,  
42:33 "Okay. Everyday I have to submit this every day."  
42:35 What you're gonna see is you know, longer papers maybe  
42:39 but you'll have three papers due a semester  
42:41 and then maybe a few other assignments  
42:42 throughout as well as an exam.  
42:43 So it's fewer assignments  
42:45 but more intense assignments,  
42:47 that said again it depends on the class.  
42:49 There are some instructors  
42:50 who especially when you're talking about math,  
42:52 they want to make sure you're on track.  
42:54 So you might have more frequent assignments to do.  
42:56 You also have a lot, you probably are gonna experience  
42:58 a lot more team-based work.  
43:00 I will say that so we really have  
43:02 a focus on working within teams.  
43:04 Again, it depends on the class,

43:06 but we do a lot of team-based work  
43:08 and it depends on the professor.  
43:09 In my class, I have some team-based work  
43:11 but I still grade students individually.  
43:13 Other classes it is a team grade.  
43:15 So that is a big focus we do too.  
43:17 And we really think that's important  
43:19 to help you develop your teamwork skills  
43:21 and work through conflict and with support, right?  
43:25 This isn't "Hey, just go figure it out."  
43:26 And there's no support here,"  
43:28 but yeah I'd say that's the biggest thing is just  
43:30 fewer daily assignments, but more intense, larger projects.  
43:35 But it really depends on the high school you're at.  
43:37 Some people come and they're like,  
43:38 "This is easy compared to high school."  
43:39 Some come and they say,  
43:40 "This is really hard compared to high school."  
43:42 So I'd say that, you know, it really depends  
43:44 on your specific high school and what you did,  
43:46 but I wouldn't worry too much.  
43:47 I think our freshmen classes  
43:48 they do a great job of seeing where you're at.  
43:51 We have so much support for students.  
43:53 That's one thing I love about Suffolk.  
43:55 If a student is struggling, we have tutoring service.  
43:57 Faculty will meet with you.  
43:58 Other students will help coach you.  
44:00 Other universities I've been at  
44:02 do not have near, in my opinion again  
44:03 and Patrick, I don't know about your experience,  
44:05 don't have nearly as extensive the student  
44:07 support services that we do.  
44:09 And some do, but I just, that's one thing  
44:11 that I wouldn't want anyone to worry.  
44:12 You are capable. You'll get support if you need it.  
44:16 - Yeah. That's awesome.  
44:17 I'm glad you touched on everything like that.  
44:18 And we do really offer a phenomenal  
44:20 student support system here.  
44:22 That's why I chose to come to Suffolk too.  
44:25 I really love all the support that we offer our students  
44:27 and how we make the student  
44:28 the center of their own experience.  
44:30 I see we just had another question to come in,  
44:32 and thank you all so much.  
44:34 - Yeah, I love this question from Maya  
44:36 about if you're, so in business management classes,  
44:40 so the other thing that's confusing  
44:42 I want to clarify too.  
44:43 I find this confusing and I'm in it.  
44:45 The business management major is the management major  
44:49 but a lot of students, when they come in and declare  
44:51 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.

46:47 I don't know if you want to add  
46:48 anything to that Patrick, about that.  
46:51 - I don't think so to add anything to that,  
46:53 but just my personal opinion is  
46:54 if you do want to double major  
46:56 and have the drive to do that, it can just add,  
46:58 you can really just diversify your background  
47:01 and make you more of a desirable candidate for a business  
47:03 at the end of the day, just to increase your experience  
47:06 and increase your knowledge,  
47:07 just going through the job search process.  
47:09 So if that's something you're thinking  
47:11 about is absolutely phenomenal opportunity.  
47:13 And the way that we run things at Suffolk  
47:16 it's extremely easy to take classes  
47:18 in different majors.  
47:19 And it's not only easy, but again  
47:20 we highly encourage students not only to,  
47:22 if you can get a double major,  
47:24 but also going for a minor too,  
47:25 because that's also something that it's gonna  
47:27 be very helpful to diversify your background  
47:29 if you don't want to go full on and get two majors.  
47:31 - Yeah I agree with that totally Patrick,  
47:33 it makes you more desirable to employers,  
47:34 it opens up your hiring options.  
47:36 You know, let's say you're financing,  
47:37 you turn out you don't want to do finance  
47:39 and you also have a marketing double major.  
47:40 You could say, okay, let me pivot to marketing.  
47:42 It makes it a little easier.  
47:43 It is a little tricky to do two double majors and a minor.  
47:46 I have a student right now I'm working with, you can do it.  
47:48 It's very doable.  
47:49 It's just, sometimes you have to go over one credit  
47:51 like one semester.  
47:53 You can also double major in CAS and SBS.  
47:55 That's even trickier.  
47:56 Again, they have made that a little bit more doable.  
47:59 It used to be next to impossible in my opinion  
48:01 to do in four years, without killing yourself with lots  
48:04 of credits, they have fixed some of that a little bit,  
48:07 but I definitely, you know, even minors, the CAS,  
48:09 if you're in business, I think you get like  
48:11 Patrick's point much more well-rounded education.  
48:13 I always encourage students to take as much  
48:15 as you feel comfortable with because it can only benefit you  
48:18 and you get more for your money.  
48:20 So yes and again, this is conversations too.  
48:23 If you come to Suffolk, you can have with your advisor  
48:25 you don't have to decide any time soon.  
48:28 I'm gonna answer that.  
48:29 So Nicole asked another good question  
48:30 in the chat box if you don't mind me addressing.



48:33 So I love Nicole that you're interested  
48:35 in international business.  
48:36 You know, the global aspect of this.  
48:40 Organizational behavior, management,  
48:42 psychology in the workplace absolutely covers this.  
48:45 We have a class on managing  
48:46 across differences where you learn about  
48:47 international differences in culture.  
48:49 Also, if you're interested in a global career,  
48:52 I would highly consider or highly encourage you  
48:55 to consider a double major in global business.  
48:58 We have a lot of students who double major  
48:59 management global business.  
49:00 And I think that just gives you such a rich background  
49:03 and you have chances to potentially study abroad.  
49:06 By the way, I do encourage everyone to study abroad too,  
49:08 even if you're not global business,  
49:09 but chance to study abroad,  
49:11 learn about the international business community.  
49:12 It's just, they complement each other really nicely.  
49:14 So that's one option.  
49:16 And so, you know, Nicole  
49:18 you talk about working abroad at an entry level.  
49:20 It really depends on what you're looking to do.  
49:24 You certainly could do this.  
49:26 The issue with working abroad, at least  
49:28 from my experience is finding organization,  
49:31 my husband's from England.  
49:32 So like, you know a little bit of experience with this,  
49:34 not a huge amount  
49:35 but we've dealt with the immigration stuff  
49:37 and the jobs and the visas and the all that.  
49:40 Now this is US obviously going outside the US.  
49:42 It all depends on that country's, you know,  
49:45 immigration requirements or organizations  
49:47 with how they'll sponsor you.  
49:49 I think it's doable.  
49:50 One path that I've seen students take is  
49:52 to go and pursue their master's abroad as a first step.  
49:55 So they finish up Suffolk.  
49:57 They started international program,  
49:59 which is often cheaper than many master's programs  
50:02 in the US like in Europe, for example.  
50:04 And then they're able to make those connections  
50:06 in the business communities  
50:07 of those countries they want to live in.  
50:09 So, but I will say we have a ton of international faculty  
50:12 at Suffolk as well.  
50:13 And they can probably, if you come here,  
50:15 can provide you some greater insight.  
50:17 Like I want to live here or I want to be in this industry,  
50:20 what might you recommend?  
50:21 And so there are ways through connections.  
50:23 I don't have a great, easy answer

50:25 because it really depends on your unique situation.  
50:29 And I think, you know, your question too  
50:30 about management in the next five to 10 years is great.  
50:33 I don't know the answer to that.  
50:36 To be fully honest,  
50:37 I think management to me is this really broad topic.  
50:41 You know, when I think about the management major,  
50:43 it's really about people.  
50:44 It's about teamwork, communication, people.  
50:47 How can we better work with others?  
50:49 And to me, that is well in critical thinking.  
50:51 That is such a key skill that every employer wants.  
50:54 Now, what careers are most desirable going forward?  
50:56 I think COVID has sort of thrown things for a loop.  
50:59 So that has really affected my advice  
51:01 I give students where I have to say a lot more  
51:03 that I don't know, we're figuring it out as we go.  
51:07 I will say that what I see students who are interested  
51:10 in being maybe a manager themselves,  
51:13 they might work for a corporation entry level.  
51:15 They might be all sorts of different jobs.  
51:17 You know, again, project management.  
51:18 You can even be in sales, you could excuse me  
51:21 you could be in human resources.  
51:23 And then they stay in that organization and get promoted.  
51:25 It could be starting your own business.  
51:27 And we also offer an entrepreneurship major.  
51:29 That is great if that really interests you.  
51:31 So in terms of specific careers, I think  
51:33 because management is such a broad topic,  
51:35 where it can really provide the skillset  
51:37 for many, many different jobs.  
51:39 And with COVID, it's harder for me to give you  
51:41 a projection in five to 10 years.  
51:43 I wish I could.  
51:44 I am optimistic that at least in Boston,  
51:47 we're not gonna have an issue, you know  
51:49 with our business community.  
51:51 But I really can't speak to maybe  
51:53 how industries will change  
51:56 in five to 10 years, but I'm optimistic.  
51:58 I think we're gonna see a lot  
51:59 of growth coming out of the pandemic.  
52:01 So I'm hoping that when you all graduate college,  
52:04 you're gonna be like right at that sweet spot  
52:05 where people are hiring quite a bit.  
52:07 But I will say the other key thing  
52:08 getting internships will be what I rec,  
52:10 if you come to Suffolk,  
52:11 I will probably bug you about this a lot  
52:12 if you want my advice is, like get that internship  
52:14 that's what students do to get their foot in the door.  
52:17 Often leads to job offers after college.  
52:20 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.