



SUBMISSION

21/22

GUIDE

INSIGHT FOR PROSPECTIVE
WRITERS

**PREPARED BY
THE HASKAYNE REPORT**



ABOUT HSKR

The Haskayne Report (HSKR) acts as a platform for future business leaders to provide insightful and actionable strategy recommendations for current business challenges and opportunities. The publication also acts as a platform for a collaborative-style exchange of ideas, where new perspectives are shared.

HSKR accepts proposed submissions throughout the year (with an emphasis in October and March of each academic year) for its Fall and Winter editions. HSKR is published in mid-December and mid-April. There is no membership nor subscription fee.

Any current undergraduate student (regardless of faculty) or alumni is eligible to submit a proposal. Articles must focus on any topic in relation to the business world. Writers are encouraged to provide a unique analysis and perspective to the topic discussed as well as insightful and actionable recommendations.

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Proposals are carefully selected on the basis of quality per edition

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Advisors are available for consultation throughout the writing process

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EDITORIAL POLICIES

HSKR strives to be a publication that is quality-driven. Featured articles must be relevant and concern the business world. Content is to be evidence based and written in a third person perspective. Previously published articles will not be accepted. To ensure the greatest diversity among its writers, HSKR will not publish an author more than once in a given edition. Articles will be supplemented with visual graphics. Plagiarism will not be tolerated.

HSKR may receive many more submissions that it can publish. As a result, HSKR's Editorial Team retains final decision rights over content that is to be published, how it is edited, and its related aspects (i.e., headlines or featuring articles on social media platforms). HSKR may decline a submission due to limitations of space, concerns over content, or to avoid potential replicability. If your proposal is declined, please feel free to try again with another idea. Additionally, you may not be connected to the advisor of your choice due to limited scheduling or availability.

DISCLAIMER

The views expressed in The Haskayne Report are solely those of students (writers) and are in no way affiliated with the views of the Haskayne School of Business itself.

THE HSKR WRITING PROCESS

AN OVERVIEW

1. Email us (thehaskaynereport@gmail.com) a 500 word (maximum) proposal that includes the following:
 - a. A brief summary of the topic's context and relevance (the "so what")
 - b. Planned high-level article structure (how do you plan on structuring your article)
 - c. Overview of strategic recommendations and/or risks/implications of chosen topic
2. The Editorial Board will review submissions and provide a critique (if a submission is not chosen) OR provide a list of future steps (if a submission is chosen)
3. Upon selection, each contributor will be assigned to a member of the Editorial Board (dependent on the topic) (i.e., Strategy, Finance & Economy, Leadership, or Technology & Innovation) who will work closely with the contributor and provide necessary feedback. The Editorial Board may also suggest a connection (i.e., Faculty advisor, business leader, or professor) within the campus and/or local community that may provide additional guidance to the contributor.
4. Upon completion and review by both the Editors-in-Chief and Haskayne Undergraduate Office, the article will be uploaded both on a digital platform (i.e., HSKR's website) as well as in print in the upcoming edition of the publication

Please submit in .docx format with the following Subject heading: HSKR Submission *Full Name* (ex. HSKR Submission Jane Doe)

Other Notes: A proposal is NOT an article- it is simply an overview of what you are planning to write about. Additionally, writers may gain insight from an external expert but each article **MUST** be written exclusively by UCalgary students or alumni. There is a limit of 3 authors per article.

PROPOSALS

There are three simple steps concerning the submission of proposals:

1. Choose any topic related to the business world that intrigues you.
2. Craft and email us a 500 word proposal, providing a brief overview and high-level article structure of your chosen topic.
3. Play the waiting game! The Editorial Team will provide you with feedback and a decision regarding your proposal. If your proposal is approved, congratulations! You will be provided with further details regarding your actual article. If your article is not chosen, do not be disheartened! HSKR may receive more submissions than it can publish. Try again for our next edition or choose a different topic!

ARTICLES

GENERAL GUIDELINES

Upon acceptance, each selected writer will be assigned to an Editorial Board Member who will be available for consultation throughout the drafting process.

You will then be provided a timeline regarding certain deadlines of drafts (i.e., initial draft, edited, and final). Deadlines will be firm and no changes will be made beyond the final submission deadline. If you cannot complete the assigned deliverables by the set date, please notify your assigned Editorial Board Member as soon as possible.

Other notes:

1. The entire structure of the article is up to your own discretion but is limited to 1000 words.
2. A separate bibliography must be included and is not included in the above word count.
3. The final draft must be emailed to your assigned Board Member by the set deadline in .docx format.

The in-text citations and bibliography must be in APA format. Please refer to the following resource when creating your citations:

www.owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html.

Some examples of articles recently published in our inaugural edition are attached for reference.



Credit: Julie Su

The Era of the Generalist

by Colten Esser | BComm (MKTG) '20

Leadership, Career Resilience, and Strategy

Bringing nearly two years of economic uncertainty to a head, the COVID-19 pandemic has fundamentally re-shaped the business landscape. With new shifts in operations such as remote working, automation, and virtual communication, the perceived (and seemingly inevitable) trajectory of market trends and industry direction has been cast into doubt. Historically, any disruptive event comes with a total re-assessment of labour needs, skewing the alignment of workforce skillsets and market labour demand. The COVID-19 pandemic is no different. As businesses scramble to automate and digitize, many professionals have become ousted not only in their current career position, but also in future prospects. However, amidst the chaotic displacement of the work force, one group silently endures - the generalists. During economic peaks, eyes tend to turn to specialists for opportunities and advancement. However, when economic uncertainty creeps into the picture, the allure of specialization begins to take a backseat, and multi-faceted generalization moves to the forefront of industry. As such, the uncertainty of 2020 marks the beginning of a new era: the era of the generalist.

Specialization vs. Generalization

In the context of the work force, Generalism and Specialism refer primarily to skillset focus. Specifically, it is the balance of depth and breadth one has in their technical and practical abilities. It is important to note, however, that Generalism and Specialism are not mutually exclusive categorizations, but rather a spectrum. Principally, specialists have narrow but focused technical talent, while generalists have foregone the same level of concentrated mastery for a more diversified and holistic mix of competencies. Generalists and specialists manifest differently in the marketplace. During periods of economic stability and technological innovation, specialists thrive as exponential growth and innovation drive up the demand for siloed expertise to fill the increasing complexities of progress. These "kind" times are defined by certainty of expectations and outcome (Epstein, 2019). However, when unpredictability and doubt cloud market optimism, Generalism gains the upper hand. The adaptability and holistic mindset of generalists are better suited for "wicked" environments where uncertainty and rapid change are rampant (Epstein, 2019). This situational versatility is what sets the stage for the rise in generalist demand.

Generalism and Career Resilience

The key factor linked to higher career resilience in generalists as opposed to specialists is not necessarily a result of the content of ability, but rather in the methodology of cross-disciplinary approaches to problem-solving (Ceniza-Levine, 2018). This approach has one key result that gives generalists a competitive edge in career resilience: adaptability. When it comes to rapid, unexpected events that affect one's career path (Negative Career Shocks), adaptability in skillset is an essential part of career resilience (Siebert et al., 2016). Having a diverse skillset to draw from increases the transferability of experience, making career transitions (whether chosen or forced) more achievable. As the rapid uncertainty of the COVID-19 pandemic continues to cloud the future of the workforce, adaptability and resilience give generalists a distinct advantage in their career outlook.

Generalism and Organizational Strategy

Generalist tenacity is not merely restricted in scope to individual endeavours. The resiliency brought about by increased cross-disciplinary knowledge of generalists have a compounding effect when multiple (albeit varied) generalist perspectives are brought into an organization. A pivotal factor in organizational resilience lies in a company's knowledge base, where "a broad and diverse knowledge base can help organizations to develop multiple ideas for crisis reaction" (Duchek, 2019). This diversity, as it relates to experience and skill, is a key factor in organizational success during rapidly developing adversity (Duchek, 2019). In this way, businesses that focus hiring efforts on generalists develop a strategic advantage that allows them to be more flexible, responsive, and accomplished during economic crises.

Generalism and Leadership

In addition to the benefits awarded to the individual and organization, the most significant value of Generalism is leadership. There is an irrefutable link between Generalism and leadership. Not only are a higher proportion of

business leaders generalists (Berger et al., 2016), but as executives, they also earn a higher income (Custódio et al., 2013). Career advancement benefits aside, the emergence of versatility brought by generalist talent have an essential role in leadership during crises. Dynamic business situations have been found to be best navigated by situational leaders with integrative and versatile abilities, as well as organizations which support high levels of diversity in perspective and competencies (Negro & Mesia, 2020). This intersection of the organization and the individual, as explored in earlier sections, highlights the heavily nuanced and delicate nature of leadership during times of rapid change and uncertainty, which ultimately favour Generalism.

Strategic Recommendations

1. Seeking out training in areas that are transferable, but otherwise unrelated to your specialization is a key strategy to building a more resilient career (Berger et al., 2016).
2. Focusing on transferable experience when hiring as well as encouraging diverse professional development and environmental scanning in current employees can broaden organizational ability (Duchek, 2019).
3. During times of unpredictability, versatile leadership is essential to individual and organizational success (Negro & Mesia, 2020). By assuming a leadership mindset and seeking out additional responsibility, generalists can fundamentally change the direction and progress of their organization, their own lives, and the lives of others.

The novel coronavirus pandemic's sphere of impact is significantly more intricate and complex than any economic crisis before it. Impacting both macro and micro environments, this new economic threat has drastically changed the labour capital needs of organizations. In this new business landscape, generalists offer unique advantages to the work force in their own career paths, to organizations, and as leaders. With organizations and individual professionals working towards increased resiliency and leadership through variation, the future of Canadian business looks a little brighter with the ascent of Generalism.



Credit: Jaymee Caparanga

Higher Education Institutions and Impact Investing

by Emily Chen | BComm (ACCT) '23, Laura Foster | BComm (MKTG) '21, Sunand Kannappan | BHSc (Hons.) '21

Motivations and Challenges

Over the past 60 years, technological innovation and enterprise have driven a dramatic increase in life expectancy and quality of life. However, the capitalist model that prioritizes such technological innovation has faced increasing scrutiny in recent years, given the exacerbating externalities of this model – including worsening social inequities and environmental concerns (Manyika, Pinkus, & Turin, 2020). As such, another economic shift is essential. Our model of capitalism must evolve to address social inequities and environmental concerns while providing innovation and economic growth.

Of interest, the belief that companies must sacrifice returns for societal change is being challenged, with the widespread uptake of Environmental Social Governance (ESG) frameworks in corporate decision-making. These frameworks focus on operational risk and how the environmental and social factors contribute to that risk (PwC, 2017). An emerging approach to catalyzing a shift in economic thinking is impact investing, which creates measurable, positive social and environmental change alongside a financial return. Impact focuses on the total contribution of

investment towards sustainability with a strong focus on products and services. Although nascent, impact investments are a rapidly growing asset class that focus on providing capital to generate positive and measurable impact, while also providing a financial return. While impact investing is an important tool to fast-track the development of emerging socially impactful industries/practices that may not be supported by traditional investment approaches, there are gaps in this area that necessitate the involvement of novel and influential actors.

Although the need for impact investing is becoming recognized and supported, it is challenged by a vague definition. This is especially problematic, given that an impact investment mindset is likely to be a fundamental and irreversible shift in capital markets that will require significant buy-in from stakeholders (Sand, 2015). As we are in the early years of this shift, impact investing is also challenged by the absence of clear impact metrics and measurements. Because there is a lack of clear understanding, we have not yet reached a widely accepted framework to assess and measure impact in this way (KPMG, 2019). Impact measurements also suffer from a

lack of expertise. As this change is primarily taking place in the private markets, it is difficult to publicly share results, creating an information divide (KPMG, 2019).

Institutions and Landscape

Higher Education Institutions (HEIs) are defined as organizations that offer postsecondary education, typically comprising universities, colleges, and further education institutions. HEIs play a critical role in the knowledge economy – their core mandate is to facilitate the transfer of knowledge to prepare its graduates for the workforce. Consequently, HEIs are uniquely positioned, as compared to the government, enterprise, and other non-profit organizations.

Firstly, HEIs can drive change to the status quo through a culture of innovation. HEIs can spark change through their capacity for knowledge creation. Although HEIs do not have a monopoly on knowledge production (Chatterton & Goddard, 2000), their substantial funding makes them significant players in the innovation process. In 2017/2018, spending on research and development activities in Canadian HEIs totalled \$14.3 billion, resulting in the eighth consecutive annual increase in growth for this category (Statistics Canada, 2019). In response to strong financial backing and a traditional emphasis on research, HEIs have fostered a culture of innovation that is conducive to the exploration of new ideas. Their resources and networks can prove invaluable to the experimentation and development of impact investing.

Secondly, the impact of HEI policy changes are magnified due to their size and influence. It is well supported that HEIs are critical to the development of human capital and economic growth (Cvecic et al, 2019). Institutions can effectively propagate ideas and information through the design of a robust curriculum and quality teaching practices. As such, HEIs can substantially influence the perceptions of its graduates—an impact that is further magnified by the sheer volume of students, and average four-year turnover for a degree. From a wider perspective, HEIs also possess strong connections to industry and alumni networks, making them influential stakeholders in the local economy. These attributes provide HEIs with an edge over other organizations in their capacity to amplify change.

Impact Investing

As social impact curriculums become a differentiating factor for students choosing a school, universities must be careful about how they approach impact investing. The largest barrier for HEIs is access to expendable capital as institutions cannot make investments themselves because it risks legitimacy. It is a concern that HEIs will make revenue outside of their core mission - education. As an intermediary, it is difficult for HEIs to define where the role ends in an effort to not risk their neutral position as educators (Bonnici, 2020). Therefore, universities must be careful in balancing the role of educator with fundraising and providing capital. Another concern is streamlining impact investing projects to be scalable in education curriculums. Since impact metrics are still ambiguous, it is difficult for institutions to provide consistent experiences for students.

HEIs are in an opportune position to develop standards for impact investing and assessing social impact. As the majority of impact progress is being made in the private sector, transparency and cooperation are lacking in discovering new processes. Through their neutral stance, schools can support multiple stakeholders, generate knowledge, and provide experience in a supportive environment. HEI should partner with other universities to create cohesive frameworks, engage in cross-cultural perspectives, and improve on existing theory (Rotondaro, 2020). As a neutral institution, HEIs are also in the perfect spot to support private business and engage systematic change with governments. For instance, HEIs can assist in due diligence, create metric frameworks, and lobby for policy change. As research institutions, HEIs must generate knowledge through case studies, conferences, academic publications, and workshops. Credibility from universities will contribute to cohesively defining the impact investment space. Lastly, HEIs must offer impact investing experiences to undergraduate and graduate students to remain competitive and further social change. Social impact classes should be offered to students and universities should also support social finance funds and clubs for students who wish to pursue more experience.

Note: The information provided in this paper was partially acquired through the efforts of members of the Calgary Social Value Fund (CSVF), most notably co-founders Tyson Bilton and James Dick.