



**AGBA**

***Presents***

***10 Faculty Development Workshops***

***to be taught by  
Globally Renowned Experts***

***at its 13<sup>th</sup> World Congress held at the***

**Universitas Sebelas Maret  
(Surakarta (SOLO), Central  
Java, Indonesia)**

***on November 26, 2016***

# **Achieving AACSB Accreditation: Pathway to High Quality Business Education and International Legitimacy**

**By**

**Norman Wright, (Ph.D., Wharton, USA)  
Dean  
Woodbury School of Business  
Utah Valley University  
Orem, Utah,  
USA**

**Many universities across Indonesia and other parts of the world suffer from a lack of brand recognition outside of their own borders. This lack of recognition impacts significant strategic activities ranging from recruitment of international students to the ability to form partnerships with universities abroad. One way to establish a quality brand is by achieving globally recognized accreditation through organizations such as the Association to Advance Collegiate Schools of Business (AACSB) or the European Quality Improvement System (EQUIS). Even more importantly, however, accreditation goes beyond establishing a brand, putting in place the processes needed to ensure that the recognized brand is backed by continuously improving quality that results in positive outcomes for students. Indeed, 95% of schools surveyed report that AACSB accreditation improves quality in areas that include curriculum, program design, and instructional delivery methods.**

**Of the major accrediting bodies, AACSB is the largest and most well known throughout the world and is the accreditation held by such prestigious universities as Harvard, Stanford, and the University of Pennsylvania (Wharton). Yet, AACSB accreditation is not limited to only top tier schools but also works to assure the quality of business education at less well known schools such as Utah Valley University, American University of Sharjah, and Universidade Nova de Lisboa.**

**Drawing on my experience as a Peer Review Team member,**

**initial accreditation mentor, and Dean of a business school holding AACSB accreditation, this workshop addresses several topics in introducing participants to AACSB accreditation. These include:**

- **Why accreditation?**
- **Is AACSB accreditation right for your university?**
- **Addressing the core themes of innovation, engagement, and impact**
- **Meeting standards for strategic management and innovation**
- **Meeting standards for high quality students, faculty, and professional staff**
- **Meeting standards for effective learning and teaching**
- **Meeting standards for academic and professional engagement**
- **Understanding the AACSB accreditation process**

**Biopic of Presenter:**



**Norman Wright, (Ph.D., Wharton, USA)  
Dean  
Woodbury School of Business  
Utah Valley University  
Orem, Utah,  
USA**

**Prof. Dr. Norman Wright has served as the Dean of the Woodbury School of Business at Utah Valley University (USA) for the past six years leading that institution through the introduction of several new programs including a top ten ranked Personal Financial Planning Program and full and part-time MBA degrees.**

**Prof. Wright holds a Ph.D. in Management from Wharton as well as an M.A. degree in Management from the University of Pennsylvania. Prof. Wright also attended Brigham Young University where he earned a Master's degree in Public Administration and a Bachelor's degree in Economics. Prior to joining the Woodbury School of Business, Prof. Wright was the Founding Dean of the College of Business at Alfaisal University in Riyadh (Kingdom of Saudi Arabia). He also worked for the American University in Washington, D.C. as a consulting Dean for the School of Business and Entrepreneurship at their affiliate University (American University of Nigeria). He also served as a professor and academic administrator at Zayed University in the United Arab Emirates, the American University of Sharjah (UAE), and Brigham Young University Hawaii.**

**Prof. Wright has published many articles in significant business journals such as Organization Science, Cross Cultural Management, and the Journal of Management History. He served as the editor of the Journal of Microfinance for several years focusing on the role of finance and business in reducing poverty. While he is best recognized for his work in cross-cultural management, his research has also focused on entrepreneurship in developing markets. With his wife/business partner, Prof. Wright has engaged in entrepreneurial ventures with a recent focus in property investment and management in Hawaii.**

**Prof. Wright is also an active trainer, consultant, and personal coach working with such diverse organizations as Dubai Municipality, HSBC, World Wildlife Fund, China Youth Travel Services, Valmont International, and the Polynesian Cultural Center.**

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**AGBA Faculty Development Workshop # 2**

**Developing World-Class Doctoral Research Models and Frameworks to Publish in World-Class Journals**

**By**

**Gary L. Frankwick, (Ph.D., Arizona State University, USA)  
Director of International Engagement, Professor, and  
Marcus Hunt Chair of International Business  
College of Business Administration  
University of Texas at El Paso  
El Paso, Texas,  
USA**

**For many new doctoral students and first-time faculty members, it is a struggle to find a research topic that will develop into a stream of research at a quality level realistically considered for publication in the top journals in their field. With only about 5% of the studies submitted to the top journals being accepted for publication, this is a major problem for scholars new to the field, and even to scholars who have worked in the field for some time. Based on my experience of publishing in top ranked journals for more than 20 years, and having chaired more than a dozen doctoral dissertations across the United States, I have put together some pointers to help researchers get their work into higher level journals. With this in mind, this workshop addresses the following issues:**

- **Identifying problems that are important to business and the specific field of business at the highest levels.**
- **Using various perspective to address the problem.**
- **Examining recent literature for clarification of research streams.**
- **Searching for theories that might suggest solutions.**
- **Searching for methods to design a study and analyze the data.**
- **Communicating with managers running businesses in your local business community to determine if the general topic is of interest, and possibly identify some specific research questions.**
- **Proposing a new construct and developing a new scale to make a major contribution.**
- **Collecting data from appropriate respondents and analyze the data with appropriate analytical tools.**
- **Telling a good story.**

- **Addressing reviewer suggestions with analyses and literature that is not included in the potential article.**

**Biopic of Presenter**



**Gary L. Frankwick, (Ph.D., Arizona State University, USA)  
Director of International Engagement, Professor, and  
Marcus Hunt Chair of International Business  
College of Business Administration  
University of Texas at El Paso  
El Paso, Texas,  
USA**

**Prof. Dr. Gary L. Frankwick earned his Ph.D., in Marketing from the Arizona State University (USA). He is a Professor of Marketing and Marcus Hunt Chair of International Business in the College of Business at the University of Texas at El Paso (USA). During his career, he has served as the Associate Dean of Faculty**

Development, Ph.D., program Coordinator, MBA Director, and currently serves as the Director of International Engagement. He has chaired more than a dozen PhD dissertations across the United States with his most recent graduate starting a position at the University of Southern Maine. His research interests lie primarily in the behavioral aspects of business-to-business marketing, including marketing strategy decision-making, marketing management, sales management, new product development, and supply chain management. His research has been published in the *Journal of Marketing*, *European Journal of Marketing*, *Journal of Business Research*, *Journal of Product Innovation Management*, *Journal of Personal Selling and Sales Management*, *Journal of Supply Chain Management*, and *Industrial Marketing Management*, among others. His primary teaching responsibilities include marketing strategy, data analysis, and new product development.

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**AGBA Faculty Development Workshop # 3**

**Publish or Perish:  
Managing Careers in the Changing  
Academic Landscape**

By

**Abdul A. Rasheed, (Ph.D., University of Pittsburg, USA).  
Eunice and James L. West Distinguished Professor and  
Head**

**Department of Management  
College of Business Administration  
University of Texas at Arlington  
Arlington, Texas,  
USA**

Management education which was once very much the preserve of North American universities has now diffused around the world. Universities across Asia, Europe, and South America are now offering MBA programs. Many of them now figure prominently in

**various international rankings of business schools. Global competition for MBA students and the demands for accreditation have led to greater pressure on faculty to publish in academic journals. Based on my experience as a researcher over the last three decades, I will cover many of the challenges involved in successfully publishing a research paper. Topics covered will include:**

- **Crafting a paper**
- **Managing the R&R process**
- **Managing relationship with coauthors**
- **Finding an outlet for your research**
- **Establishing a research agenda**

**Although considerable importance is placed on research, it is still only one part of the role expectations of a faculty member. Given that a faculty job is multidimensional, achieving balance among conflicting demands on time is one of the major challenges faculty members face. Based on my experience not only as a researcher, but also as an academic administrator and teacher in various programs around the world, I would like to share some of the lessons learned.**

**The discussion about managing academic careers will cover topics such as**

- **Globalization of academic labor market**
- **Alternative career paths**
- **Career life cycle**
- **Institutional Vs. Professional service**
- **Updating skills in teaching and research**

## **Biopic of Presenter**



**Abdul A. Rasheed, (Ph.D., University of Pittsburg, USA).  
Eunice and James L. West Distinguished Professor and  
Head  
Department of Management  
College of Business Administration  
University of Texas at Arlington  
Arlington, Texas,  
USA**

**Prof. Dr. Abdul A. Rasheed is Eunice and James L. West Distinguished Professor and Chair of the Department of Management at the University of Texas at Arlington (USA). He obtained his PhD from the University of Pittsburgh in 1988 and his MBA from the Indian Institute of Management, Calcutta in 1981. Professor Rasheed's areas of research interest include strategic decision processes, environmental analysis, outsourcing, franchising, foreign market entry, international comparisons in strategy and governance,**

and corporate restructuring. Prof. Dr. Rasheed's research has appeared in journals such as *Academy of Management Review*, *Strategic Management Journal*, *Journal of Management*, *Journal of International Business Studies*, *Journal of Management Studies*, *Strategic Organization*, *Management International Review*, *Journal of International Management*, *International Business Review*, *Academy of Management Executive*, and *Corporate Governance: An International Review*. Along with Toru Yoshikawa, he recently edited "The convergence of corporate governance: Promise and prospects," published by Palgrave MacMillan. He also recently co-edited a special issue of *Journal of International Management* on the implications of capital market integration for firm strategies. He has taught at Nanyang Technological University (Singapore), Hong Kong Polytechnic University (Hong Kong), Tongji University (China), and the Beijing University of Science and Technology (China). He has won numerous awards for his teaching and research and serves on the editorial board of several world-class journals. He has also chaired nearly a dozen doctoral dissertations. Prior to joining academics, Prof. Dr. Rasheed spent a decade working in senior positions such as Manager of an Indian Bank, Finance Executive of Crompton Greaves, (Bombay, India), and Executive Assistant to the General Manager of Bank of Bahrain and Kuwait, (Kingdom of Bahrain).

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**AGBA Faculty Development Workshop # 4**

# **Managing Organizations in a Global Context – Management Accounting in Complex and Multinational Organizations**

**By**

**Hassan Yazdifar, (Ph.D., Manchester, UK)**

**Head**

**(International Finance, Accounting & Economics Academic Unit)**

**Salford Business School**

**Salford University**

**Salford, Manchester, England**

**UK**

**Responding to the increasing changes and advances in technology through the proliferation of globalization, a range of**

management accounting innovations (MAIs) have emerged. Concerning these MAIs, researchers have put forward alternative views. One school holds the view that adopters are rational and make technically efficient independent choices. The social and organizational contexts in which such adoptions take place are thus taken for granted. Another school explores more dynamic consequences of MAIs including the issues of how MAIs are adopted and implemented differently in different organizational settings.

This workshop contributes to the discussion on the dynamic consequences of adoption of new managerial and organizational practices such as management accounting innovations. By benchmarking with independent (non-group) companies, the workshop reviews evidence of the adoption of MAIs in dependent (subsidiary) companies or multi-national organizations and identifies possible sources of diffusion and adoption of MAIs for subsidiary companies in the global context.

This workshop aims to address four interrelated research questions derived from the extant literature on the diffusion of new ideas, and discusses the network view and subsidiaries capabilities both absorptive and combinative in diffusion of MAIs in group organizations which have not been discussed in MA literature.

**Biopic of presenter:**



**Hassan Yazdifar, (Ph.D., Manchester, UK)  
Head of Department  
(International Finance, Accounting & Economics Academic Unit)  
Salford Business School  
Salford University  
Salford, Manchester, England  
UK**

**Prof. Dr. Hassan Yazdifar is a Professor of Accounting and Head of International Finance, Accounting and Economics Academic unit at Salford University Business School (UK). The academic unit under Prof. Yazdifar's leadership has grown in terms of research and publication, industrial engagement and students' satisfaction.**

**Prior to joining Salford University, Prof. Dr. Yazdifar's held academic position at Glasgow university and Sheffield University and also has taught at several other universities in the UK (i.e., the universities of Manchester and UMIST) and overseas. He has experience of teaching higher education in other countries such as Greece, Romania, Serbia, and Ukraine. Prof. DR. Yazdifar is also regularly invited to teach at managerial and executive levels in the UK and other countries.**

**Prof. Dr. Yazdifar earned his BA in accounting in 1988, an MA in accounting in 1992, an MA in Social Research Methods at the University of Manchester (UK), 1999, and a PhD in Management Accounting from the University of Manchester (UK) in 2004.**

**Prof. Dr. Yazdifar has several professional qualifications including: Certified Public Accountant of Iran (CPA Iran), a highly prestigious and internationally recognized professional qualification. He is a member of European Accounting Association (EAA), European Network on the Economics of the Firm (ENEF), British Accounting Association (BAA), Management Control Association (MCA), European Network for Research of Organizational and Accounting Change (ENROAC).**

**Prof. Dr. Yazdifar acts as an academic referee for a number of journals, publishers, and professional bodies. He has published several papers in highly ranked and international journals. He has received grants from Chartered Institute of Management Accountants (CIMA), British Council and other institutions. He has been a consultant for several manufacturing and service enterprises in the UK and abroad.**

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**AGBA Faculty Development Workshop # 5**

## **Dynamics of Experiential Learning as a Pedagogical Tool**

**By**

**Eric Werker. (Ph.D., Harvard, USA)  
Associate Professor of Economics  
Beedie School of Business  
Simon Fraser University  
Vancouver, British Columbia  
Canada**

**Experiential learning means learning from experience, or learning by doing. In business education, it means immersing learners in a new setting in order to generate insights more powerful than they could get through standard reading and lecture**

alone, to reflect on those insights, and ultimately to develop new skills or approaches that have practical value.

There are a variety of ways to engage students in experiential learning. I will focus on three different modalities, drawing on my recent experience teaching at the Beedie School of Business, Simon Fraser University (Canada), which aims to be the leading global business school for experiential education, as well as a decade teaching at Harvard Business School, which pioneered the case method for business education.

1. **Case method learning.** Teaching with the case method is not merely to show examples of management challenges in different organizations, but rather to force learners to adopt new perspectives to generate new insights. Cases can be selected and taught by the instructor in such a way as to arrive at the insight, and reflect on it, in a more predictable manner.
2. **Project-based learning.** Students can be put into groups simulating a real-world business team and be tasked with solving actual problems in actual organizations. This requires making the right arrangements in advance, setting expectations, choosing the assignment, and preparing and debriefing the students in such a way as to maximize learning.
3. **Business simulations.** There are now a number of computer-based simulations that allow students to compete against one another in a fictitious industry, giving them experience in working in teams, forming processes and roles, making decisions across competing demands, and making and losing money. Competing in a simulation without midstream

**assignments, debriefs, reflective exercises, and instructor-led discussion can result in missed opportunities.**

**I will discuss applications of these methods to executive education as well as MBA teaching. In addition, I hope that participants will share their own best practices for teaching through experiential education.**

**Biopic of Presenter:**



**Eric Werker. (Ph.D., Harvard, USA)  
Associate Professor of Economics  
Beedie School of Business  
Simon Fraser University  
Vancouver, British Columbia  
Canada**

**Dr. Eric Werker is an Associate Professor of Economics in the Beedie School of Business at Simon Fraser University in Vancouver,**

Canada. Dr. Werker researches how less developed countries can build more robust private sectors and how international actors can help. He has written on foreign aid, foreign investment, natural resources, and non-governmental organizations—publishing in the *Journal of Political Economy*, *Journal of Economic Perspectives*, *Foreign Policy*, and the *Financial Times*, among other outlets. Dr. Werker teaches about emerging markets, strategy, governance, and global economics to MBAs and executives and has authored numerous case studies on companies and countries around the world.

Outside of academia, Dr. Werker is the academic chair of the Canadian International Resources and Development Institute in Vancouver and serves on the advisory group of the Center for Global Development in Washington (USA). He has set up and directed the International Growth Centre’s Liberia program, served as economic advisor to the President of Liberia, supported host government teams negotiating concession agreements, consulted to the NGO Conservation International on low-carbon development and to the US Government’s Millennium Challenge Corporation on foreign aid projects, and worked with the Refugee Law Project in Uganda.

Dr. Werker grew up in Vancouver (Canada), earned his A.B. and Ph.D in Economics at Harvard, and then spent nearly a decade on the faculty of Harvard Business School (USA) before returning home (Canada).

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**AGBA Faculty Development Workshop # 6**

## **An Innovating Approach in Teaching Entrepreneurship in Sub Sahara Africa**

**By**  
**Ahmad Hosseini, (Ph.D., Missouri-Columbia, USA)**  
**Dean**

**School of Business and Entrepreneurship  
American University of Nigeria  
Yola, Adamawa State,  
Nigeria**

The economy of several states in the eastern part of the Nigeria has already been crippled by the Boko Haram terrorism and it would take several years with the support of the Federal government of Nigeria and the international community for it to recover. As a "Development University", the American University of Nigeria honors the traditional university roles of repository and transmitter of culture and knowledge, and center for the creation of new knowledge. As a "Development University", it focusses on the practical role that a great university must play in the development of a great nation.

In line with the mission of the university, the School of Business and Entrepreneurship at the American University of Nigeria started a program that has never been tested by a typical university. It requires all students regardless of their majors to take two semesters (6 credits) of Entrepreneurship courses as part of the university's General Education requirements. The first course introduces all students to principles, practices and philosophies of Entrepreneurship and it lays the crucial foundation for the second entrepreneurial field experience course. Consequently, the main objective of this course is to provide students with an introduction to entrepreneurship, and the major areas of business (economics, accounting, finance, management and marketing) as well as its linkages to development. It is organized to expose students to the international development landscape in which Entrepreneurial innovation fits.

The course emphasizes learning by experience in an entrepreneurial setting. All students enrolled in the course work as a team managing and operating a small business that the students themselves have selected as their main project for the semester. During the first week of the semester, students are assigned to a team consisting of five members. Each team is asked to select a business idea. During the second week each team must present their business idea to the entire class. When all groups present their business ideas, the class votes and select two best ideas. When the two top ideas in each section are selected, the class is divided into two groups (at least 25 members each) and each group is given one of the selected ideas and is asked to form a company. Each group selects a name for their company and they create their

company's organizational structure and organization chart, and elect their company's executive officers.

As soon as the company's organizational chart is developed, the president of each company and the director of the Entrepreneurship program open a bank checking account with a local bank. The university deposits \$5,000 seeds money to the account of each company. Under the supervision of an assigned faculty mentor for each company, the students begin developing and managing their company for a semester. Each month the executive officers of each company make a formal presentation at the Mock Shareholder Board of Directors meeting reporting the success or the failure of their company, and the challenges that they have faced in running their operations. Each company's Vice President of Finance presents the financial position and the result of their operation for that month. This project ends at the conclusion of the semester and the company with the greatest success is recognized at the end of the semester dinner event.

**Biopic of Presenter:**



**Ahmad Hosseini, (Ph.D., Missouri-Columbia, USA)  
Dean**

**School of Business and Entrepreneurship  
American University of Nigeria  
Yola, Adamawa State,  
Nigeria**

**Prof. Dr. Ahmad Hosseini earned his Ph.D in Accounting from the University of Missouri-Columbia (USA). He has received his Certified Public Accountant (CPA) Certificate from the State Board of Accountancy in Michigan (USA). He has held various academic and professional positions including, Dean: School of Business and Economics at California State University at Sonoma (USA), Dean: School of Business and Entrepreneurship, American University in Sub Sahara Africa, Dean: School of Business and Management, National University in San Diego, California (USA), Director of the Center for Excellence at Santa Clara University (USA), Chairman and Professor of Accounting at the University of Detroit, Michigan (USA), Professor of Accounting at Gulf University of Science and Technology in Kuwait, Managing Director of the Center for Research in Accounting and Auditing in Iran (the Iranian's Financial Accounting Standards Board), Staff Accountant at Arthur Anderson & Co. in Chicago (USA), Chairman and CEO of the International Training Partners in Bangkok (Thailand), and Director of Budgeting at Tehran Water Company (Iran).**

**Prof. Hosseini's productive research and scholarly activities have contributed to the profession of accounting nationally and internationally. His research capabilities are well-evidenced by his records of refereed journal articles and scholarly presentations at regional, national, and international conferences across the United States and other majors industrialized countries. He has been involved with national and international professional organizations. He served as the President of the Western Region of the American Accounting Association. He also served as a National Council Member of the American Accounting Association, member of a California State University Task Force to improve the productivity in higher education, and the Chapter President of National Association of Accountants. He is the program's advisor for the accounting program in several universities across**

Asia. He is also a member of Board of Trustees of the American University of Nigeria.

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**AGBA Faculty Development Workshop # 7**

## **Challenges of Teaching Entrepreneurship: Nature Vs. Nurture – A Player -- Coach's View**

**By**

**Lavanya "Leo" Rastogi (OPM, Harvard, USA)  
Global Serial Entrepreneur and Leadership Thought Leader  
Founder, President, and CEO  
OSSCube Company  
Austin, Texas, USA**

In the past decade, business schools around the world have seen a steady increase in the number of graduates choosing to commence on an entrepreneurial venture right out of graduate school - with a significant number of them actually "founding" their startups even before graduating! This new found interest in Entrepreneurship is not limited to youngsters entering the workforce, there has also been an increasing trend in "late inning entrepreneurship" where disruption in established professions and industries is driving people in their middle years towards seeking a career shift towards being self employed or owner of a small business. This has led to a tremendous increase in focus from most institutions in developing courses that address this specific need.

This phenomenon is also not limited only to business schools, in fact as tuitions have been rising along with student debt reaching record levels, traditional university departments and even community colleges are increasingly under pressure to even more tightly correlate the classroom education with real world employable skills. Many have responded by including foundational courses about entrepreneurship even in programs ranging from Engineering,

**Technology, Journalism and Agribusiness to Chiropractic studies and Real Estate Licensure.**

**Academia over the decades has responded to this shift with evolving its teaching and engagement pedagogy by making it more focused on Case Based Learning or Project Based Learning. This movement has been led by business schools and is now being adopted across other departments. Even as other departments work to catch-up with sophistication of teaching Entrepreneurship the way a business school does – it does leads us to the question --- whether Business School education itself it geared towards serving the evolving context of Entrepreneurship – which now includes not only traditional students but second careers, home maker transitions, social enterprise, online-home based businesses, transitions from armed forces, shared economy businesses etc.**

**Clearly the subject of Entrepreneurship has always been an “enigma” when it comes to teaching or studying it in a classroom environment. Its somewhat like study of “cycling (or swimming)” – no matter how much you master the physics & aerodynamics of movement – the ultimate determiner of success is learning how to “balance” – which can only be learnt out in the field through trial and error and not from text books and case studies. This presents unique challenges both to the tasks of teaching as well as learning.**

**This workshop aims to introduce --- how to integrate ideas of “immersion education” and “learning by doing” into the classroom experience for students taking an Entrepreneurship course.**

**The workshop will also have a special focus on teaching of Entrepreneurship in the complex context of second careers & family businesses.**

***Biopic of Presenter:***



**Lavanya "Leo" Rastogi**  
***Global Serial Entrepreneur and Leadership Thought Leader***  
***Founder, President, and CEO of***  
***OSSCube Company***  
***Austin, Texas, USA***

**Education:**

- ***OPM, Harvard Business School, USA***
- ***Master of Sciences – e Business, SMU***
- ***BS in Information Technology (DU)***

**Recent Awards & Recognitions:**

- **Winner of IE20 (Emerging Entrepreneur) Award, presented by Mayor of London (England, UK) on April 14 in London**
- **CEO Of the Year - 2015, SHRM World Congress, USA**
- **Inc 5000 List of fastest growing private companies in America (2014, 2015)**
- **Top 100 Great Place to Work (2014, 2015)**
- **Featured on Cover of CIO Review, USA (2014)**
- **Featured in the book Corporate Wizards of America by Michael Caldwell , USA (2015)**
- **Featured in the book Lead or Bleed by Rajiv Talreja, India (2015)**

- **Member of World Affairs Council of Houston**
- **Member of YPO Global One**
- **Founding Member Entrepreneurs Organization (EO) of North Houston**
- **Selected in India's Emerging 20 business leaders by London & Partners**

**Mr. Lavanya "Leo" Rastogi is a blended mix of global serial entrepreneur, business strategist, researcher, management thought leader and leadership mentor.**

**He is currently serving as the CEO and Chief Mentor of OSSCube – a global Leader in Technology Solutions, headquartered in USA. Mr. Lavanya started his entrepreneurial journey at the age of 20 by Founding his first IT company, which grew to a market footprint across 22+ countries servicing leading fortune 500 organizations and won Presidential recognition for outstanding quality of Research and commercialization of innovative technology. As a recognition of this enviable achievement in his young years – in 2009 he received the "Distinguished Young Entrepreneur Award" .**

**After his successful exit from his first venture, Mr. Lavanya went on to co-create a series of successful global businesses in the field of Management Consulting, Investment Banking, Telecom and Leadership Training, spread across North America, Europe and Asia. Mr. Lavanya still continues to retain investment interest and serves on the boards of some of these ventures.**

**Under his leadership companies founded by Mr. Lavanya have also won prestigious global accolades including being listed in *100 Great Places to Works, INC 5000 Fastest Growing Private Companies in America, SHRM Award on Talent Management Excellence and Company of the Year by CIO Review.***

**He has also been an active face in many trade associations and industry chambers including NASSCOM, North Carolina Technology Association (NCTA), FICCI, Austin Technology Council (ATC), Entrepreneurs' Organization (EO), Indo American Chamber of Commerce (IACCGH), World Affairs Council of Houston, etc. He has also served on the executive board of Advance Computing Society (ACS), participated in trade delegations and served as Industry Chair for ADCOM.**

**Mr. Lavanya is an alumnus of Harvard Business School, and as a thought leader in the field of Entrepreneurship, leadership and global economy. Mr. Lavanya has published over a dozen research papers in international journals and been a highly sought after speaker globally. He has delivered several keynotes in field of Entrepreneurship, Business Transformation, Corporate Social Responsibility, Transformational Leadership and Global economic issues and has also advised global corporations on technology enabled emerging business models. He has also been an active contributor to financial press on Entrepreneurship and new face of world economic affairs.**

**Mr. Lavanya is routinely sought after to serve as Independent Director on the board of prestigious global public and private companies.**

**Mr. Lavanya is very passionate about giving back and serves on the boards of Non Profits in USA & India working in the field of medically non responding diseases around the world.**

**Mr. Lavanya's current interest and focus is mentoring organizations in the areas of Entrepreneurship, leadership development and corporate social responsibility. He also mentors high potential leaders one-on-one in the areas of global entrepreneurship and balancing life.**

**AGBA Faculty Development Workshop # 8**

**Positioning Programs for Growth:  
Best Practices for Launching Programs,  
Building Faculty and Connecting to  
Industry**

**By  
Jacob P. Sybrowsky (Ph.D, Texas Tech, USA)  
Associate Dean**

**Woodbury School of Business  
Utah Valley University  
Orem, Utah,  
USA**

**Starting and growing the right academic programs is critical for the long-term viability of an institution. They provide a connection between students and the areas of growth and opportunity. Programs that are connected to growth industries also provide the best opportunities for students.**

**Many potentially viable programs are stifled and unable to grow due to the constraints of the traditional academic environment. Institutions that can embrace unconventional models can gain a strategic advantage in much the same way that new companies do. Understanding the constraints and finding ways to effectively navigate the political environment is crucial for the launch of effective programs, just like an optimal entrepreneurial environment is critical for the growth and development of a new company. Likewise faculty roles can be balanced and built strategically over time. Understanding faculty skillsets and how to build over time leads to stronger programs.**

**Drawing on my experience having started what has become one of the top personal financial planning programs in the United States in less than five years; this workshop addresses the key points in starting launching and growing programs in areas of opportunity; including:**

- Looking for growth opportunities**
- Creating a new academic program**
- Selecting the first faculty member**
- Strategic addition of additional faculty**
- Watching trends and program modification**
- Connecting programs and industry**

**Biopic of Presenter:**



**Jacob P. Sybrowsky (Ph.D, Texas Tech, USA)**  
**Associate Dean**  
**Woodbury School of Business**  
**Utah Valley University**  
**Orem, Utah,**  
**USA**

**Dr. Jacob P. Sybrowsky currently serves as the Associate Dean in the Woodbury School of Business at Utah Valley University (UVU), USA. He was formerly an Associate Professor, Personal Financial Planning Program Director and the founder of the Personal Financial Planning Program at UVU. He holds a Ph.D. in Personal Financial Planning from Texas Tech University. Dr. Sybrowsky also attended Brigham Young University where he earned a Master's degree in Marriage, Family, and Human Development and a Bachelor's degree in Linguistics with a minor in Korean. Prior to joining the Woodbury School of Business, Dr. Sybrowsky taught as a Graduate Instructor in the Personal Financial Planning program at Texas Tech University. His research focuses on inheritance and wealth transfers with a focus on personal and behavioral characteristics that can predict changes in wealth accumulation as well as program development and student development issues surrounding Financial Planning programs and students.**

**When not working (which is rare), Dr. Sybrowsky enjoys spending time with his wonderful wife, Carrie, and "most beautiful little girls in the world" - daughters, Elizabeth, Catherine and Ruth. As a family they spend time running together and enjoy developing their heirloom garden. Most recently they have added beekeeping to a growing list of family hobbies.**

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**AGBA Faculty Development Workshop # 9**

## **Performance Learning Model : The International Business Consulting Course**

**By**

**J. Mark Munoz**  
**Professor of Management and International Business**

**Tabor School of Business  
Millikin University  
Decatur, Illinois,  
USA**

**Performance learning is a signature pedagogical model used in Millikin University, USA. It is characterized as an action-oriented approach anchored on a student's repeated quest for excellence and one that utilizes third-party stakeholders or evaluators. At the Tabor School of Business at Millikin University, the flagship course for this pedagogical model is a course called International Business Consulting. In this course, the professor works hand in hand with students to do a consulting project for a real-life client overseas. Aside from learning business theories, the students conduct actual market research and collaborate with a client. The professor guides the students in identifying viable strategies relating to a business goal of a client. Often times, the course includes overseas travel in connection with the research project. The course concludes with the students doing a final presentation to the client in a domestic or international setting. This presentation discusses the challenges and opportunities relating to the performance learning model and its implications on the academic institution and the curriculum. This presentation is useful to academics and administrators who wish to enhance their knowledge on experiential learning and who wish to explore how these models can be adapted in their institutions.**

**Biopic of Presenter:**



**J. Mark Munoz**  
**Professor of Management and International Business**  
**Tabor School of Business**  
**Millikin University**  
**Decatur, Illinois,**  
**USA**

**Prof. Dr. J. Mark Munoz is a tenured Full Professor of Management and International Business and former Interim Dean at the Tabor School of Business at Millikin University in Illinois (USA). He was formerly a Visiting Fellow at the Kennedy School of Government at Harvard University (USA). He is a recipient of several awards including four Best Research Paper Awards, a Literary Award, an International Book Award, and the ACBSP Teaching Excellence Award among others. Aside from top-tier journal publications, he has authored/edited/co-edited thirteen books: *Land of My Birth, Winning Across Borders, In Transition, A Salesman in Asia, Handbook of Business Plan Creation, International Social Entrepreneurship, Contemporary Microenterprises : Concepts and Cases, Handbook on the Geopolitics of Business, Hispanic-Latino Entrepreneurship, Business Plan Essentials, Managerial Forensics, and Strategies for University Management (Volume I and II)*. As Chairman/CEO of international management consulting firm (Munoz and Associates International), he directs consulting projects worldwide in the areas of strategy formulation, business development, and international finance.**

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**AGBA Faculty Development Workshop # 10**

## **Tips For Writing and Using Cases in Teaching From Emerging Country Perspectives**

**By**  
**Zainal Abidin Mohamed, PhD.,(Edinburgh, UK.)**  
**Professor and Associate Dean**  
**Graduate School of Muamalat**  
**Islamic Science University of Malaysia**  
**Malaysia**

**and  
President  
Case Writers' Association of Malaysia  
Malaysia**

**My first written case was published in 1976 while I was pursuing my MBA at the University of Wisconsin at Madison (USA), and I was not successful in getting my supervisor's recognition. My next case was published in 1979, a case on the Fertilizer Distribution System across Malaysia for the World Bank. It was only in 1989 that I was exposed to the first case writing workshop and training in Kuala Lumpur (Malaysia) and realized its uniqueness and intricacies. Since then I have appreciated what values cases have in imparting knowledge to those who want it. It has its own challenges that surprises even well-known academic writers when their case submissions are not accepted by case teaching journals.**

**So let me share some of these uniqueness and challenges. Successful cases for teaching are read and appreciated by more students and trainees than the academic scholars that are pursuing their research objectives and wanting to become academic scholars. Cases impart effectively the knowledge that need to be acquired more effectively through the masses. Scholarly papers do reach their target audience but on a smaller scale.**

**Some topics to be covered during this workshop are:**

- i. Brief background:**
  - a. What is case research?**
  - b. Case research methodology spelled out?**
  - c. Three types of case outputs: What are their differences?**
    - i. research report,**
    - ii. consultancy report,**
    - iii. case for training**
- ii. Case for training and imparting knowledge**
  - a. Sources**
  - b. Adopt and adapt**
  - c. Case material of high quality**
    - i. Research/experience based**
    - ii. Gets active students/trainee participation**
  - d. Characteristics of a good case?**



**Islamic Science University of Malaysia  
Malaysia  
and  
President  
Case Writers' Association of Malaysia  
Malaysia**

**Prof. Dr. Dr. Zainal Abidin Mohamed has been serving as the Deputy Dean of the Graduate School of Muamalat of *Islamic Science University of Malaysia* since 2013 after serving Universiti Putra Malaysia (UPM) at Serdang, Malaysia since 1974.**

**Prof. Dr. Zainal Abidin Mohamed earned his Ph.D., in Management (with a focus on Strategic Management from Edinburgh University, Scotland, UK in 1988 and an MBA (specializing on Operations Management from University of Wisconsin at Madison (USA) in 1976, and a Bachelor degree in Agricultural Science (with a major in Agricultural Engineering in 1974) from the University of Malaya (Malaysia). His other academic trainings included participating in the 'Project Management: Socio-economic Cost-benefit Analysis' conducted by Economic Development Institute of the World Bank at the University of Philippines at Los Banos, 'International Teachers Program' at INSEAD, France, 'Research Management' at Asian Institute of Management in Thailand, 'Harvard Executive Program' at Gentling Highlands Malaysia, and secured Fulbright Funding Award to do sabbatical at Indiana University, Bloomington (USA) with a focus to pursue research on 'Business Process Reengineering' (BPR).**

**Prof. Zainal Abidin Mohamed was instrumental in developing many of University Putra Malaysia's projects such as establishing the Agribusiness Department, building up the MBA curriculum, taking in the first batch of MBA students in 1984, set up the first Small Business Development Centre (SBDC) in the university and in Malaysia (with assistance from the Saskatchewan Small Business Research Council of Canada), establishing the university's Corporate Planning Division.**

**Prof. Zainal Abidin Mohamed also served University Putra Malaysia as the Department Head, Deputy Dean and Dean of the Faculty of Economics and Management as well as the Dean of the Graduate School of Management until 2011.**

**Prof. Zainal Abidin Mohamed was loaned to Universiti Utara Malaysia (UUM), for almost 3 years (2000 -- 2003) to help strengthened the graduate programs of the UUM Management School, as well as pioneering the establishment of the Corporate Planning Division at the university. He also had a one month stint as a Visiting Professor at the Universitas Muhammadiyah Jogjakarta (Indonesia) to strengthen the development of the research and publication activities of the Management Department.**

**Prof. Zainal Abidin Mohamed sits on various advisory academic development committees such as International Islamic University (Malaysia), University Utara Malaysia, Universiti Tun Razak, University Malaysia Sarawak, and has been incorporated in several of Malaysia Quality Assurance Agency's projects to appraise quality of curriculum in several university programs.**

**Prof. Zainal Abidin Mohamed is the President of the Case Writers' Association of Malaysia. This organization is actively involved in propagating case research and writing to be used for effective teaching and sharing of knowledge for trainees at all levels.**

**With his management expertise, Prof. Zainal Abidin Mohamed has been active in doing advisory work especially in strategic management and BPR as well as training for executives at middle and senior management levels notably 'Senior Managers of the Commonwealth', 'International Senior High Command Program' of the Police Academy, 'Public Administrators of Nigeria' and middle and senior managers of international and local public and private agencies. These include executives from the banks, oil and gas companies, electronics, airlines and others.**

**Prof. Zainal Abidin Mohamed has published several articles in International Journals such as IJEM, JEIM, IJANTTI, Pertanika, IJCR, etc. and written authored three text book and chapters in four books.**

**The End**

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