Strategic Alliance Between AGBA and MOI University

Presents

17 Faculty Development Workshops

Presented by
Globally Renowned Experts

at AGBA’s 14th World Congress
Held at MOI University (Kenya)
on November 23 ----25, 2017

Booklet Edited by

Zafar U. Ahmed
BBA (New York), MBA (Texas), Ph.D., (Utah),
Founder, President and CEO:
Academy for Global Business Advancement
(www.agba.us)
Richardson, Texas, USA

and

Charles Lagat
Director for International Programs
MOI University
Eldoret, Kenya
2017 AGBA Conference Program

First Day, November 23, 2017
- Conference Registration
- Conference Reception
- Conference Inauguration
- Faculty Development Workshops

Second Day, November 24, 2017
- Academic Sessions
- Professional Sessions
- Gala Dinner

Third Day, November 25, 2017
- Global Business Forum
- Business Networking
- One-to-One Mentoring of Selected Doctoral Students
Vision of Moi University

To be the University of choice in nurturing innovation and talent in science, technology and development.

Mission of Moi University

To preserve, create, and disseminate knowledge, conserve and develop scientific, technological and cultural heritage through quality teaching and research; to create conducive work and learning environment; and to work with stakeholders for the betterment of society.

Core Values of the University

1. Promotion and defense of intellectual and academic freedom, scholarship and relentless search for truth.
2. Fostering teamwork, innovation, networking, tolerance, and a culture of peace.
3. Embracing excellence, transparency & accountability.
4. Practicing professionalism, meritocracy, equality, integrity and social justice.
6. Continual improvement of services in order to remain competitive and relevant.
AGBA Brief:

Academy for Global Business Advancement (AGBA) is global association of professionals in the fields of business administration, commerce, economics, entrepreneurship, information technology, tourism, hospitality and recreational sectors.

AGBA is an independent, non-aligned and not-for-profit, charitable NGO registered in the state of Texas (USA) with a worldwide network of more than 1000 members based across more than 50 countries that include scholars from reputed academic institutions, corporate leaders, governmental officials, entrepreneurs and consultants hailing from both western and emerging countries.

AGBA, as a global organization, aims to help academics and scholars at business schools across emerging countries to connect with the western (developed) world for mutual benefit. Such collaboration would accelerate the process of globalization by furnishing ample opportunities to scholars in emerging countries to get recognition, disseminate new knowledge and assert themselves on the global stage.

AGBA's Vision

To be globally recognized as a leading "not-for-profit charitable NGO" dedicated to serve the academic, professional, government, corporate and entrepreneurial sectors worldwide.

AGBA's Mission

Building on the dynamics of the ongoing globalization process, AGBA is committed to provide a global platform aimed at assisting
academics, scholars, professionals, officials, entrepreneurs and consultants of emerging countries to assert themselves on the global stage for recognition, networking and dissemination of knowledge.

AGBA's Core Business:

- Nurture globally competitive talents; expertise and skills in academics across the emerging countries;

- Arrange apprenticeships for academics, scholars, professionals, officials, entrepreneurs and consultants on the global stage;

- Provide advisory services to upcoming business schools across the emerging countries for accreditation by the US based Association to Advance Collegiate Schools of Business (AACSB);

- Provide advisory services to peers worldwide to obtain “Fulbright Grants” from the US government successfully;

- Offer customized training and professional development programs globally;

- Act as a platform for the advancement of “Global Entrepreneurship”. And

- Act as a platform for the publications of scholarship in globally respected and world-class journals.
Table of Contents

**FDW # 1 ---** Transformational Leadership in Higher Education and Business Schools by Prof. Dr. Laban P. Ayiro, MOI University, Kenya.

**FDW # 2 ---** Strategies for Success in the Global Academic Arena by Prof. Dr. Abdul A. Rasheed, University of Texas at Arlington, USA.

**FDW # 3 ---** Achieving AACSB Accreditation: Pathway to High Quality Business Education and International Legitimacy by Prof. Dr. Norman Wright, Utah Valley University, USA.

**FDW # 4 ---** Achieving Triple Crown Accreditations: AMBA, EQUIS & AACSB in a Developing Country Setting: A Case Study of University Utara Malaysia by Prof. Dr. Haim Hilman Abdullah, University Utara Malaysia.

**FDW # 5 ---** Developing a US Style Ph.D., Program in Business Administration by Prof. Dr. Gary L. Frankwick, University of Texas at El Paso, USA.

**FDW # 6 ---** Designing a Good Doctoral Research by Prof. Dr. Paul Sergius Koku, Florida Atlantic University, USA.

**FDW # 7 ---** Publishing in High-Impact Business Journals by Prof. Dr. Dana-Nicoleta Lascu, University of Richmond, USA.

**FDW # 8 ---** Writing Publishable Qualitative Research and Creating A Contribution by Prof. Dr. Len Tiu Wright, University of Huddersfield, UK.
FDW # 9 --- *Statistics for Business Research: Methods and Softwares* by Dr. Christopher J. Marquette, American University of Ras Al Khaimah, UAE.

FDW # 10 --- *Big Data As a Big Source of Research* by Dr. Sahil Raj, Punjabi University, India.

FDW # 11 --- *Developing Academic Reviewer Skills* by Dr. Jennifer L. Schultz, Dr. Jeff Peterson, Dr. Eugene L. Seeley, and Dr. Bernd A. Kupka, Utah Valley University, USA.

FDW # 12 --- *Student Engagement Inside and Outside of the Classroom* by Dr. Jeff Peterson, Utah Valley University, USA.

FDW # 13 --- *Educating Students Using Experiential Methods* by Dr. Jennifer L. Schultz, Dr. Jonathan H. Westover, and Dr. Bernd A. Kupka, Utah Valley University, USA.

FDW # 14 --- *Creating and Using Rubrics to Assess Student Learning* by Dr. Jennifer L. Schultz, Utah Valley University, USA.


FDW # 16 --- *Writing Local Cases* by Dr. Eugene Seeley, Utah Valley University, USA.

FDW # 17 --- *Tips For Writing and Using Cases in Teaching From Emerging Country Perspectives* by Prof. Dr. Zainal Abidin Mohamed, President, Case Writers’ Association of Malaysia.
Transformational Leadership in Higher Education and Business Schools

By

Prof. Dr. Laban P. Ayiro
Acting Vice Chancellor
MOI University
Kenya

“Transformational Leadership” perspective changes and transforms individuals. It incorporates charismatic and visionary leadership involving an exceptional form of influence that moves followers to accomplish more than what is usually expected of them. Transformation Leadership embodies emotions, values, ethics, standards, and long-term goals. It includes assessing followers’ motives, satisfying their needs, and treating them as full human beings. Transformational Leaders provide a supportive climate in which they listen carefully to the needs of followers. They act as coaches and advisors encouraging self-actualization. They have high standards of ethical and moral conduct, provide a vision and sense of mission. They also communicate high expectations to followers while inspiring through motivation to commitment and engagement in shared vision of the organization. They create trust by making their position known and standing by it and creatively deploy themselves through positive self-regard. Leaders of Higher Education institutions needs to adopt transformational leadership skills. The leaders of Business Schools must cultivate relationships in multiple ways and adopt decision-making processes that are more open, less linear and more collaborative in order to foster creativity. Prof. Ayiro will discuss how the transformational leadership styles can deliver value in business schools as a platform for attaining international standards drawing from his experiences in the education sector across Kenya.
**Biopic of Presenter:**

Prof. Dr. Laban P. Ayiro has been a Chemistry teacher, Principal of several High Schools, Provincial Director of Education, Deputy Director of Staff Training (Kenya Education Management Institute), Senior Deputy Director for Policy and Planning at the Ministry Headquarters and Senior Deputy Director for Research and Curriculum Development at the Kenya Institute of Curriculum Development.

Prof. Ayiro is a Senior Fulbright Scholar having been to the USA in 2011-2012 researching and teaching at the Texas A&M University. He is a leading consultant in Research, Organizational Leadership and Performance. He is a Professor of Research Methods and Statistics and has worked as Director, Quality Assurance and Standards at Moi University. He has a wide research and publication track record of over twenty publications. He has acted as Acting Deputy Vice Chancellor Administration, Planning and Development and is currently serving Moi University as its Acting Vice Chancellor.
Management education which was once very much the preserve of North American universities has now diffused around the world. Universities in 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:

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. He obtained his PhD from the University of Pittsburgh in 1988 and his MBA from the Indian Institute of Management, Calcutta in 1981. Prof. 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. 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 a monograph entitled, “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, 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 journals. He has also chaired nearly a dozen doctoral dissertations. Prior to joining academics, Dr. Rasheed spent a decade working in senior positions such as Manager, Indian Bank, Finance Executive, Crompton Greaves, Bombay, India, and Executive Assistant to the General Manager, Bank of Bahrain and Kuwait, Bahrain.

AGBA Faculty Development Workshop  # 3

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

By

Prof. Dr. Norman Wright
Dean
Woodbury School of Business
Utah Valley University
Orem, Utah,
USA

Many universities across Africa 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 its accreditation is 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:

Prof. Dr. Norman Wright has served as the Dean of the Woodbury School of Business at Utah Valley University (USA) for the past seven 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.

*AGBA Faculty Development Workshop # 4*

**Achieving Triple Crown Accreditations: AMBA, EQUIS & AACSB – in a Developing Country Setting: A Case Study of University Utara Malaysia**

By
Prof. Dr. Haim Hilman Abdullah
Dean
School of Business Management
University Utara Malaysia
Malaysia

The emergence of globally integrated and highly competitive knowledge-driven economy reshapes the conventional understandings of higher education in terms of their role in economic development. Education has set a top priority in many countries; with quite a number striving to associate with flagship universities based on their positive contributions to the economic growth and development. However, many universities in different
continents are not operating to expectation, with majority lack the merit to be accredited by globally prestigious accreditation bodies.

It is beyond doubt that university accreditations have become a significant part of the tertiary education landscape both locally and around the globe. In this landscape, accreditation like AMBA, EQUIS, and AACSB have risen in importance and proliferated in unimaginable ways among world class business schools. University accreditations have a primary purpose of identifying ‘excellence’, in terms of the best higher education institutions. A simple analysis can reveal that many universities across different countries and continents are left out, with some having a very low placement.

Many university stakeholders have since started to carry out a comprehensive review and implement plans to restructure their universities to the global competitiveness with the aim of rising well in the world university accreditations. However, the challenges are still on, despite the important of having a flagship university to every country, literature is yet to properly exhaust with empirical evidence --- determining factors of establishing one. This workshop will elaborate factors that every business school should embrace to achieve the triple crown accreditations.

Biopic of Presenter:
Prof. Dr. Haim Hilman Abdullah is a Professor of Management, active researcher, writer and consultant in the fields of strategic management, competitive strategy, and leadership at School of Business Management, University Utara Malaysia (UUM). He is currently serving University Utara Malaysia as the Dean of its School of Business Management.

Academically, he earned his Ph.D., in Management from the University Putra Malaysia. His thesis was about competitive strategy and worthy to mention, had won the Best PhD Thesis Award. Prior to that, he earned his BBA (Honors) and MBA from the University of Portsmouth, UK. Furthermore, he also received several Best Paper Awards and Best Scholar Awards at international conferences.

As the Dean, he is responsible to drive the school and university strategic plan, and global competitiveness agenda. To date he has published more than 40 academic papers in SCOPUS indexed journals and more than 100 articles in other refereed/indexed journals and proceedings.

He has also written several academic books and chapters in books in the field of strategic management and management. He also supervised a number of PhD students in the area of strategic management, social responsibility, leadership, and human resource management.
US Style Business PhD programs tend to be cohort - course based programs with a dissertation component. A university planning to initiate a PhD program in business probably has many of the necessary elements already in-house, and can complement those elements through a collaboration agreement with a US based university until they have established the necessary skills for themselves. This workshop presents the basic course structure, general administrative structure, and typical supplemental elements needed for a typical US style PhD program in business administration. The workshop will cover typical student recruiting and desired cohort composition, courses in content, method, and supporting coursework. We will discuss the variety of administrative structures and control mechanisms needed for managing the program and mentoring a student through the process. In addition, we will discuss comprehensive exams versus first-year and second-year papers, and combinations of the two alternative approaches. We will discuss traditional as well as contemporary analytical methods emerging in PhD programs in the US. Further, we will discuss supporting research and field emersion to help students become part of the academic business community. Finally, we will discuss the dissertation process and requirements for a research program designed to help the student on his or her way to tenure in a research oriented school.
Biopic of Presenter:

Prof. Dr. Gary L. Frankwick is the Director of International Engagement, Professor of Marketing, and Marcus Hunt Chair of International Business in the College of Business Administration at The University of Texas at El Paso (UTEP). Previously, he was the Associate Dean for Faculty Development and Research. Prior to his appointment at UTEP, he was associate professor of marketing in the Spears School of Business at Oklahoma State University. He served as the Ph.D. coordinator for the marketing specialization at both UTEP and OSU. He currently serves as senior editor for the *Journal for Global Business Advancement* (JGBA), and as the Chair of AGBA’s Global Board of Trustees. He earned his PhD. at Arizona State University. His research interests include international marketing, entrepreneurship, inter-organizational relationships, new product development, sales management, and marketing strategy. He has published research in the *Journal of Marketing*, *Journal of Business Research*, the *European Journal of Marketing*, *Journal of Product Innovation Management*, *Journal of Supply Chain Management*, *Journal of Personal Selling & Sales Management*, *Journal of Marketing Theory and Practice*, and the *Journal of Business-to-Business Marketing* among others.
Designing a Good Doctoral Research

By

Prof. Dr. Paul Sergius Koku
Professor of Marketing
Department of Marketing
College of Business
Florida Atlantic University
Boca Raton, Florida
USA

The motivation to conduct a doctoral research could come from several different sources. To some people, generally in the sciences, the motivation could come from a drive to solve a pernicious problem that they have personally encountered while working on some other research project. To many in the social sciences though, the motivation may come from something that they may have read somewhere – which probably posed a question or advanced a reasoning with which they disagreed. Regardless of the source of the motivation, completing and writing the doctoral research marks the end of an “apprenticeship” and the coming of age. For that reason, the doctoral research could be considered your masterpiece, however painting or composing a masterpiece requires, amongst other things, good preparation, a tremendous effort, time and insight. To those who are not adequately prepared, designing a good doctoral research could be a nightmare. Hence, to avoid that sort of negative experience, this workshop is intended to acquaint participants with insights on what it takes to conduct a good doctoral research.

I have chosen to break the processes down into 7 steps, however, some may argue that the steps are fewer or more than 7; to me such an argument is irrelevant so long as all the necessary touch points are captured.

Step one
The preparation
- Know yourself

Step two
The problem to be solved
- Have a clear understanding of the problem that you want to solve
- Be able to state the problem to be solved in words or in an equation
- Which tools will you need to solve this problem (qualitative, quantitative or mixed methods?)

Step three
What will a solution of the problem look like?
- You will not know that the problem has been solved if you do not know how the solution will look like.

Step four
The literature
- You must be thoroughly grounded in the literature (A clear knowledge of the literature will show you what used to be the state of the art and what is the current state-of-affairs. A student who is very familiar with the literature will also be knowledgeable on the past as well as the current techniques).
- Develop your hypotheses or your propositions

Step five
Data
- Primary data
- Secondary data

Step six
Analysis
- Techniques to use and why

Step seven
The findings
- What do the findings really mean?
- Implications
Biopic of Presenter:

I am tenured Full Professor of Business Administration at Florida Atlantic University, but I consider myself first an accidental academic and a life-long learner. I am an accidental academic because unlike many in this field, I entered the academy purely by accident. I was given a teaching job in Tuskegee University in 1984 after my first MBA degree. Before then, I thought I was preparing myself for a career in the financial services, however, while teaching at Tuskegee University, I discovered that I liked university teaching and might even like conducting research although I did not, at the time, know fully what conducting research actually meant. After cutting my teeth at teaching for a few years, I applied to go back to graduate school.

I enrolled in Rutgers University in the fall of 1987 and proceeded to earn a series of advanced degrees. First, I earned the MA in Applied Economics. The degree afforded me the opportunity to study areas in Economics that had always fascinated me. I was
introduced to signaling theory and Michael Spence’s seminal articles in the area. The fascination that I’d developed for signaling theory in the master’s program led to my specialization in Information Economics and in using the theory in my doctoral dissertation. I proceeded to earn the MBA with concentration in Finance and the Ph.D. in Finance and Marketing all at Rutgers before embarking on the next phase of my academic teaching.

I accepted a teaching position in marketing at Florida Atlantic University (FAU) in 1992 when I was ABD and have remained at FAU since. However, I have been able to enjoy sabbaticals in Australia and have also had the opportunity to teach in South Korea, Spain, Ghana, and The Republic of Macedonia (FRY), where I served as a Fulbright Scholar. “To fit in” at FAU, I developed an interest in services marketing, as FAU marketing department has a Center in Services Marketing, and have published several articles in the area in ABS rated journals. Currently, I am one of the Associate Editors of the Journal of Services Marketing.

In addition to signaling theory or perhaps as a result of my love for signaling theory, I developed a keen interest in litigation and law. This interest grew more and more over the years and came to a point where earning a law degree became an obsession. I could not ignore it any longer, therefore I took a sabbatical and enrolled in Law School on full-time basis. I earned the Juris Doctorate degree in 2003 and licensed to practice in both Federal and State Courts in the State of Florida where I devote my time to helping indigents.

With an interdisciplinary background, I conduct interdisciplinary research and have won several research awards.
Publishing in high-impact journals is the mantra we hear from deans and department chairs. Is it realistic to compete in a field where you are clearly at a disadvantage? How do you pierce through when the few lofty journals dominating all academic discourse appear beyond reach? This Workshop attempts to answer these questions, addressing topics such as:

- Building your research brand
- Choosing a unique research topic with high-impact potential
- Overcoming research handicaps
- Securing outside funding in a hypercompetitive market, and research approaches that need only minimal funding
- Journal targeting decisions
- Research methods (qualitative and quantitative) that you can quickly master
- Managing of journal relationships
**Biopic of Presenter:**

Prof. Dr. Dana Lascu is a Professor of Marketing at the Robins School of Business, at University of Richmond. She earned her Ph.D. in Marketing from the University of South Carolina, a Master of International Management from the Thunderbird School of Global Management, and a B.A. in English and French from University of Arizona. She has spent her formative years in Bucharest, Kigali, and New York. Dr. Lascu is Associate Editor of the *Journal of Global Marketing*, Managing Editor of the *Journal of Global Business and Technology*, and she has served as a member of the editorial board of journals such as *Journal for Global Business Advancement*, *Journal of Global Fashion Marketing*, *Journal of Research in Interactive Marketing* (formerly, *Direct Marketing: An International Journal*), *Journal of East-West Business*, *Journal of Macromarketing*, *Journal of Transnational Management*, *Journal of International Consumer Marketing*, and *Psychology and Marketing*. She has served for years on the University of Richmond Institutional Review Board.

Prof. Lascu was the Fulbright Distinguished Chair in International Business (Austria) and a Fulbright Specialist in
International Business in Mongolia. She has extensive experience in faculty administration, and thus in assessing research as a former member of the Robins School’s Academic Council, Senate, and as Marketing Department Chair for twelve years. She has served as consultant for businesses such as Ford Motor Company, Aquasource, Stihl, and IDV North America, among others.

Faculty Development Workshop # 8

Writing Publishable Qualitative Research And Creating A ‘Contribution’.

By

Prof. Dr. Len Tiu Wright
Professor of Marketing
Department of Logistics, Operations,
Hospitality and Marketing
Huddersfield Business School
University of Huddersfield
Queensgate
Huddersfield
UK

How do we make that essential, some might say, elusive contribution that stands out to reviewers and editors? This would make an impact and attract citations when published.

If others do not recognize the unique contribution of one’s paper, whether for its theoretical and/or its utility contribution, then one needs to re-visit this. Is there an unique angle? Writing publishable qualitative research papers, similar to writing quantitative papers, require foresight, some degree of planning and skills for data collection and interpretation or analysis. Important issues for qualitative research include the needs for:

- sampling and coverage;
varied styles of approaches and classification issues;
interpretation and discussion of what the paper contributes;
validity, replicability and transparency.

How does one get access to other like-minded researchers and journal editors, especially if there is not one particular journal that you can easily target or is included in the higher positions on league tables? There is a tendency for top journals to publish quantitative papers and there are many more quantitative-type journals than qualitative ones.

This presentation for the workshop covers these topics and invite participants to discuss with examples or cases of their own.

**Biopic of Presenter:**

Prof. Dr. Len Tiu Wright is Professor of Marketing at the University of Huddersfield, UK. She was formerly Research Professor and Professor of Marketing at De Montfort University, Leicester and Visiting Professor at the University of Keele. Her full-time appointments include those at the universities of Keele, Birmingham
and Loughborough. She has given guest lectures at universities and professional bodies in the UK and overseas as well as keynote addresses at conferences. Additionally, she has consultancy and industrial experience and has researched in the Far East, Europe and North America. Her writings have appeared in books, in American and European academic journals and at major conferences where some have gained best paper awards. She has organised workshops and conferences at universities and at IBM in Warwick, UK. She is on the editorial boards of a number of marketing journals, carried out reviews of papers and special issues for leading marketing journals and is Founding Editor of Qualitative Market Research, an Emerald journal. She is currently Editor-in-Chief of CogentOA Business & Management series.

Faculty Development Workshop # 9

Statistics for Business Research: Methods and Softwares

By
Dr. Christopher J. Marquette
Associate Professor of Finance and Chair
Department of Accounting and Finance
School of Business
American University of Ras Al Khaimah
Ras Al Khaimah
United Arab Emirates

This hands-on, interactive workshop will review the theory, application and practical considerations of statistical methods used for business research and the available software packages to compute them. It will review the positive and negative aspects of the most commonly used proprietary and open-access software systems and give guidance on which one is best for different particular situations.

This workshop will relay proper data collection techniques for both sampling and surveying, common errors and tips on how to get a sample that is representative of the population being studied. It
will go into how to properly compile and present the data and common data management techniques such as windsorizing, testing and adjusting for heteroscedasticity, testing for normality and adjustments needed for non-normal datasets.

This workshop will give a basic guide to the most common statistical techniques such as hypothesis testing, ANOVA, and regression analysis. It will give a basic review of the theory behind these techniques and a practical guide of how to interpret test results. It will give examples of past research to illustrate the use of these techniques in different functional areas of business.

This workshop will give a basic guide on how to use different proprietary statistical software packages, including Excel, Minitab, SPSS, MatLab, SAS, Stata and Gauss as well as open-access systems such as R. It will review the strengths and weaknesses of each of the software packages.

**Biopic of Presenter:**

Dr. Christopher J. Marquette is Associate Professor of Finance and Chair, Accounting and Finance Department at American University of Ras Al Khaimah. He received his PhD in Finance from Texas A&M University in 1998. His dissertation, advised by John M.
Bizjak (currently endowed Robert and Maria Lowdon Chair of Finance at Texas Christian University), was an empirical study of executive compensation in public corporations in the United States. A modified excerpt of his dissertation was published in the *Journal of Financial and Economic Practice* in 2003.

Dr. Marquette taught and researched finance at various American universities for nearly 20 years before coming to AURAK. He has taught business statistics at the undergraduate level at an AACSB accredited school. His work has appeared in respected journals, including the *Journal of Financial and Quantitative Analysis, Journal of Business and Economic Research, Applied Financial Economics, Corporate Ownership and Control, Journal of Investing, Academy of Business Research Journal and Investment Management and Financial Innovation*. He currently has an article forthcoming in the *Central Asia Business Journal*.

Born in Chicago, Illinois (USA), Dr. Marquette attended the University of Illinois at Urban Champaign and received a B.S. in Chemical Engineering in 1988. After graduation, he went to work at Fortune 500 company Commonwealth Edison (now Exelon) designing, improving and maintaining water treatment systems for nuclear and coal-fired power plants.

While working at Commonwealth Edison, he went to night school for an MBA at Loyola University of Chicago and specialized in Finance. He studied under Prof. Vefa Tarhan and noted academic/practitioner George G. Kaufman, endowed John F. Smith Professor of Economics and Finance and graduated with highest honors.

Dr. Marquette has taken 8 graduate level courses in statistics and econometrics from world-renowned experts such as Hae-shin Hwang, Manuelita Ureta and Badi Baltagi.

Dr. Marquette has extensive small business consulting experience, including consultation of financial information service company WAIN St, LLC [http://www.wainstreet.com/](http://www.wainstreet.com/). He also has organized special industry-specific educational events for the American insurance and banking industries and assisted in the development of an actuarial program at the University of Pittsburgh at Greensburg.
Big Data As a Big Source of Research

By

Dr. Sahil Raj
Assistant Professor of Management Information Systems
School of Management Studies
Punjabi University
Patiala, State of Punjab
India

Big Data is buzz word nowadays. Every organization is demanding professionals having the skills to handle the big data because the organizations are facing a peculiar problem. Contrary to earlier trends, nowadays organizations are drowning in data as the organizations are collecting huge volumes of data. Besides this, the firms have a multinational presence and largely use Internet for their operations and services. This again requires that all data of that firm present in one part of the world be reflected in the same state in all other parts of the world. The data which inflows through the Internet into the firm should also be stored and displayed accurately, regardless of the time and place of Internet access. This data is so huge that organizations are remodeling their conventional storage methods. The phenomenal growth of social media has resulted in creating a new source of data which is so voluminous that traditional tools and models fail to handle this data. Organizations are capturing data both in structured and unstructured format, hence conventional tools of analysis have limited application in the present scenario. Organizations are extensively using big data for mining out the sentiments and emotions of consumers regarding products and services. The big data has also led to the emergence of Predictive Analytics. Organizations are not waiting something to happen rather organizations are proactive in their approach. Organizations are predicting the future and too with lot of precision. The Predictive Analytics find lot of applications in diverse areas of an organization i.e. Marketing, Human Resources, Finance and Operations. The reason for this changed approach is the fact that now organizations have abundance of data with the help of which organizations can predict the uncertain future. This changed scenario has also immense applications in the field of research. The conventional data
collection methods be in the form of primary or secondary methods always have access to limited data. But with the emergence of big data, the researchers can retrieve enormous amounts of data which was unthinkable in past. But it is also very important that researchers should not only understand new techniques to handle the data but also understand the importance of cleaning data. As the data is captured from different sources, it becomes imperative to clean the data so as to get appropriate results. In this workshop, a detailed discussion will made on the new tools like Hadoop platform which is one of the most widely used for storage and quick processing of voluminous data. Hadoop ecosystem has various components like MapReduce, Pig and Hive. Moreover various aspects related with Data Quality Management will also be deliberated and they are:

- Data in global business scenario
- Changed Scenario
- Need for Predictive Analytics
- Classification of Digital data
- Introduction to big data
- Factors for the rise of big data
- Applications of big data
- Need for Big Data
- Social Media Analytics
- Sentiment Analysis
- Data Quality Management
- Data Mining
- Widely used Concepts used in big data
  - Parallel processing
  - Distributed storage
- Various components of Hadoop Framework
- Role of Big Data in research
Biopic Of Presenter:

Dr. Sahil Raj is serving School of Management Studies at the Punjabi University, Patiala, India as an Assistant Professor of Management Information Systems. His main area of interest is the application of information systems in business organizations. Dr. Sahil earned his Bachelor in Engineering, MBA and Ph.D., in Management Information from the Punjabi University, Patiala, India.

Prior to joining his present organization, he worked in Ranbaxy Laboratories, a leading pharmaceutical company. At Ranbaxy, he was involved in managing one of the Asia’s biggest Effluent Treatment Plants. Dr. Sahil has authored four books which includes Management Information System and Business Analytics with leading global publishers like Pearson Publication and Cengage Publication. Dr. Sahil has worked with leading authors in the area of information system and business analytics. He has been engaged as a global reviewer by Pearson for reviewing global editions of its MIS books authored by Laudon and Laudon, Using MIS, 7/e by Kroenke and David, Introduction to Information Systems by Wallance,
Dr. Sahil has been regularly contributing research papers to national and international journals and has presented research papers in many national and international conferences. He is reviewer of various national and international journals. He is also on Editorial board of journals dealing with information systems and big data analytics. Dr. Raj is also actively involved in imparting training regarding Business Analytics and Social Media Analytics. He has been expert speaker in various universities and institutions. Dr. Sahil is also course coordinator of Business Analytics at his university. Presently, he is guiding research projects in the areas of artificial neural networks, business analytics, strategic information systems, expert systems and big data analytics. He has also being selected for Post-Doctoral Fellowship in Big Data Analytics at HITAL, Canada.

Faculty Development Workshop # 11

Developing Academic Reviewer Skills

By

Dr. Jennifer L. Schultz
Dr. Jeff Peterson
Dr. Eugene L. Seeley
Dr. Bernd A. Kupka
Woodbury School of Business
Utah Valley University
Orem, Utah
USA

The recent shift in the Association to Advance College Schools of Business (AACSB) positioning of peer reviewing away from service to faculty professional intellectual contribution and engagement has brought renewed interest in the need and value of peer reviewing among business school faculty. Peer reviewing is an essential aspect of journal manuscript publication, conference proceedings, books, textbooks, academic programs, teaching, research grants and professional examinations. The peer review process is one way to confirm new knowledge, verify research protocols, improve manuscript quality and increase journal prestige.
Providing reviewer services can be a mechanism for professional development to keep current in your field, increase your professional network, improve your own research and writing, boost your confidence, gain visibility for yourself and school, provide service to your profession, shape academic meeting agendas and support academic career paths towards tenure and promotion.

However, peer reviewing is both art and skill riddled with problems related to incomplete or never completed reviews, excessive detail and a lack of developmental intentions. Editors and program chairs struggle to get good peer-reviews. That said, people who review are more likely to get published.

This workshop will provide participants with an intentional and mindful academic reviewing overview and rationale for peer reviewing, as well as, procedural ideas for meaningful reviews (i.e., reading, thinking, comments, organizing and decisions) along with content considerations, developmental frameworks and collegiality aspects.

Discussants will work with participants on sample papers in an interactive roundtable format to evaluate manuscripts and develop reviewing skills.

**Search Terms:**

Peer reviewing, Publication, Active Learning

**Aim:**

The aim of this Workshop is to provide an active learning forum for developing academic reviewing skills.
Biopics of Presenters:

- Ph.D., University of Minnesota—Twin Cities, USA
- M.B.A., Our Lady of the Lake University, USA
- M.Ed., University of Georgia, USA
- B.S., University of Wisconsin—LaCrosse, USA

Dr. Schultz is an Associate Professor of Human Resource Management at Woodbury School of Business, Utah Valley University in Orem, Utah, USA. She earned a B.S. in Philosophy from the University of Wisconsin-LaCrosse, an M.Ed. in Higher Education from the University of Georgia, an M.B.A. in Management from Our Lady of the Lake University (San Antonio, Texas, USA) and a Ph.D. from the University of Minnesota-Twin Cities (USA) in Human Resource Development. She has 20+ years of experience in collegiate teaching, higher education administration, and business. She has held leadership positions in human resources, sales, marketing, and executive management; including strategic corporate leadership and profit/loss responsibilities.

Dr. Schultz has an active research and writing agenda focused on formal workplace social networks, classroom research on student attitudes and perceptions of pedagogy, and the application of

Dr. Schultz was the recipient of the 2011 Metropolitan State University Antiracism and Diversity Leadership Award. She was Program Chair-elect (2012-13) Program Chair (2013-14) and President (2014-15) for the Midwest Academy of Management. She serves on the Editorial Review Boards of the *Organization Management Journal* and the *Journal of College Teaching & Learning*. She is an Executive Committee Member for the Academy of Management, Management Education Division, 2016-2018 and appointed by the Midwest Academy of Management Board of Governor’s as the inaugural External Relations Ambassador for 2016-17. She is a Gallup-Certified Strengths Coach.
Dr. Jeff Peterson is an Associate Professor and Chair of the Organizational Leadership Department at Utah Valley University, USA. He earned his Bachelor of Science in Family Science and a Master of Business Administration with an emphasis in Strategy and Information Systems from Brigham Young University, Master of Science in Business Administration and a Ph.D. in Organizational Behavior from the University of Washington (USA).

Dr. Peterson has had an extensive career in industry with more than 25 years of experience. He has been involved in several family businesses, several start-ups and has extensive management experience, including companies such as Grant Thornton and Intel. He has consulted for Microsoft, Boeing, Starbucks, Weyerhaeuser, Premera Blue Cross and Pemco Insurance among many others.

His research expertise is in the areas of punishment in organizational settings, organizational justice, ethics, leadership and power, and evolutionary psychology. He has been a reviewer for the Academy of Management Journal and Academy of Management Learning and Education and in on the editorial board the Journal for Education for Business.
Dr. Eugene Seeley is Associate Professor of International Business in the Woodbury School of Business at Utah Valley University (USA). He teaches classes in international management and general international business. He also oversees the International Business program at UVU. Dr. Seeley currently serves as Chair of the General Education Committee that manages the General Education program at UVU.

For seven years Dr. Seeley worked as Associate Dean for the Woodbury School of Business where he helped develop UVU’s MBA program. He also established a student exchange program with two universities in Canada and two universities in Mexico that has given more than 40 UVU students the opportunity to study abroad. Currently Dr. Seeley serves on the board of directors for the Suazo Center, a not-for-profit organization that helps minorities start their businesses.

Dr. Seeley earned a B.A. in French from Brigham Young University; an Master of International Management from Thunderbird, The Global School of Management; and a Ph.D. in Business Administration from the University of Utah. His research is in the area of industrial clustering.

Before coming to UVU, Dr. Seeley worked for nine years in international marketing in the software industry and in project management for translation agencies. While at ALPNET, he was the project manager for translation projects for Microsoft and Ford. At Novell, he directed the firm’s marketing for Latin America. At Gazelle Systems, Dr. Seeley established new distributors in Europe, Latin America, Asia, and Australia.
Dr. Bernd Kupka is an associate professor of management for the Woodbury School of Business at Utah Valley University. He earned a B.A. in Communication from the University of Hawaii at Hilo in 2001 and a Master’s of Science from Radford University in Organizational and Professional communication in 2003. He earned a Ph.D. in Management with a specialization in international human resource management from the University of Otago in Dunedin, New Zealand in 2008.

Dr. Kupka’s teaching interests include (international) human resource management, training & development, organizational behavior, and organizational communication. When possible, all his classes have a high component of experiential education and students work as external consultants for local organizations. In 2013 he received the Civically Engage Scholar Award. Dr. Kupka’s research interests focus on all issues related to expatriation, the practice of sending corporate representatives on short- and long-term business assignments abroad. More generally, he examines issues related to international human resource management and training & development. Dr. Kupka is the advisor to the UVU student chapter of the Society of Human Resource Management.

Faculty Development Workshop # 12

Student Engagement Inside and Outside of the Classroom

By

Dr. Jeff Peterson
Chair
Department of Organizational Leadership
Woodbury School of Business
Utah Valley University
Orem, Utah,
USA

The model of students as passive recipients of lectures has proven to be only marginally effective. As an alternative, universities are turning to models where students actively participate in their
learning. In the classroom there are a plethora of activities and strategies that can get students involved with the subjects in ways that increase learning, retention and interest. Outside the classroom, students have an opportunity to interact with real companies and real situations that provide them not only with a deeper understanding, but with skills and experience that make them more valuable employees right out of school.

Search Terms: Engagement, Consulting, Active Learning, Service learning

**Aim:**
This workshop will help participants choose and design activities that can provide students with the kind of engagement that will set them apart from the typical student.

**Content:**

We will look at issues of how to improve the engagement of students in the classroom through the following techniques:

*Use of Reflective Journaling*
Gamification (using game-type elements to aid learning)
Effective use of group and “peer” activities
Doing “Experiments” in the classroom
Using experiential activities to demonstrate principles

We will also look at how to use activities outside the classroom to increase community engagement using the following techniques:

Service learning
Consulting Projects
Shadowing Professionals

**Other information:**
For a number of these activities we will actually use the techniques as part of the workshop to allow participants to experience how different engaged learning activities can be for students.

Participants will also leave with samples of project engagement letters, and other materials to facilitate the introduction of engaged teaching into the participant’s future classes.
Biopic of Presenter:

Dr. Jeff Peterson is an Associate Professor and Chair of the Organizational Leadership Department at Utah Valley University, USA. He received a Bachelors of Science in Family Science and a Masters of Business Administration with an emphasis in Strategy and Information Systems from Brigham Young University, Master of Science in Business Administration, and a Ph.D. in Organizational Behavior from the University of Washington, USA.

He has had an extensive career in industry with more than 25 years of experience. He has been involved in several family businesses, several start-ups and has extensive management experience, including companies such as Grant Thornton and Intel. He has consulted for Microsoft, Boeing, Starbucks, Weyerhaeuser, Premera Blue Cross and Pemco Insurance among many others.

His research expertise is in the areas of punishment in organizational settings, organizational justice, ethics, leadership and power, and evolutionary psychology. He has been a reviewer for the Academy of Management Journal and Academy of Management Learning and Education and in on the editorial board the Journal for Education for Business.
Experiential education has shown to facilitate the development of analytical and creative solution-finding skills in students. Pedagogy focused on experiential learning in the classroom has broad personal, social, learning, and career development outcomes for students. Positive outcomes for students include increased self-efficacy, increased social capital, greater awareness for their social responsibility, career exploration opportunities, increased educational motivation, improved confidence, prolonged desires to continue volunteerism, exploration of personal attitudes and values, increased personal and social development, personal satisfaction and fulfillment, professional and real-world work experiences, and opportunities to become civically engaged in their communities. Well-developed experiential education programs generate benefits also for the communities and the universities sponsoring such curricula. Some of the benefits are: Students projects deliver results to community partners which serve as solutions for current problems or triggers for brainstorming; corporate partners see the next generation of college graduates before their competition can and are able to recruit and hire the best and brightest students; community partners get volunteers, creative ideas and innovations as well as (human) resources for needed projects and access to faculty input; real bottom-line impact for companies; etc.
Despite the long list of benefits of experiential education, several challenges exist to develop sustainable experiential education programs, such as (to name only a few): finding faculty members qualified and willing to support such a work-intensive curriculum; finding suitable community partners willing to offer challenging, rewarding, and manageable projects to students; recruiting students who have the personal and business maturity, are capable to learn from faculty and professionals alike, and are willing to engage in the hard work needed to complete high-profile community-based service-learning projects; and delivering measurable value in student projects to participating community partners.

Utah Valley University (UVU) states in its mission the call to educate its students via experiential education. The UVU faculty dedicated to revive business education at the Woodbury School of Business have developed a plan to follow the university’s mission, build a sustainable support program with local companies, help students gain practical experiences that are easy to transfer to future work assignments, and make UVU the educator of choice in the region.

The model proposed in the workshop and the explanation of its components should guide educators in their efforts to build and develop experiential education programs of excellence. The workshop is built around the “nine Rs of service learning”: Role, Relevance, Reciprocity, Reflection, Risk Management, Reporting, Reality, Responsibility, and Rewards of Synergy. Examples of experiential education projects established, executed, and evaluated are presented at the workshop showing student, company, and university testimonies to inspire workshop participants to develop their own community engagement program in their educational institutions to benefit students, communities, and universities.

Aim:

The aim of this Professional Development Workshop (PDW) is to provide a forum for developing teaching skills to use experiential education methods.
**Biopics of Presenters:**

Dr. Jennifer L. Schultz is an Associate Professor in Human Resource Management at Utah Valley University. She serves on the Academy of Management MED Executive Committee and as the Ambassador for External Relations with the Midwest Academy of Management. She is an Editorial Review Board Member for the *Organization Management Journal* and on the Editorial Advisory Board for the *Journal of College Teaching & Learning*. She was the recipient of the 2011 Metropolitan State University Antiracism and Diversity Leadership Award. She was Program Chair-elect (2012-13) Program Chair (2013-14) and President (2014-15) for the Midwest Academy of Management. She serves on the Editorial Review Boards of the *Organization Management Journal* and the *Journal of College Teaching & Learning*. She is an Executive Committee Member for the Academy of Management, Management Education Division, 2016-2018 and appointed by the Midwest Academy of Management Board.
of Governor’s as the inaugural External Relations Ambassador for 2016-17. She is a Gallup-Certified Strengths Coach.

Dr. Jonathan H. Westover is Associate Professor of Organizational Leadership in the Woodbury School of Business and Director of Academic Service Learning at UVU (and previously the Associate Director of the Center for the Study of Ethics). He is also a human capital leadership and performance management consultant and is on the board of directors of the HR Certification Institute (HRCI). He was recently a Fulbright Scholar (Minsk, Belarus), a POSCO Fellow at the East-West Center (Honolulu, Hawaii; Washington D.C.), a Learning Innovation Fellow at the Institute of Teaching and Learning Innovation (University of Queensland, Brisbane, Australia), and Visiting Scholar at the Wilson Center (Washington, D.C.) and he is a regular visiting faculty member in other international graduate business programs (U.S., U.K., France, Belarus, Poland, and China). He is also a Melisa Nellesen Center for Autism Faculty Fellow, a Center for the Study of Ethics Faculty Fellow, a Global/Intercultural Faculty Fellow, and a Service-Learning
Faculty Fellow. He is passionate about teaching, loves to conduct research, enjoys working with organizations in the community.
Dr. Bernd A. Kupka is an Associate Professor in Management for the Woodbury School of Business at Utah Valley University (UVU). He teaches using an experiential learning framework, and is an expert in integrating student-centered consulting projects across the curriculum. He was awarded UVU’s Engaged Teacher Award twice (2013, 2017) and is also the recipient of the UVU TRIO Teaching Award (2017). He has worked with corporate clients on class projects such as ebay, 1-800-contacts, Xactware, Vivint, doTERRA, etc. He is the UVU student Society for Human Resource Management (SHRM) chapter adviser. His commitment to serving his students through SHRM has been recognized through the 2016 SHRM Certificate of Recognition. His research has been published in the Journal of Applied Research in Higher Education, Human Resource Management, International Journal of Human Resource Management, European Journal of International Management, Intercultural Communication Studies. He is the recipient of the University of Otago Postgraduate Publishing Award and held a University of Otago Prestigious Doctoral Scholarship.

Faculty Development Workshop # 14

Creating and Using Rubrics to Assess Student Learning

By

Dr. Jennifer L. Schultz
Associate Professor of Human Resource Management
Woodbury School of Business
Utah Valley University
Orem, Utah
USA

For university faculty, there is a saying that we “Teach for free, but get paid to grade.” Timely, meaningful, accurate, transparent grading is important for student learning, teaching effectiveness and accreditation. Faculty instinctively know great student work, but articulating grading variations, good or bad, can be a challenge.
Grading rubrics are an effective and efficient tool for taking the guesswork and frustration out of assessing student work.

Student learning assessment is necessary to evaluate courses, teaching methods, programs and university outcomes for continuous improvement. That said, faculty are often unprepared or underprepared for systematically evaluating learning outcomes within their own courses, since most graduate preparation programs do not incorporate skills development in this area. Despite the benefits of using rubrics, faculty resist their use.

This experiential workshop will provide participants with a proven approach to rubric development that can be used across the curriculum. Sample rubrics for use in their own teaching will be provided, and participants will experiment with using rubrics in an interactive small group format.

Search Terms:
Assessment, Rubrics, Grading

Aim:
The aim of this Workshop is to provide an active learning forum for creating and using rubrics to assess student learning.

Biopic of Presenter
Dr. Schultz is an Associate Professor of Human Resource Management at the Woodbury School of Business, at Utah Valley University in Orem, Utah, USA. She earned a B.S. in Philosophy from the University of Wisconsin-LaCrosse, an M.Ed. in Higher Education from the University of Georgia, an M.B.A. in Management from Our Lady of the Lake University (San Antonio, TX) and a Ph.D. from the University of Minnesota-Twin Cities in Human Resource Development. She has 20+ years of experience in collegiate teaching, higher education administration, and business. She has held leadership positions in human resources, sales, marketing, and executive management; including strategic corporate leadership and profit/loss responsibilities.

Dr. Schultz has an active research and writing agenda focused on formal workplace social networks, classroom research on student attitudes and perceptions of pedagogy, and the application of barrier-free teaching practices across the curriculum. She has presented her scholarly research at the Academy of Management Annual Meetings, the Academy of Human Resource Development International Research Conferences in the Americas, the Midwest Academy of Management Annual Meetings, and International College Teaching and Learning Conference, International Applied Business Conference. Her research has been published in the Journal of Leadership & Organizational Studies, Business Research Yearbook, American Journal of Business Education, Journal of Business and Education Research, Journal of Diversity Management, Journal of College Reading and Learning, Contemporary Issues in Education Research, and Research & Teaching in Developmental Education.
She was the recipient of the 2011 Metropolitan State University Antiracism and Diversity Leadership Award. She was Program Chair-elect (2012-13) Program Chair (2013-14) and President (2014-15) for the Midwest Academy of Management. She serves on the Editorial Review Boards of the *Organization Management Journal* and the *Journal of College Teaching & Learning*. She is an Executive Committee Member for the Academy of Management, Management Education Division, 2016-2018 and appointed by the Midwest Academy of Management Board of Governor’s as the inaugural External Relations Ambassador for 2016-17. She is a Gallup-Certified Strengths Coach.

By

Mr. Lavanya “Leo” Rastogi
Global Serial Entrepreneur and Leadership Thought Leader
Founder, President, and CEO
Digital Business Group
Happiest Minds Technologies
Houston, 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 graduating 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:

Education:

- Ph.D., (Candidate), University of Salford, UK
- OPM, Harvard Business School, USA

Recent Awards & Recognitions:

- Winner of IE20 (Emerging Entrepreneur) Award, presented by Mayor of London (England, UK) on April 14 in London, UK
- 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 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.

Faculty Development Workshop # 16

Writing Local Cases

By

Dr. Eugene Seeley
Associate Professor of International Business
Department of Management
Woodbury School of Business
Utah Valley University
Orem, Utah
USA

For business students at major universities with international reputations, they may find themselves eventually working for Google, Siemens, Boeing, Nike, or other giant firms. Business cases about these firms are appropriate and exciting for students,
especially if they think they might be reading about their future employers, clients, or suppliers.

However, for regional institutions most students come from the local area and will be employed by local firms. In these situations, writing cases about local firms has several potential advantages. It provides cases that are more in tune with business and the business environment that your students know. This also means that they are better informed about the issues that they will likely face as they are employed by these companies. Just as with major business schools, students will become excited to think that they are reading about a potential future employer, client, or supplier.

Writing cases about local firms also develops relationships with those firms. They then become a source for guest speakers, internships, employment for your students, and even donations to your institution. Most are flattered that you have considered them important enough for such a study.

Key points:

• Advantages of local cases:
  o Interesting for local students
  o More focused on local issues, needs, and business environment
  o Closer to the type of businesses that will employ your students
  o Develops relationships between local firms and the institution

• Start with the president or owner
  o Get the president/owner of the firm to agree to your project and have them tell everyone in the firm

• First round of data collection
  o Start with the history of the firm
    ▪ Meet with the president or owner of the firm
  o Get broad information about the business, its operations, markets, and competitors.
    ▪ Meet with vice presidents or high-level managers
    ▪ Ask about major challenges and how they were overcome.

• Review your material
  o Look for something interesting or unusual.
  o Look for something that illustrates a theory, concept, or principal.
  o Decide upon a "story"
• What should the boss do?
  • Give data for financial analysis
  • Provide information for a SWOT analysis
  • Give background for other analysis (competition, marketing, etc.)
    o Determine what information you are missing and visit with those at the firm that have that information.
• Write your case
  o Include the history of the firm
  o Give an overview of the firm today
  o Write your story
  o Give to the president/owner for a final review
• Write a faculty guide
  o Summarize the case
  o Give key points shown in your case and the theories or principles behind them
  o Give a lesson guide with suggestion charts or how to present the key points of the case
• Some additional points
  o 100% factual cases are great, but they don't have to be
  o Disguise names if needed
  o Disguise numbers if needed
  o Rework details to show a point or illustrate a concept
  o If needed, indicate that your case is based on a real business, but that names and details have been changed
  o Always add a disclaimer that the case is not intended to show good or poor management
**Biopic of Presenter:**

Dr. Eugene Seeley is Associate Professor of International Business in the Woodbury School of Business at Utah Valley University, USA. He teaches courses in international management and general international business. He also oversees the International Business program at UVU. Dr. Seeley currently serves as Chair of the General Education Committee that manages the General Education program at UVU.

For seven years Dr. Seeley worked as Associate Dean for the Woodbury School of Business where he helped develop UVU’s MBA program. He also established a student exchange program with two universities in Canada and two universities in Mexico that has given more than 40 UVU students the opportunity to study abroad. Currently Dr. Seeley serves on the board of directors for the Suazo Center, a not-for-profit organization that helps minorities start their businesses.

Dr. Seeley earned a B.A. in French from Brigham Young University; an Master of International Management from Thunderbird, The Global School of Management; and a Ph.D. in
Business Administration from the University of Utah. His research is in the area of industrial clustering.

Before coming to UVU, Dr. Seeley worked for nine years in international marketing in the software industry and in project management for translation agencies. While at ALPNET, he was the project manager for translation projects for Microsoft and Ford. At Novell, he directed the firm’s marketing for Latin America. At Gazelle Systems, Dr. Seeley established new distributors in Europe, Latin America, Asia, and Australia.

AGBA Faculty Development Workshop # 17

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

By
Prof. Dr. Zainal Abidin Mohamed
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 pursing 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 pursue journal publications 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(s) but on selected target audience(s).

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?
      i. Succeed in getting active students/trainees engagement
      ii. High knowledge transfer,
      iii. Develop problem solving and decision making skills
      iv. Develop additional skills (communication, confidence, articulate, rationale)

iii. Using cases in teaching.
   a. Students centered learning approach
   b. Their retention percentage will be improved
   c. The knowledge acquisition rate will be higher
Biopic of Presenter:

Prof. 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. Zainal 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 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 and establishing the university’s Corporate Planning Division.

Prof. Zainal 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 was loaned to University Utara Malaysia (UUM), for almost 3 years (2000 -- 2003) to help strengthen 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 help strengthen the development of the research and publication activities of the Management Department.

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

The End