ENGAGEMENT

Our success is fuelled by engagement—by the hundreds of meaningful connections we make with people, groups and organizations from within our city, across our country and around our world.

Read the Dean’s Message on page 2.

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You are receiving this Info Bulletin by mail because we don’t have an updated email address for you on file. We provide alumni news and event invitations in our eBulletin, published twice monthly.

DON’T MISS OUT: update your contact information today on myTelfer.ca.
DEAN’S MESSAGE

OUR GREATEST VIRTUE

There’s an old saying that asserts: the greatest of virtues is courage, because it’s the one that makes all the other virtues possible. At the Telfer School, our greatest virtue is engagement, because it’s the one that makes all good things possible for us. I define engagement as sharing in the vision and taking part in the success of our school. All can engage—alumni, community leaders, business owners, senior executives, parents, faculty members and students. And each who engages can offer something valuable—time, talent, data, personal and professional networks, project and job opportunities and money.

Increasing engagement by these people in these ways during the past 15 years has made it possible for our school to flourish. Over the past decade and a half, this greatest of virtues has brought together a variety of people from many backgrounds with a range of knowledge and skills. When people of different origins, experience and expertise and perspectives intersect, we uncover new ideas, we find solutions, we bring to light better ways of doing things. We innovate. And when we innovate, we make an impact. We transform how we learn; we reach further beyond our campus; we generate knowledge; we improve the experiences of our students; we build a stronger more durable Telfer School. Even better, this virtuous cycle of engagement, innovation and impact accelerates and amplifies as we increasingly devote ourselves to it.

This year’s edition of the Dean’s report focuses on our greatest of virtues. In it, you will read stories about how several people who make up what I call the Telfer community are engaging with their school to spur innovation and make an impact. For each example in this report, there are many, many other people who are building relationships with our school and making contributions to our Telfer community. I see these relationships and contributions every day. Even more, given my privileged position as Dean, I see the innovation and impact that engagement cultivates—the new programs and diplomas, the improved facilities and resources, the growing support and opportunities, the richer experiences for our students and possibilities for our professors and researchers.

We at the Telfer School are blessed to have so many people who are living the idea of engagement and showing the way ahead for us all. I invite you to take inspiration from the stories in this report and find your own way to engage with us. The reason is simple: your engagement makes all good things possible. It is our greatest virtue.

Read the 2015-16 Dean’s Annual Report
telfer.uOttawa.ca/annualreport2015-16
ALUMNI NEWS

CONGRATULATIONS TO FIVE OUTSTANDING ALUMNI!

Five outstanding alumni have been recognized for their outstanding contributions to the world of business, healthcare, community and their alma mater. The Trudeau Medals, the Young Achiever’s Award and the Dean’s Philos Award were presented at the 2016 Telfer School of Management Gala of Excellence, which was held at the Shaw Centre on October 15, 2016.

TRUDEAU MEDALS
The Trudeau Medal is the highest honour given by the Telfer School of Management to its alumni. It recognizes leadership, initiative and contributions to the business world, the community and their alma mater. This year’s recipients are:

  David Adamson, EMBA 2007
  Dr. Jack Kitts, EMBA 2001
  Wendy Muckle, MHA 1988

THE YOUNG ACHIEVER’S AWARD
The Young Achiever’s award was created to honour the individuals (under 40) who have been able to achieve greatness in their lives within an exceptional period of time.

  Kyle Braatz, BCom 2009

THE DEAN’S PHILOS AWARD
The Dean’s Philos Award recognizes individuals who have demonstrated outstanding philanthropic achievement and social commitment.

  Myron Tetreault, BAdm 1988


THE 22nd ANNUAL TELFER SCHOLARSHIP GOLF TOURNAMENT: NETWORKING AND FUNDRAISING THAT MATTERS

Thank you to all the participants, sponsors and volunteers who joined us for the Telfer Golf Tournament on September 16, 2016.

With their help we raised over $14,000 for scholarships that propel the global mindset of the Telfer School by supporting student mobility.

Congratulations to our winning team! Alexandre Chevrette, Nick Rouleau, Kevin Wojcik and Eric Donato (left to right).
ENGAGEMENT BREEDS HIGH PERFORMANCE

uOttawa has embarked on a campaign to raise $400 million by 2020. We at the Telfer School are fully engaged in helping the university reach this ambitious goal. For our part, we will raise $40 million between now and then. We will devote these financial resources to accelerate and amplify our school’s five performance priorities.

1. Transform How Students Learn
   Find out firsthand from Tyson Rigg how learning in new ways enabled him to identify and follow his career path.

2. Generate New Knowledge
   Find out firsthand from CPA Accounting and Governance Research Centre director Walid Ben Amar how the research ambitions for our school hinge on multifaceted engagement.

3. Invest In Globalization
   Find out firsthand from Glen Orsak, Director of Executive Programs at the Telfer Centre for Executive Leadership, and Kimberley Barclay, relationship manager at our Career Centre, how the Telfer School is reaching out to the world.

4. Support Scholarships and Strategic Priorities
   Find out firsthand from Assistant Dean Alain Doucet how the Telfer School is supporting scholarships and strategic priorities.

5. Foster Experiential Learning
   Find out firsthand from the Telfer School’s Dom Herrick Entrepreneur in Residence Stephen Daze and president of the Telfer Students Council Stephanie Lorentz how the Telfer School is fostering experiential learning.

In the pages ahead you will find out from our students, alumni, staff and professors how they have been engaged or impacted by financial support at the Telfer School. We also encourage you to visit telfer.uottawa.ca/annualreport2015-16 to read their full stories and discover exactly what we’ve done in the past year and what we’ll do in the months ahead to engage with you.
ENGAGEMENT IS EXPOSURE
Tyson Rigg

Engagement is exposure—and this connection not only opened up a new way to learn, but also enabled me to identify and pursue what matters. A 2016 graduate of the Telfer BCom with a specialty in finance, I first experienced the power of exposure through engagement at a Telfer School networking convention. Organized by the Career Centre, the annual event gave me the opportunity to get comfortable and confident dealing with representatives of companies from many industries. Gaining that ease led me to the Telfer School’s Capital Markets Mentorship Program, which exposed me to finance professionals who visited the school every two weeks. My engagement deepened further through the Telfer Capital Fund—the school’s student-run investment pool—and the Financial Research and Learning Lab. Both initiatives put me with like-minded students in environments where we could debate pressing questions, hone our skills and share a range of knowledge and personal experiences in finance and wealth creation.

This linked process of engagement, exposure and opportunity made it possible for me to identify high finance as the place in which I wanted to spend my professional life. I’m off to a strong start, working as an associate at Scotia Wealth Management in Toronto. While this learning path was incredibly enjoyable, it still required plenty of effort. I made sure to prepare myself fully for meetings with finance professionals that I arranged via the networking events and mentorship program. I would research the careers of these people, find out the latest developments in their industries, and come up with smart questions to ask them. This preparation helped me build a solid reputation as an emerging finance professional. That’s how I got my job—one executive I met vouched for me to another based on the intelligence and enthusiasm I showed when we met. In the end, the Telfer School transformed how I learned and, in doing so, launched me down my career path.

A GENERATION OF ENGAGEMENT
Walid Ben Amar

Everything we do at the Telfer School’s CPA Canada Accounting and Governance Research Centre pivots on engagement, as it has throughout our organization’s 20-year history—an entire generation. Currently made up of 18 Telfer School researchers and six researchers from other schools in Canada, Europe and North Africa, the centre establishes a variety of meaningful connections to uncover knowledge in many aspects of accounting and corporate governance. We take advantage of our professional networks to extend these collaborations further, partnering with experts in corporate strategy, finance and management, as well as with leaders of organizations in the public and private sectors, to make sure our research is relevant and useful to academia and the business world.

Our devotion to engagement has never been greater than right now. The CPA Canada Accounting and Governance Research Centre sponsors 12 diverse research teams that give rise to new knowledge. One team is delving into the consequences of tax avoidance—an especially hot topic in light of the release of the so-called Panama Papers. Another team is studying gender diversity on corporate boards—new work that supports recent regulatory changes introduced by the Ontario Securities Commission regarding gender-diversity disclosure requirements. Additional teams are deep into studies of other relevant and useful aspects of corporate finance, sustainability reporting, non-profit organizations and family-owned enterprises.

I invite you to read about our devotion to engagement and research in the Performance section of the 2015–16 Dean’s Report.
GOING GLOBAL
Glen Orsak

What’s the best way to go global? At the Telfer Centre for Executive Leadership, we listen to our prospective clients, find out their problems or needs, and then figure out how to deliver the right learning and development solutions for them. This straightforward business approach works for our clients and for us. We offer professional-development programs to a range of organizations in the public, private and health sectors for senior leaders and executives in these organizations. Our programs equip these executives with skills, insights and knowledge that they can use to carry out what we call the practice of leadership. We’ve developed a solid reputation in Canada for delivering customized programming that our clients need to meet their organizational goals.

The good word is spreading. In late 2015, we delivered a three-day management and leadership program to the senior executive team of the Dubai Financial Services Authority. This organization regulates banks and other financial institutions in the Dubai International Financial Centre (DIFC). The DIFC is unlike any other place in the world. It’s a flourishing 110-acre financial and business hub whose corporate, commercial, civil, employment and securities laws correspond with international standards. This free-zone setup makes it possible for businesses to operate under a common law framework as they access emerging markets in the Middle East, North Africa and Southern Asia.

Here’s where our approach to global engagement comes in. We listened closely to representatives of the Dubai Financial Services Authority; found out exactly what this specialized public-sector institution believed it needed and why; and then built a focused learning program that enabled executive team members to acquire exactly the insights and skills they were seeking. We believe that to help prospective international clients develop their people to reach their fullest potential, we must engage their leaders and employees, understand their context and goals clearly, and then work hard to create programs and interventions that help their people achieve their objectives. It’s a client-first approach and, we believe, a critical part of going global.

SPACE TO SHINE
Kimberley Barclay

Our job at the Career Centre is to give students opportunities to figure out what makes them tick. As a relationship manager, my job is to build professional relationships with people and companies, so that, together, we give students the space to shine.

The Hong Kong Experiential Learning Initiative is a perfect example of this kind of opportunity. This year’s initiative supplied two Telfer School students with paid internships to experience life working for a leading company based in Hong Kong. We created this special learning initiative by taking advantage of the Telfer School and uOttawa’s combined presence in this vital economic hub, with some 500 alumni living and working in this major business centre.

International internships are life-changing experiences that allow students to work in bustling business centres, tackle tough challenges and see the world from a wholly new perspective. Students are keen to be exposed to international opportunities and the international business context. Through the support of our alumni and the business community, we aspire to provide our students with more of these opportunities.

IMMEDIATE SUPPORT FOR WHAT MATTERS
Alain Doucet

People can be forgiven for thinking universities are awash in money. We’re big places, full of smart people, doing amazing things. So it’s natural for schools such as ours to be perceived as institutions that can draw on virtually unlimited sums of money to support scholarships and take action on strategic priorities.

Yet much of the funding supplied to schools is restricted to specific uses. University leaders—including those at the Telfer School—have surprisingly few resources to invest in strategic opportunities, seed-fund initiatives, recruit top professors, upgrade facilities and launch programs.

The Dean’s Strategic Priorities Fund, which is made up of versatile non-restricted donations, is our school’s way to make sure we can provide immediate financial support to emerging priorities and thereby strengthen our competitive advantage. You can read about how we applied these funds in 2016 in the Performance section of the 2015–16 Dean’s Report.
PRACTICING ENTREPRENEURSHIP
Stephen Daze

Peter Drucker said it best. The legendary management consultant claimed entrepreneurship was neither a science nor an art but a practice. I liken entrepreneurship to a particular practice—sports. Take hockey: you can learn its rules, theories and tactics, but until you lace up your skates, grab a stick and step on the ice, you’re not building actual skills. As the Telfer School’s Dom Herrick Entrepreneur in Residence, my job is to give students opportunities to practice entrepreneurship—to help them gain the skills, acquire the tools, build the resources and cultivate the networks to work in early-stage start-ups. I do so in these main ways:

- I took on leadership of the Entrepreneurship Bridges Speakers Series, an event held five times each year during which students hear directly from successful entrepreneurs and meet prospective business mentors.
- I organize the Telfer Traction Challenge—an annual competition based on what students have done in their businesses to date, and what they would do for their start-ups if they won the challenge’s prize money.
- I oversee a workshop series called Startup Tools. It teaches students how to use the many free or low-cost software and websites to validate business ideas, conduct market analyses and complete other vital tasks that go into creating new businesses.
- I run Startup Weekend. It brings together students on a Friday night once a year to pitch business ideas. The students then pick the top ideas, form teams around them, and then work tirelessly throughout the weekend to move them ahead. On Sunday night, the teams present their work to see which group has developed the idea the best. The winning team gets prize money and bragging rights, while all students earn valuable experience in entrepreneurship.
- The Telfer School launched another program this past year that I help manage. Top Five Startups identifies the best student businesses across campus. The students behind them receive money to travel to Silicon Valley on a curated trip that introduces these emerging entrepreneurs to key people in the Valley and helps them understand how to do business there.

What I try to do with these seminars, workshops and contests is give students safe environments in which to practice and thereby build their start-up skills. Entrepreneurship is a bit messy. You don’t always get cut-and-dried results. So you have to know when to apply certain skills and principles, and how to adapt quickly to changing conditions. Entrepreneurship makes for an interesting life. My experiential learning helps prepare students to embrace, enjoy and practice it to the fullest.

TRUE LEARNING
Stephanie Lorentz

Learning is much more than going to classes, writing exams and getting a degree. True learning in the context of the Telfer School also involves taking advantage of extra-curricular opportunities that make you a better businessperson. Joining a club, being a teaching assistant, participating in a case competition, spending a semester as a CO-OP employee—all these activities outside the classroom are essential parts of a full learning experience. They’re also how I define engagement. The Telfer School does a wonderful job in making these engagement opportunities available to students. It does so by providing resources to support a range of extra-curricular opportunities and by ensuring professors are available to coach and advise students as they take advantage of them. Just as importantly, the school enables students to engage for themselves, giving them lots of leeway to set up events and then recruit sponsors and partners to be part of them.

I’m a perfect example of my school’s emphasis on engagement. In addition to being a third-year student, I serve as president of the Telfer Students Council. I’ve also participated in many competitions. And I’ve benefited from a term of CO-OP employment that led directly to my current job as a marketing manager at a local start-up. I’ve been able to engage so actively because of the scholarships I’ve received. The generosity of Telfer School alumni and partners has made it possible for me to take advantage of extra-curricular opportunities, which have enabled me to meet people, build my network and grow as a businessperson. Working part-time the past three years to pay for tuition and books, I simply wouldn’t have had the time and energy to do so. Scholarships have given me the means to engage with peers, professors and executives, and to experience true learning. I’m a better person and businessperson for it.
UPCOMING EVENTS

WE HOST ALUMNI EVENTS ACROSS THE COUNTRY AND IN VARIOUS CITIES AROUND THE WORLD. TO SEE ALL OF OUR UPCOMING EVENTS, PLEASE VISIT: telfer.uOttawa.ca/events

MAY 25, 2017
In celebration of the 10th anniversary of the Telfer naming gift.
TELFER 10 - TRIVIA NIGHT CHALLENGE FOR TELFER ALUMNI, FRIENDS AND FAMILY
Hosted by Steve Patterson, Comedian and Host of CBC’s The Debaters

SEPTEMBER 22, 2017
SCHOLARSHIP GOLF TOURNAMENT

OCTOBER 21, 2017
GALA OF EXCELLENCE

LET’S ENGAGE

We want to stay engaged with you.
Use social media to learn about the steps we're taking every day to transform how we learn, invest in globalization, generate new knowledge, foster experiential learning, and support scholarships and our strategic priorities.

• Use MyTelfer.ca to find out how you can get involved in your school and add your profile to Leaders@Telfer—our interactive alumni map.

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