

Academy for Global Business Advancement



AGBA's 21st World Congress

A Strategic Alliance Between AGBA (USA),
Indian Institute of Management Rohtak (India),
and Youngstown State University (USA)

presents

AGBA's 2025 Faculty Development Workshops



*Grand Four Wings Convention Hotel
Bangkok, Thailand
July 2 -- 4, 2025*

“AGBA’s 2025 Faculty Development Workshops (FDWs) Program”

Conceived and Created

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AGBA's Profile

AGBA's Brief:

Academy for Global Business Advancement (AGBA) was established in the American State of Texas as a "Not-for-Profit Charitable American NGO" in 2000. It is proud to boast today a membership of over 1000 members based in more than 50 countries that include scholars from reputed academic institutions, corporate leaders, governmental officials, global entrepreneurs, global investors, global traders, global exporters, global importers, global professionals, and global consultants based in 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 pace 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 American NGO" dedicated to serve the academic, professional, governmental, 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 Focus:

The main focus of AGBA is to provide an ongoing open global forum to discuss and analyze business and entrepreneurship development from different perspectives and viewpoints in order to improve understanding of underlying forces that (1) impact global developments and (2) shape the destiny of emerging countries such as Thailand, UAE, Turkey, India, China, Kenya, Indonesia, Malaysia, and Bahrain, etc. in the contemporary globalized economy. AGBA bridges geographic, cultural, disciplinary, and professional gaps by integrating different business disciplines while actively enhancing practitioner - academician interactions on a regional and global basis.

AGBA is sponsored by numerous universities, organizations, and agencies across US, Canada, UK, Europe, South America, Asia, and Africa.

AGBA's Core Business:

- Nurture globally competitive talents; expertise and skills across the emerging countries;
- Arrange Apprenticeships for academics, scholars, professionals, officials, entrepreneurs and consultants on the global stage;
- Provide advisory services to business schools across the world for Accreditation by ACBSP, IACBE, AMBA, EQUIS, and AACSB;
- Provide advisory services to peers worldwide to obtain "Fulbright Grants" from the US government successfully;
- Assistant in the Recruitment of Business Faculty across the World;
- Assistant in the Establishment of Local Campuses of Global Universities;
- Offer customized Training worldwide;
- Offer Professional Development Programs;
- Provide "Global Entrepreneurship Development" services; and
- Provide Complimentary Support for the "Supervision of Doctoral Students" across emerging countries for FREE.

Ayutthaya Historical Park



PREFACE

This **AGBA 2025 Faculty Development Workshops Program Booklet** features (i) Synopses and Biopics of globally renowned academic leaders and scholars who have committed to present Faculty Development Workshops (FDWs) at the 21st Annual World Congress of the Academy for Global Business Advancement (AGBA), to be held at the Grand Four Wings Convention Hotel in Bangkok, Thailand on July 2 -- 4, 2025.

AGBA's Global Board of Trustees extends its sincere appreciation and gratitude to **Prof. Dr. Dheeraj P. Sharma**, Director of the Indian Institute of Management Rohtak, India, for his outstanding leadership, valued patronage, and unwavering support in organizing this prestigious global conference.

We place on record our sincere appreciation and gratitude to all globally renowned presenters for their admirable patronage, participation and support facilitating the successful organization of this conference.

We look forward to having all of you next year at AGBA's 22nd Annual World Congress to be held in Beijing, China on July 2 -- 4, 2026.

Thank you very much.

Sincerely,

Kyle S. Wells
Viput Ongsakul
Christopher J. Marquette
Yeran Baishan
Zafar U. Ahmed

AGBA's 2025 in Numbers



26 Years in Research and
Networking Worldwide



21 Conferences
in 26 Years



2 Scopus Indexed
Swiss Journals



Over 1000 Members
in 50 Countries

Conference in 2025



**Grand Four Wings
Convention Hotel
Bangkok, Thailand**

July 2 – 4, 2025

275 Papers

33 Countries

128 Universities

12 Non-University Organizations



More than 20
Distinguished
Speakers

10 Faculty
Development
Workshops



Distinguished Global Dignitaries

Conference Chair	Conference Co-Chair	Keynote Speaker	Patron	Patron
<p>Kyle S. Wells Former Dean College of Business Utah Tech University St. George State of Utah USA</p>	<p>Viput Ongsakul Former Dean School of Business National Institute of Development Administration Bangkok THAILAND</p>	<p>Dheeraj P. Sharma Director Indian Institute of Management Rohtak State of Haryana INDIA</p>	<p>Gerald W. Fry Distinguished Professor of International Education Emeritus University of Minnesota Minneapolis USA</p>	<p>Hermann Lassleben Professor of Human Resource Management Reutlingen University GERMANY</p>
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Patron	Patron	Patron	Patron	Patron
<p>Bassem Nasri Chair Department of Business Administration Prince Mohammad Bin Fahd University Al-Khobar SAUDI ARABIA</p>	<p>Tran Quynh Hoa Former Chair University Council International University Vietnam National University Ho Chi Minh City VIETNAM</p>	<p>Imran Ghaznavi Senior Executive Director Pakistan's Oil and Gas Regulatory Authority Islamabad PAKISTAN</p>	<p>Prakash Singh Associate Professor of Finance Indian Institute of Management Lucknow Noida Campus INDIA</p>	<p>Guillermo Gibens Professor of Communication Community College of Baltimore County Maryland USA</p>
Patron	Patron	Patron	Patron	Patron
<p>Ha Minh Tri Dean School of Business International University Vietnam National University Ho Chi Minh City VIETNAM</p>	<p>Sarfraz Ali Kyani Coordinator Australian Centre for Entrepreneurship Research Queensland University of Technology AUSTRALIA</p>	<p>Koustab Ghosh Dean of Academics Indian Institute of Management Rohtak State of Haryana INDIA</p>	<p>Mohammad Falahat Nejadmahani Professor and Director Strategic Research Institute Asia Pacific University of Technology & Innovation Kuala Lumpur MALAYSIA</p>	<p>Said Elfakhani Director Executive MBA Program American University of Beirut LEBANON</p>

Conference Day One

(Wednesday, July 2, 2025)

Key Features of the Day

Faculty Development Day

- **Conference Registration**
- **Inauguration Ceremony**
- **Global Panel Discussion**
- **Faculty Development Workshops (FDWs)**

Full-Day Schedule

Time	Activity
07:00 – 09:00	Conference Registration
09:00 – 10:00	Inauguration Ceremony <u>Conference Inauguration by</u> <ul style="list-style-type: none">• Prof. Dr. Dheeraj P. Sharma <u>Welcome Address by:</u> <ul style="list-style-type: none">• Prof. Kyle S. Wells – Conference Chair• Dr. Viput Ongsakul – Conference Co-Chair <u>Keynote Speeches by:</u> <ul style="list-style-type: none">• Prof. Dr. Dheeraj P. Sharma, India.• Prof. Dr. Hak-Seon Kim, South Korea. <u>Master of Ceremony:</u> <ul style="list-style-type: none">• Dr. Prakaydao Krissadee, Thailand.
10:00 – 10:30	Coffee/Tea Break
10:30 – 12:30	Faculty Development Workshops # 1–3
12:30 – 14:00	Lunch Break & Global Panel Discussion
14:00 – 16:00	Faculty Development Workshops # 4 –7
16:00 – 16:30	Coffee/Tea Break
16:30 – 18:00	Faculty Development Workshops # 8 –10
18:00 – Onward	Tour of Bangkok organized by Dr. Omer F. Genc

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Wat Mahathat, Sukhothai



FDW# 1

**Hallucinations, Honesty, and the Future of Research:
A Guide to Transparent Artificial Intelligence (AI)**

Kyle S. Wells

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and Former Dean
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St. George, State of Utah,
USA

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Synopsis

Generative Artificial Intelligence (AI) has altered academic life with startling speed. Tools such as ChatGPT o3., Claude 3, and Gemini 2.5 can now draft abstracts, translate jargon, and scan hundreds of papers in seconds. Yet the same systems routinely fabricate citations or mangle facts. Stanford's 2025 AI Index reports that even the best models hallucinate answers in roughly fifteen percent of open-ended questions. This dual nature—efficiency paired with unreliability—makes clear that AI must be integrated carefully, not mindlessly. Transparent augmentation offers a middle path. Researchers keep humans “in the loop,” disclose exactly where AI intervenes, and verify every machine-generated claim. The goal is to enjoy AI's accelerants without corroding the bedrock of scholarly trust, integrity and truth.

A helpful way to understand AI's reach is to divide its influence into three functional roles that align with the research lifecycle. First, AI can serve as a cognitive partner during the thinking and writing phase. Studies by ([Grimes et al.](#)) show GPT-4 outperforming most humans on creative-association tests, while Grossmann and colleagues find that LLM-generated hypotheses strike experts as both novel and plausible. For multilingual scholars, AI also levels the playing field by polishing language. The hazards, however, mirror the strengths: hallucinated citations, bland mainstream framings, and deeply hidden biases. If

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researchers fail to disclose that an LLM suggested their opening paragraph, they violate the honesty and accountability demands in codes like the European Code of Conduct for Research Integrity (ALLEA). Transparent practice, therefore, requires explicit in-text notes about AI assistance, systematic cross-checking of machine-proposed references, and deliberate counter-prompting to surface minority perspectives. Experiments at Stanford's HAI show that such counter-prompting can boost ideological diversity in policy briefs by 40% (forty percent), demonstrating that AI can broaden, not narrow, scholarly debate—if guided transparently.

AI's second role is that of a data agent. Large-language models already help design surveys, simulate respondent pools, and generate synthetic datasets. Grossmann's "survey-in-the-loop" technique cut pilot-test waste by a quarter, and open-weight models now solve 70% (seventy percent) of competitive coding tasks at a fraction of earlier costs. But the capacity to conjure plausible numbers also invites outright fabrication. Delios and co-authors warn of "deep research fakes" in which entire datasets are AI-manufactured without disclosure. Here, transparent augmentation requires a provenance table that flags every row as empirical, simulated, or synthetic, along with public logs of prompts and model parameters. Such measures satisfy ALLEA's reliability pillar and ORI's record-keeping guidance, while still letting researchers exploit synthetic data for low-risk experimentation.

Finally, AI has begun to act as an institutional actor within publishing workflows. Journals already deploy automated screeners that spot plagiarism, statistical anomalies, or missing ethics statements—efficiency gains that enhance reliability. Yet feeding confidential manuscripts into public chatbots breaches reviewer trust and privacy, contravening the respect and accountability principles highlighted by Bjelobaba et al. Transparent augmentation at this level means that editorial offices must disclose which AI tools they use, encrypt manuscript data, and keep final gatekeeping firmly in human hands.

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These three roles and their attendant safeguards sit comfortably within a suite of international integrity frameworks. The ALLEA European Code articulates four pillars: reliability, honesty, respect, and accountability. The U.S. Office of Research Integrity emphasizes meticulous record-keeping and clear authorship credit. The Singapore Statement extends integrity “from conception to dissemination,” while UKRIO focuses on data security, and Canada’s Tri-Agency insists on disclosing any tool that materially shapes findings. Because ALLEA’s four-pillar structure is well-suited for these documents, this FDW adopts it as a universal yardstick for evaluating AI methods.

Operationalizing these ideals requires concrete workflow practices. A practical transparency checklist urges scholars to store raw prompts, model versions, and generation settings; keep AI-suggested citations before and after vetting; label synthetic data explicitly; track AI language edits through version-control tools; and record any editorial AI screening. Each row in the checklist pairs an AI benefit—speed, cost, or creativity—with a safeguard rooted in ALLEA’s pillars. For instance, saving prompt logs preserves accountability, while citation verification upholds reliability. A concise AI-transparency statement then distils the record: in this manuscript, ChatGPT-4-o3 produced only the initial outline and seed summaries; all substantive drafting and verification were executed by human scholar(s) manually; unverifiable references were discarded; and prompt logs are available on request.

Taken together, transparent augmentation neither glorifies nor demonizes AI. It keeps the lights on while the machine runs, allowing scholars to iterate literature reviews in minutes yet stand ready to defend every claim. If these norms take hold—if scholars disclose, reviewers verify, editors curate, and institutions educate—future AI-Index reports will document not only faster models but also a healthier and more trustworthy research ecosystem rooted in academic ethics.

Presenter's Biopic:

Kyle S. Wells



Prof. Dr. Kyle Well's leadership philosophy centers on invisible leadership—a framework where purpose, not personal recognition, drives decisions. He focuses on building long-term institutional value by aligning people and resources around a shared mission. At Utah Tech University, Prof. Wells served as Dean, College of Business from 2014 to 2023, during which he led major curriculum overhauls and secured over \$3.5 million in grant funding. He also raised over \$3.1 million in private donations, which directly supported student scholarships, new programs, and community partnerships. Rather than centralizing credit, he worked to create a culture where faculty and staff felt ownership of these initiatives. His academic work on capital structure and sale-leasebacks has been published in journals such as the Journal of Corporate Finance and the Journal of Applied Finance. However, he also places equal emphasis on finance pedagogy—helping students and colleagues communicate complex ideas with clarity and purpose. He believes that leadership should extend beyond the university and help strengthen the economic and cultural fabric of our region. He currently

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serves as Vice Chair of the Zion Forever Project, a nonprofit board that supports Zion National Park, which provides one-third of its operating budget. Ultimately, he leads by prioritizing mission over visibility. His aim is to build systems, teams, and cultures that thrive well beyond my tenure. He holds a doctorate in Finance and a bachelor's degree in civil and environmental engineering from the University of Utah (USA), an MBA from the University of Arizona (USA), and an associate's degree in pre-engineering from Dixie College (USA).

Sukhothai Historical Park



FDW# 2

**The Impact of Artificial Intelligence (AI)
on the Future of University Business
Education --- Implications for Global and
MENA Region Employment**

Said Elfakhani

Professor of Finance

Director of MBA/OMBA Programs

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Synopsis

Artificial Intelligence (AI) is rapidly transforming the landscape of higher education, particularly in the field of business education. As universities around the world integrate AI-driven technologies into their curricula, teaching methods, personalized learning, data-driven decision-making, and interdisciplinary competencies are combining business acumen with technological literacies. Thus, the nature of business education is being reshaped to align with emerging market demands. This transformation is also influencing how institutions prepare graduates for a workforce increasingly shaped by automation, data analytics, and intelligent systems.

In the Middle East and North Africa (MENA) region, these changes carry unique implications. As governments and industries in the Middle East and North Africa pursue economic diversification and innovation-led growth, universities are under increasing pressure to produce graduates who are not only adept in traditional business disciplines but also proficient in emerging technologies.

As a result, there are many emerging issues that must be addressed to ensure university business education remains relevant, inclusive, and aligned with future employment demands. These issues span curriculum design to become more relevant and adaptable; faculty readiness and institutional capacity

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to teach AI-integrated business subjects; impact on employment and skills requirement as well as the workforce readiness; equitable access to AI technologies among students of diverse socio-economic backgrounds to reduce widening digital divide; models for integrating AI tools into collaborative and experiential learning opportunities; institutional strategy development to include AI literacy, digital competencies, and interdisciplinary learning, policy and regulatory environment; and ethical, legal and cultural disparities including bias, privacy, and decision-making transparency, particularly between global contexts and those within the MENA region. Hence, there is a need for proactive, strategic planning by universities, policymakers, and industry leaders to ensure that the integration of AI in business education leads to inclusive economic growth and prepares graduates for a dynamically evolving global and regional labor market.

This Faculty Development Workshop is designed to elaborate on possible indications with regards to the future of university business education, particularly in view of the earth shaking development of AI applications.

Learning Outcomes:

Upon successful completion of this FDW; attendants will have deep insights, practical tools, and forward-looking strategies.

Key learning outcomes would include:

1. Understand the global impact of AI on society in general.
 - a. How can business curricula be updated to incorporate AI-related competencies such as data analytics, machine learning, and ethical AI use?
 - b. What balance should be struck between technical skills and traditional business education?
 - c. Are university faculty in the MENA region and globally prepared to teach AI-integrated business subjects?
 - d. What investments are needed in training and infrastructure to support AI-driven education?
2. Recognize the unique socio-economic and educational landscape of the MENA (Middle East and North Africa) region, and analyze the specific implications of AI adoption in the region.

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- a. How can universities ensure equitable access to AI technologies among students of varying socio-economic backgrounds, especially in developing MENA countries?
 - b. What strategies can be adopted to prevent a widening digital divide?
 - c. Understand the unique socio-economic and educational landscape of the MENA region in the context of AI adoption.
 - d. Identify region-specific challenges such as infrastructure gaps, faculty readiness, and policy limitations—and explore actionable solutions.
3. Assess AI's Role in business education, and evaluate the value of a university education for high school students in the AI era, and the the future of business and higher education. Provide answers to:
- a. Gain a clear overview of how AI technologies (e.g., machine learning, natural language processing, predictive analytics) are transforming business education globally and regionally.
 - b. Learn about emerging educational models such as adaptive learning platforms, AI-driven assessments, and intelligent tutoring systems.
 - c. How can business schools strengthen partnerships with industries to provide real-world exposure to AI applications in business?
 - d. What models exist for integrating AI tools into experiential learning opportunities?
4. Reflect on the shift in the job market for university graduates, employment trends, skills and competencies needed for success in an AI-driven world. Provide answers to:
- a. What are the evolving skill-sets demanded by employers in AI-influenced industries, and how can universities align with these trends?
 - b. How will AI impact entry-level and mid-level business jobs, and what does this mean for graduates?
 - c. Examine the global and MENA-specific labor market transformations driven by AI and automation.
 - d. Identify the skills most in demand by employers in AI-enhanced industries and how business graduates can remain competitive.
5. Comprehend the ethical implications of AI use in education and employment, including bias, privacy, and decision-making transparency. Provide answers to:
- a. How should business education address the ethical, legal, and cultural implications of AI, especially in diverse MENA contexts?
 - b. What role should universities play in shaping a responsible AI mindset among future business leaders?

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- c. Discuss the ethical implications of AI use in education and employment, including bias, privacy, and decision-making transparency.
- d. Explore the role of government policies and institutional governance in shaping AI readiness in universities.

This FDW would empower educators, administrators, policymakers, and industry stakeholders with the knowledge and frameworks needed to future-proof university business education and bridge the gap between academic preparation and evolving job market demands.

Presenter's Bopic:

Said Elfakhani



Prof. Dr. Said Elfakhani is a Professor of Finance at the American University of Beirut (Lebanon). He is currently the Academic Director of the Executive MBA, and Director of MBA and online MBA. Prior to that, he has served as the Associate Dean for Programs (2018-2021) at the Olayan School of Business (OSB) – the American University of Beirut (AUB). In 2017-2018, he has been the Associate Dean of Executive and Continuing Education Programs and the Convener for the Finance, Accounting and Managerial Economics (FAME) Track at the Olayan

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School of Business (OSB) – the American University of Beirut (AUB). Prior to re-joining OSB at AUB in 2014, he was Dean, School of Business at the Lebanese American University (2011-2013). He occupied the Harvey R. Wickes Chair in International Business at the Saginaw Valley State University (Michigan State), USA (2007-2011). During the period 1997-2007, he served as a Professor and had been the Associate Dean (2000-2007) and the Finance Track Convenor (2000-2005). He has taught at the University of Saskatchewan (Canada), and held visiting professorships at the Indiana State University (USA) (1994), King Fahd University of Petroleum and Minerals (Saudi Arabia) (1997) and the University of Texas at Dallas (USA) (2007). His other administrative experiences include serving as Acting Vice Chancellor/President, non-resident Provost and Dean at the Dhofar University (Oman) (2004-06). He was closely involved in the evaluation of the University of Sharjah and the Bahrain Business College programs, and consulted the Central Bank of Kuwait - Institute of Banking Studies programs (2004-2005). Prof. Elfakhani earned his BBA from Lebanese University (1979), an MBA from the University of Texas at Arlington in 1984 (USA), MSc in Finance in 1987 and his Ph.D., in Finance from the University of Texas at Dallas (USA) in 1989. He has published forty one papers in major international refereed journals (e.g., Journal of Financial Research, Financial Review, Global Finance Journal, International Review of Economics and Finance, Quarterly Review of Economics and Finance, Applied Financial Economics, and Financial Management, among others), five book chapters, twenty papers in international conference proceedings, and seven published abstracts. Said has presented his academic papers in many countries (United States, United Kingdom, Canada, Scotland, Hong Kong, India, Italy, Turkey, Hungary, Malaysia, Pakistan, Saudi Arabia, Egypt, and Tunisia), served/serving as a member of the Editorial Boards for the International Journal of Monetary Economics and Finance (IJMEF), the Entrepreneurship and Business Innovation in the Middle East (EBIME), the Journal of Contemporary Issues and Thought (JCIT), and the Islamic and Middle East Business Review; Guest Editor for the Journal for Global Business Advancement (2005); Associate Editor for the Global Business Review (2004-2005); and Journal Reviewer for many academic journals, conference patron, session chair,

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and as an invited discussant in numerous international conferences. Said has written for business magazines, and made several media appearances. Said's current research interests include emerging markets performance, Islamic finance, market anomalies and disturbances, portfolio performance, mutual funds performance, dividend policy, listing of derivatives, and financial reporting and corporate governance in Accounting. Said received several awards and prizes including the 2011 Hillsom Who's Who, listed in the "Who's Who in America, 2010" and in the "Contemporary Who's Who for Achievement, 2003" and as an "International Scholar in Finance, "received the "Associate Dean of the Year Award, 2006" the "Academic Leader of the Year Award, 2004," the "Outstanding Professional Award by ABI, 2003," (AAALABEK), and the "Highest Quality Rating, 1999" by ANBAR.

Phimai Historical Park



FDW # 3
**Future-Ready Research:
Transforming Scholarship into Real-World Impact**

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Synopsis

In the rapidly evolving landscape of global academia, the purpose of research is undergoing a fundamental transformation. Traditional paradigms that focused on academic outputs—such as journal publications, citation counts, and conference presentations—are no longer sufficient to address the dynamic challenges of the 21st century. Today, universities and scholars are called to reimagine the role of research as a force that not only generates knowledge but also delivers meaningful, measurable societal impact.

This Faculty Development Workshop (FDW) aims to equip academic leaders, faculty members, and early-career researchers with the insights and tools needed to navigate this critical shift. This FDW explores how academia can remain relevant in an age defined by artificial intelligence, automation, climate change, and shifting societal expectations.

This FDW begins by examining major global disruptions and their implications for the research ecosystem. Technologies such as Artificial Intelligence (AI), machine learning, and quantum computing are not just transforming industries—they are reshaping academic inquiry, methodologies, and collaborations. Simultaneously, external factors like environmental, social, and governance (ESG) pressures, political instability, and the erosion of public trust in institutions demand that researchers align their work with real-world problems and global sustainability goals.

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Participants of this FDW will be guided through the evolution of the research mindset. This journey starts from a metrics-driven approach (focused on quantity and prestige of publications), progress toward meaningful knowledge creation (addressing interdisciplinary and SDG-aligned questions), and culminates in delivering actionable impact (influencing policy, industry, and communities). In this framework, the relevance and application of research becomes central to its value.

Five core characteristics of future-ready research will be introduced: it must be problem-driven, interdisciplinary, technology-enabled, globally connected, and designed for policy or community impact. Real-world case studies and international benchmarks will be used to illustrate how institutions and researchers are shifting toward this model. Importantly, participants will engage in reflective exercises to assess their own research trajectories and explore how to align them with broader institutional missions and national development priorities.

A central theme of this FDW is the redefinition of the academic role. Researchers are no longer just knowledge producers; they must now act as ecosystem contributors—collaborating across disciplines, engaging with stakeholders, mentoring the next generation, and translating research into practice. This expanded role requires a shift in mindset, institutional culture, and incentives.

The workshop concludes with a strategic call to action. Universities, policymakers, and funding agencies must work collaboratively to recalibrate research incentives, evaluation systems, and capacity-building programs. Only then can we foster a sustainable academic ecosystem that values relevance, agility, and impact. Participants will leave this FDW with a customizable roadmap to lead this transformation within their own institutions.

FDW Objectives

By the end of this FDW; participants will:

- Understand the major global shifts redefining research, teaching, and innovation.
- Learn the three-stage evolution of research: from publishing to producing meaningful knowledge to delivering impact.
- Explore five essential characteristics of future-ready research.
- Identify their own evolving roles as scholars, collaborators, innovators, and navigators.
- Develop a strategy to transform their institution or research approach from metrics-driven to impact-oriented.

By the end of the FDW, attendees will gain not only a renewed vision of scholarly purpose but also practical tools to implement change—ensuring that their research is not only publishable but also purposeful.

Presenter's Biopic

Mohammad Falahat Nejadmahani



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Prof. Dr. Mohammad Falahat Nejadmahani is a globally recognized academic leader in international entrepreneurship, innovation, and research transformation. As the Director of the Strategic Research Institute at Asia Pacific University of Science and Technology (Malaysia); he leads multidisciplinary initiatives that align research with national priorities and global trends. With more than a decade of experience securing major research grants (including FRGS and TRGS), he is a strong advocate of future-ready scholarship—where research solves real problems, enhances policy, and creates economic or social value. He has served as keynote speaker at prestigious global events and led collaborations with universities and policymakers across Asia, the Middle East, and Europe. He champions a strategic approach to research that blends AI, industry needs, and global sustainability goals—making him a leading voice on transforming academia for the future. Prof. Falahat earned his Ph.D., in International Business from the University of Science in Malaysia.

Wat Phrathat Doi Suthep, Chiang Mai



FDW# 4

**Navigating the "Publish or Perish" Landscape:
Strategies for Academics to Succeed in High-Impact
Journals: AGBA's Perspective**

Omer F. Genc

Associate Professor of International Business
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Synopsis:

Publishing in peer-reviewed academic journals remains one of the most critical and enduring responsibilities of faculty members and researchers worldwide. It serves not only as a means of advancing knowledge but also as a fundamental benchmark for career progression, institutional reputation, and research funding. In today's academic climate—shaped by intensifying global competition, the pursuit of international accreditation, and the increasing weight of university rankings—scholarly output is no longer just an expectation; it is a central performance indicator used to assess individual, departmental, and institutional excellence.

Concurrently, the scholarly publishing landscape has undergone rapid and complex transformation. The proliferation of journals—particularly open-access and pay-to-publish outlets—has expanded opportunities but also introduced new challenges. Many of these newer journals fall under the category of predatory publishing, characterized by superficial peer review processes, questionable editorial practices, and a lack of rigorous academic standards. While these journals may offer quicker turnaround times and lower barriers to entry, they are

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often excluded from consideration in formal academic evaluations such as tenure reviews, grant assessments, and university rankings across the United States. This has reinforced the necessity of targeting publications in established, high-quality, indexed journals—such as those listed in Scopus, and Web of Science (WoS), and other reputable databases.

Yet, despite the heightened importance of publishing in such avenues, achieving publication in these journals is increasingly challenging. Submission volumes have risen dramatically, while the number of journals indexed in leading databases remains relatively stable. Acceptance rates in many top-tier journals have fallen below 10%, often even lower in highly competitive fields. For scholars in developing countries, this challenge is further compounded by a variety of systemic and structural barriers. These include limited access to research funding, inadequate institutional support, high teaching loads, linguistic challenges in writing for international audiences, and biases (conscious or unconscious) concerning the legitimacy or global relevance of research emerging from the Global South. Moreover, the criteria for what constitutes a "publishable" paper is often shaped by paradigms and priorities dominant in the Global North. As a result, regionally significant research may be overlooked, and innovative perspectives may remain underrepresented in the international business literature. This persistent imbalance contributes to a form of academic marginalization that reinforces existing inequalities within the global knowledge economy.

This FDW seeks to address a timely and pressing question: How can academics from developing countries overcome these multifaceted barriers and enhance their success in publishing in high-impact, indexed journals? Drawing on empirical insights, lived experiences, and concrete case studies, this FDW will offer a comprehensive roadmap for navigating the scholarly publishing process more effectively and strategically.

FDW Key Topics:

Key topics to be explored in this FDW include:

- Understanding the structure and expectations of high-impact journals;
- Identifying and selecting appropriate journals using credible indexing systems (e.g., Scopus, WoS, etc.)
- Strategic topic selection and aligning research with global and local relevance
- Common mistakes in academic writing and how to avoid them
- Effective planning and outlining before writing
- Building robust literature reviews and theoretical frameworks
- Enhancing methodological rigor and transparency
- Leveraging international collaborations and cross-border research networks to increase visibility and credibility
- The role of co-authorship, mentorship, and peer support in strengthening manuscripts
- Ethics in publishing and avoiding predatory traps

By demystifying the publication process and equipping participants with actionable tools and strategies, this FDW aims to empower academics from the Global South to enhance their research visibility, meet institutional and international benchmarks, and make more impactful contributions to the global scholarly discourse. Ultimately, fostering more inclusive and equitable academic publishing practices is essential for the advancement of a truly global knowledge society.

Ang Thong Marine Park



Presenter's Biopic

Omer F. Genc

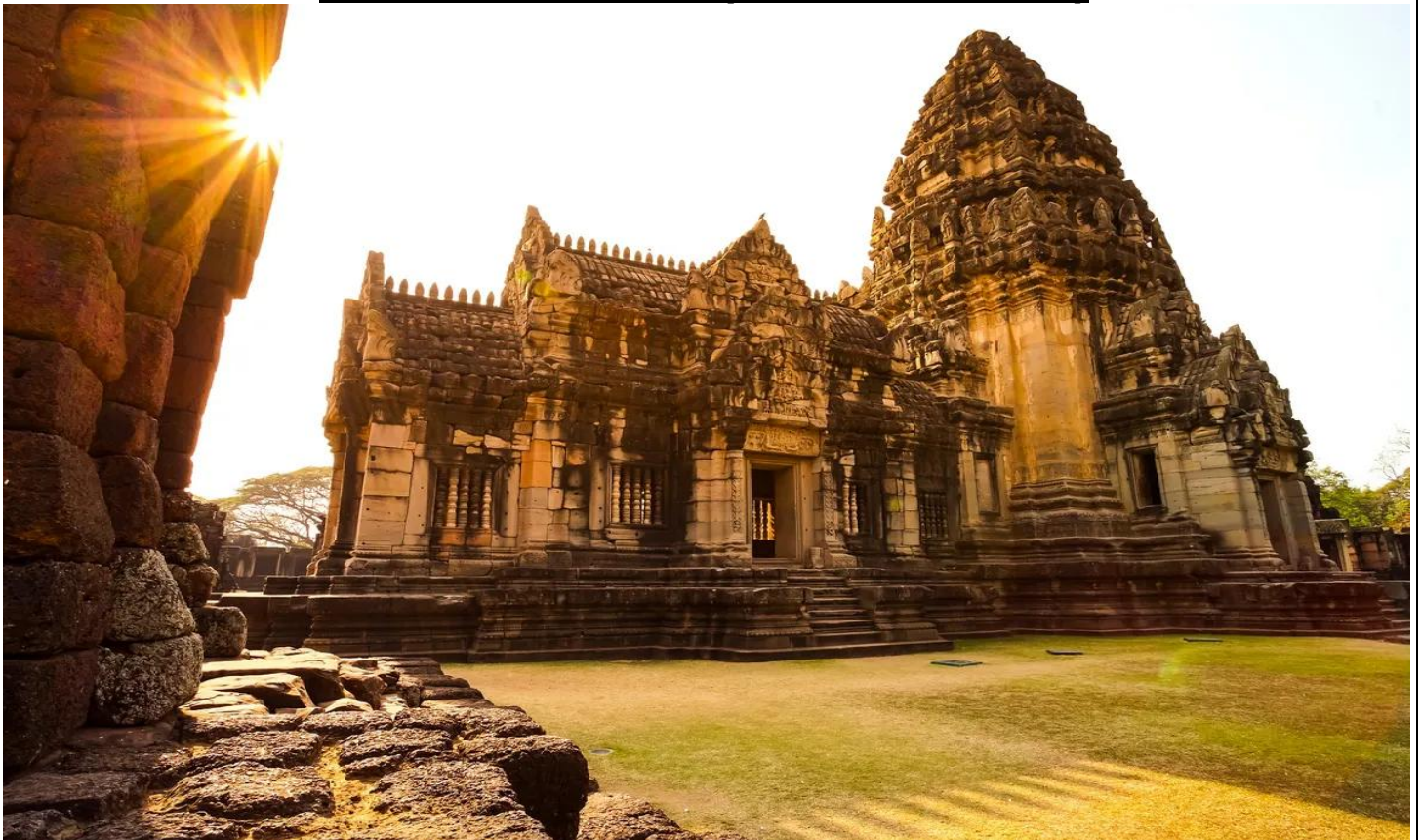


Dr. Omer F. Genc is an Associate Professor of International Business in the Department of Management and Marketing at the Williamson College of Business Administration, Youngstown State University (YSU), USA. Prior to joining YSU, he held academic appointments at the Abdullah Gül University (Turkey), Minnesota State University (USA), and Temple University (USA). Dr. Genc earned his Ph.D. in International Business and Strategy from Temple University (USA). He also holds a Master of Science in Finance from the University of Illinois at Urbana-Champaign (USA) and a Bachelor's degree in Business Administration from the Middle East Technical University in Turkey. His research interests lie at the intersection of international business and strategic management with a focus on cross-border mergers and acquisitions (M&As), competitiveness of firms, internationalization strategies of small and medium-sized enterprises (SMEs), corporate governance, innovation, and the role of institutions in shaping global business practices. Dr. Genc has published in several peer-reviewed journals and has actively presented his research at international academic conferences. Dr. Genc is the recipient of multiple awards

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recognizing both his research and teaching excellence. His honors include the Distinguished Professorship Award in Service at YSU in 2025, Global Educator Award from X-Culture in 2024, Best Paper Award Nominee at the Academy of International Business (AIB) Southeast Chapter Meeting in 2022, Research Professorship and Distinguished Professorship Award in Scholarship at YSU in 2021, Distinguished Scholar Award at AGBA in 2021, Best Paper Award in The Strategic Management Track at the 2014 Annual Conference of the Academy of International Business (AIB) Southeast Chapter and the “Best Student Paper Award” at the 2010 Annual Conference of the Academy of International Business (AIB) Northeast Chapter. Since 2011, He is particularly passionate about experiential learning and curriculum innovation. In 2019, he developed and led a successful study abroad program to Italy. Dr. Genc is actively engaged in global academic networks, has served as the Managing Editor of Journal for International Business and Entrepreneurship Development (JIBED) since 2021 and remains committed to advancing international business education and research on the global stage.

Phimai Historical Park (Northeast Thailand)



FDW# 5

Dynamics of Business Case Teaching and Writing

Prakash Singh

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INDIA

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Synopsis

This Case Writing FDW is a training or educational session designed to teach participants how to write effective case studies, often used in academic, business, and professional education settings. In Business Education, Cases have proven to be useful in delivering the concepts and theoretical frameworks to the students. But when it comes to developing markets like India etc., most of the Cases need not be directly applicable and therefore there is a strong need to have local Case studies, based on local issues and the story should be built around local companies and characters. This will improve the learnings for the audience significantly.

This FDW will primarily focus on "How to Write Cases". The idea is to have more and more cases from outside US and developed markets in order to bring to the class a "real life experience" which students can easily relate to.

Here's a step-by-step guide to writing a compelling teaching case:

Case Writing Guidelines :

1. Clarify Your Objectives:

Ask yourself:

- What are the learning goals?
- What kind of decision or analysis do you want students to make?
- Is this a Strategy Case? Leadership Case? Innovation Case? Ethics Case?

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2. Create a Realistic Scenario:

- Even if it's fictional, base it on real-world logic and trends.
- Choose a protagonist (CEO, founder, investor, etc.) facing a dilemma.
- Ground the story in an industry students can relate to.

3. Build the Narrative:

Structure the case like a short story with a business perspective

a. Opening Hook

- Set the scene. Introduce the protagonist and the pressing decision.
- Example: "As Simran Kapoor sipped her coffee in her Mumbai office, the CEO of Wink pay stared at the two vastly different pitch decks for her Series B funding round..."

b. Company Background

- When was it founded? What's the product, mission, team, and trajectory so far?

c. Industry & Market Context

- Add realism. Show competition, user behavior, regulations, or macroeconomic trends.

d. The Challenge

- This is the "crux" or decision point.
- Keep it open-ended: raise questions, don't answer them.

e. Data & Exhibits

- Include charts, emails, financials, user feedback, or market reports.
- Don't overload—include just enough to support analysis.

4. End with a Cliffhanger

- Close the case right before a big decision.
- Example: "Should Ria prioritize the aggressive VC-backed scaling plan—or preserve

5. Conclusion

- End on the decision point — don't resolve the story.
- The goal is to provoke probe and analysis, not give the answer.

6. **Teaching Note (separate document)**

- Learning objectives.
- Suggested discussion questions.
- Analysis frameworks (e.g., SWOT, Business Model Canvas, PESTEL).

Presenter's Biopic

Prakash Singh



Dr. Prakash Singh is an Associate Professor of Finance at the Indian Institute of Management – Lucknow (India) since January 2006. He teaches courses in Financial Reporting and Analysis, Corporate Finance, Corporate Valuation and Restructuring, Commercial Bank Management, Risk Management of Financial Institutions, Financing Start-ups at the Post Graduate level in the MBA Program. Primarily, a Mechanical Engineering graduate from Harcourt Butler Technical University (India)((1993), Dr. Prakash also earned his MBA in Finance from Lucknow University (India) in 1997. Later, he earned his Ph.D., in Finance from Birla Institute of Technology and Science (India) in 2004. Besides academics, Dr. Singh has also worked with Escorts Yamaha Motors Ltd and

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Kotak Mahindra Primus Ltd. Put together; he has close to 18 years of work experience in industry and academia. During his stint at the Indian Institute of Management Lucknow (India); Dr. Singh has taken up various training and consulting assignments with various organizations of repute; both private and government and has advised them on financial restructuring, valuation etc. He is on the Board of various governmental committees (both central and state) and also serves as Independent Director on the Board of some Non-Banking Finance Companies. At IIM-Lucknow, he is also the Convener of SCIFI, (SIDBI Centre for Innovation in Financial Inclusion), an IIM-Lucknow - SIDBI/ DFID sponsored Incubation centre promoting Start-ups in the space of Fintech, Agritech, Rural livelihood and Women empowerment.

Chatuchak Weekend Market (Bangkok)



FDW# 6

**Strategies for Developing Global Literacy and
Intercultural Competence:
Enhancing Software of the Mind**

Gerald W. Fry

Distinguished Professor of International Education Emeritus
Department of Organizational Leadership, Policy, and Development
College of Education and Human Development
University of Minnesota
Minneapolis, State of Minnesota

USA

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Synopsis

In a rapidly globalizing world with dramatically increasing cultural diversity, with much uncertainty, ambiguity, and disruption, it is more important than ever for future leaders and researchers to develop their intercultural competency and global literacy.

Aims of FDW:

To provide participants with practical strategies for enhancing their global literacy and intercultural competence.

Definitional and Conceptual Issues:

In contemporary social science research, there is a tendency to be imprecise in the use of terms and concepts resulting in considerable confusion and misunderstanding. Among key concepts to be explained and clarified are the following: cultural intelligence vs. intercultural competence vs. intercultural sensitivity; "software of the mind" (Hofstede); the crisis of representation (Said, Smith); cultural democracy (Ramírez and Casteñeda); globalization vs. internationalization; cultural capital (Bourdieu); global literacy; "the fluent fool" (Bennett); the Protean self (Lifton); culture specific vs. culture generic approaches; Big C vs. small c culture.

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Major Models for Doing Robust Cultural Analyses:

The DMIS/IDI Model (Hammer and Bennett), Hofstede's dimensions of culture and related Web-site for comparing cultures, the CQ model (Ang, Van Dyne, Livermore), reading the world, global literacy (Gundling)

Major Strategies (Multi-Faceted):

There are numerous ways to enhance global literacy and intercultural competencies including 1) language learning, multilingual minds matter. Third age language learning (TAL). TAL as a kind of HRD and life-long learning contributing to creativity and brain health, 2) complex use of language/cultural informants, interpreters, 3) diverse tactics for improving global literacy, 4) communicating effectively in cross-cultural contexts. Example of JFK speech in 1963 in Berlin, 5) avoiding the use of offensive and/or inappropriate terms and words), 7) learning through intelligent travel, 8) strategies for building social and cultural wealth, 9) nunji, "reading the room", "reading individuals", comparative thinking, learning from others, 10) understanding key cultural dimensions such as high context vs. low context cultures, 11) learning from cultural proverbs, 12) knowing about the great minds of other cultures (e.g., José Rizal, Pablo Neruda, José Martí, Nguyễn Du, Rabindranath Tagore... (12) reviewing cultural shock books, what to do and not to do cultural guides (Cooper).

Maya Bay, Koh Phi Phi



Presenter's Biopic

Gerald W. Fry



Prof. Dr. Gerald W. Fry is a Distinguished International Professor Emeritus at the University of Minnesota, after having been a full professor in political science at the University of Oregon, where he also served as both director of the interdisciplinary International Studies Program and the Center for Asian and Pacific Studies. He has also taught at Stanford, Hawai'i, and various universities in Asia such as NIDA in Thailand. Prof. Fry did his undergraduate work at Stanford, and he did graduate studies at Princeton, Stanford, and Yale. He was also a Pew Fellow in International Affairs at the Kennedy School, Harvard. In 2005, he received his college's Distinguished Teaching Award. In 2011, he received the University of Minnesota's Global Engagement Award, and an honorary doctorate from a royal university in Thailand. In 2022, he gave the keynote address for the APEC Education Forum, and introduced his new Theory H of leadership. He has published 20 books and hundreds of articles in such diverse fields as education, business, history, anthropology, sociology, economics, political science, and international relations. In 2024, he published

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the first ever book titled Happiness Education. In 2025, his magnum opus book covering every aspect of Thailand was published in London (UK).

Doi Inthanon National Park



FDW# 7

Strategic Redesign of an MBA Program at a Public University in Germany: Turning Enrollment Challenges Into International Success

Hermann Lassleben

Professor and Director

MBA International Management Program

ESB Business School

Reutlingen University

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GERMANY

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Synopsis

1. Starting Point (2020 Curriculum)

Key Features:

- 1-year (2 semesters) intensive (12 months without break) full-time MBA in International Management (75 ECTS) 12 months without break
- Target market: graduates with technical/scientific backgrounds (≥ 2 years professional experience, GMAT requirement ≥ 550)
- Fully English-taught (C1 level required)
- Core modules, three elective specializations (Technology, Marketing, Strategy), practical elements: company project (2 months) and master's thesis (2 months)
- Price increase from € 6,900 (previous 3-semester program) to € 10,400 (intensive 2-semester program)
- Brand message: "**Boost Your Career**"

Key Challenges:

- Severe enrollment problems (40 places)
 - 2021: 6 enrolled students, 39 applications
 - 2022: 7 enrolled students, 48 applications
 - 2023: 4 enrolled students, 49 applications

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- Applications from Germany/EU negligible (demographic pressure, labor market, freedom of movement)
- Rising competition through online and part-time programs
- Changing applicant expectations (flexibility, specialization, duration)

2. Problem Analysis

Internal Issues:

- Unclear USP and program profile
 - Poor communication (GMAT, pricing, etc.)
 - Low international visibility and weak marketing

External Issues:

- Rise of (international) online and part-time MBAs
- Pandemic impact: lower international mobility
- Shifts in student behavior toward modular and online programs
- Preference of international students for longer programs, preparing for occupation

3. SWOT Analysis

Strengths:

- AACSB accreditation
- Strong school brand
- International student body
- Affordable tuition
- Strong industry links

Weaknesses:

- Unclear USP
- Weak visibility outside Germany
- Poor communication
- Marketing deficits
- Administrative issues

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Opportunities:

- Focus on markets outside EU
- Leveraging ESG/Sustainability, AI, Data Analytics topics

Threats:

- Increased global competition from online MBAs
- Decreased international mobility
- Long-term effort needed for rankings and increased visibility

4. Strategic Redesign (2023 curriculum)

Program Focus:

- New brand message: "**Your Gateway to Europe**" - smooth entrance into EU labor market
- Full English delivery

Curriculum Overhaul:

- Reduced course loads (core modules), mandatory German courses, new "Business Research Methods" module
- Broader range of and more up-to-date elective specializations
 - Lean Enterprise Management
 - Negotiating across Borders
 - International Sales Management
 - Data-Driven Marketing
 - Leveraging Diversity, Equity and Inclusion (DEI) as Organizational Drivers
 - Data Analytics and Decision Making
 - Sustainability Dynamics
 - Organizational and Business Transformation
 - Business Models for a Circular Economy
 - Strategy Creation and Execution
 - Venture Capital Financing

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- Social Entrepreneurship
- Entrepreneurship Unleashed: Creating Opportunities
- AI as a Driver of Digital Transformation in Marketing, Sales and Process Management
- Extended thesis/project timelines for enhanced practical experience through real-world company projects,

Marketing & Admissions:

- Clear target on non-EU regions (South Asia, Africa, Latin America)
- Digital marketing campaigns (Webinars, LinkedIn, Instagram, MBA platforms, fairs, email marketing, etc.)
- Simplified, transparent, rolling admissions (focused on international candidates), alternative admission tests, GMAT waiver for applicants with master's degree in business/economic programs

5. Results (2024 Admissions)

Enrollment:

- Enrollment numbers fully recovered and exceeded targets (25 places)
 - 2024: 26 enrolled students, 168 applications

Internationalization:

- Majority of students from abroad (non-EU markets)
- Significant improvement in student diversity
 - 54% male, 46% female, 11 different nationalities (but 69% Indian)

Quality:

- Higher academic profile/quality of students
- Higher GPAs after 1st semester
- Higher student and lecturer satisfaction

Presenter's Biopic
Hermann Lassleben



Prof. Dr. Hermann Lassleben (Dr., University of Konstanz, Germany) is Professor of Human Resource Management and Director of the MBA in International Management Program at ESB Business School, Reutlingen University, Germany. Before joining academia, he held OD and HRM positions at Wacker Chemie AG and Intel Corp. During his career at ESB Business School, he served as Program Director, Examinations, Internships and International Relations Officer. His research interests cover various aspects of human resource management and organizational behavior, such as international recruitment, employee performance, employer attractiveness, career management, psychological contracts, conflict management, team creativity, and organizational learning. Professor Lassleben serves on the editorial board of the Human Resource Management Review. His research has been published in Management Learning, Personnel Review, Creativity Research Journal, International Journal of Conflict Management, and Gender in Management,

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among others. His primary teaching responsibilities include HRM, International HRM, and Business Research Methods.

Pattaya



FDW# 8
**Integrating Experiential Learning
in Business Education**

Cihan Cobanoglu
Provost
Virscend University
Irvine, State of California
USA
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Synopsis

This interactive Faculty Development Workshop (FDW) will focus on integrating experiential learning in business education. It will explore innovative approaches to learning through direct experience and reflection, emphasizing active engagement in real-world contexts.

FDW Outcomes:

FDW Attendees will:

Discover effective strategies for implementing experiential learning methodologies in curriculum design.

Explore case studies showcasing successful experiential learning programs in business education.

Gain practical insights into designing and facilitating hands-on activities, simulations, and industry projects.

Discuss assessment techniques and best practices for evaluating student learning and skill development through experiential methods.

Network with peers and industry experts to exchange ideas and collaborate on enhancing student engagement and professional readiness.

Presenter's Biopic

Cihan Cobanoglu



Prof. Dr. Cihan Cobanoglu is Provost at Virscend University in Irvine, State of California, USA. He previously served as Dean and McKibbon Endowed Chair Professor at the University of South Florida's School of Hospitality and Tourism Management, where he also led the M3 Center for Hospitality Technology and Innovation and served in various global partnership and international program roles from 2010 to 2025. A leading expert in hospitality and tourism technology, he is a Fulbright Specialist (2018–2021) and a Certified Hospitality Technology Professional (CHTP). Prof. Cobanoglu is the Editor of the Journal of Hospitality and Tourism Technology (SSCI IF=6.4) and Journal of Global Business Insights, and co-author of six books and ten conference proceedings. He is currently the President of the Association of Global Educators (AGE) and has served on boards and committees with AHLA, HFTP, and several academic journals, including Cornell Hospitality Quarterly and International Journal of Contemporary Hospitality Management. His research focuses on the impact of technology in hospitality. He developed hospitality software curricula and led the eXperimental

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Guestroom (X-Room) project at the University of Delaware (USA). His work has appeared in top academic journals and media outlets such as BBC, NBC, and The New York Times, and has been cited over 10,000 times. Prof. Cobanoglu has received numerous awards, including USF's Excellence in Research Award (2016, 2019), ICHRIE's Stevenson W. Fletcher Award (2020), and the Hannes Werthner Tourism and Technology Lifetime Achievement Award (2023). He has taught in six countries, delivered over 15 keynotes, and won 13 best paper awards. A Fellow of AGBA, he earned his undergraduate degree from Cukurova University (Turkey) and his master's and Ph.D. from Oklahoma State University (USA).

Chiang Mai Old City & Temples



FDW # 9

Planning and Delivering Effective Presentations

Guillermo Gibens

Professor of Communication
School of Arts and Communication – Essex Campus
Community College of Baltimore County
Baltimore, State of Maryland
USA

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Synopsis

In nearly every area of life, whether in a classroom, a business meeting, or a community event, the ability to present ideas clearly and confidently is a vital skill. Presentations are much more than ways to pass along information; they are tools for influencing, educating, inspiring, and building human connections. Despite this, many people struggle with public speaking. They might feel anxious, lack a clear structure, or use slides that distract instead of support. This FDW will provide both new and experienced speakers with practical strategies to improve their presentations and make them feel more confident.

This FDW will begin with a simple but powerful question: "What are you trying to say, and who are you saying it to?" From that starting point, he helps participants define their presentation's purpose and understand their audience. Once speakers know who they are speaking to and what they want to communicate, they can begin making decisions about structure, language, and visuals with greater clarity.

Audience awareness is the foundation of effective communication. Presenters need to consider what the audience already knows, what they care about, and what concerns they may have. With this understanding, speakers can choose examples that resonate and shape their message in a way that is easy to follow. This FDW will encourage presenters to narrow their topic(s), define a clear

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central idea(s), and organize their points using a structure that fits the message. Common formats such as chronological order, problem-solution, cause-effect, or topical structure can help bring order and clarity.

Once the message and structure are in place, the next step is to craft a presentation that flows smoothly. This FDW will emphasize three main parts: a strong introduction, a logically organized body, and a memorable conclusion. The introduction should capture attention—through a story, question, or surprising fact—while the conclusion should leave a lasting impression and summarize the key message. Transitions between ideas are also important, as they help guide the audience through the presentation without confusion.

Visual aids, especially digital slides, can enhance or harm a presentation depending on how they are used. Many speakers unintentionally clutter their slides with too much text or confusing visuals. This FDW will emphasize simple design principles to avoid this, such as using the "Rule of Six" to limit text and ensuring readability through proper font size, contrast, and layout. The goal is to use visuals that support the message, not compete with it. By showing clear examples, this FDW will help participants understand how to create slides that complement their spoken words.

Of course, even the best message and design can fall flat without effective delivery. This FDW will offer practical tips to help speakers overcome their nerves and connect with their audience. Techniques such as deep breathing, mental rehearsal, and active engagement can reduce anxiety and boost confidence. Voice control, facial expressions, posture, and eye contact all contribute to a strong stage presence, which helps keep the audience engaged.

In addition to in-person presentations, this FDW will also address how to adapt for virtual and hybrid formats. With more meetings and classes moving online, speakers must understand how to present effectively through a webcam. Topics like camera angle, lighting, voice clarity, and online interactions are briefly covered to help participants succeed in any setting.

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This FDW will also prepare participants for handling Q&A segments. Answering audience questions clearly and confidently can be a challenge, but it's also an opportunity to reinforce the message and build credibility. This FDW will share techniques for staying calm, responding with poise, and managing tough questions or time constraints.

Whether someone is new to public speaking or looking to refine their skills, this FDW will offer valuable guidance. It is supportive, interactive, and immediately applicable. Participants leave with tools they can use right away to improve their presentations. Educators, professionals, students, and community leaders alike will find the session relevant and inspiring.

Ultimately, Planning and Delivering Effective Presentations reminds us that great speakers aren't born—they're made. Through thoughtful preparation, audience awareness, and mindful delivery, anyone can become a confident and effective communicator. This FDW will empower individuals to share their ideas with clarity and impact, ensuring their voices are heard and remembered.

Cheow Larn Lake, Khao Sok National Park



Presenter's Biopic

Guillermo Gibens



Prof. Dr. Guillermo Gibens is a Full Professor of Communication at the Community College of Baltimore County (CCBC), Essex Campus, State of Maryland (USA), where he has taught since 2013. With over two decades of academic and international teaching experience, he specializes in corporate and intercultural communication, Latin American cinema, media criticism, and public speaking. At CCBC, he teaches undergraduate courses, mentors international students, and leads efforts in diversity, media literacy, and global education. A native of Venezuela, Prof. Gibens earned his Ph.D. in Communication Studies from Bowling Green State University (USA); a master's degree from the University of Kansas (USA), and a bachelor's in Social Communication from the Catholic University Andrés Bello (Venezuela). He also earned a Certificate in Corporate Communication from Cornell University (USA). His global teaching work spans China, India, Thailand, Peru, Colombia, and the UAE. His research examines Spanish-language media in the U.S., forced Venezuelan migration, and filmic depictions of colonialism. He has published in the *Humanities Review* and

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presented widely, including recent work on Venezuelan migration to Chile and media narratives in Avatar. Prof. Gibens is a 2025 Fulbright Scholar, and the Fulbright Grant will take him to the Dominican Republic in the 2025 Fall semester to work on designing a School of Communication for a local university. He also received a FIT Grant for international research and has served on committees for program review, promotion, diversity, and accreditation. A regular presenter at Community College Humanities Association events, he also advises CCBC students in the National Model United Nations. His work bridges cultures and disciplines, advancing global conversations on communication and representation.

Doi Suthep (Chiang Mai)



FDW# 10
Entrepreneurship Today:
Evolving Themes in Education, Research, and Practice

Sarfraz Ali Kyani

Entrepreneurship Educator and Business Coach
Australian Centre for Entrepreneurship and Innovation
Graduate School of Business
Queensland University of Technology
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AUSTRALIA
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Synopsis

There was a time when academics believed that having the right mindset such as passion, risk-taking, and determination was enough to become an entrepreneur. Later, in the early 2000s, Shane and Venkataraman introduced the idea of the "entrepreneurship nexus," which suggested that it is not just about the individual but also about identifying and acting on the right opportunity. However, over time, the concept of "opportunity" was criticized for being too vague, subjective, and hard to define in a consistent way. That is when Per Davidsson (2015) introduced the concept of external enablers — highlighting how changes in the world around us, such as emerging technologies, new regulations, or evolving societal values, can create space for entrepreneurship, even when individuals may not be actively searching for opportunities.

This FDW will guide participants through the evolution of thinking in entrepreneurship education. Before diving into the External Enablement (EE) framework, we will first discuss some of the widely used academic and practical tools that have shaped entrepreneurship teaching and practice in universities and incubators around the globe. These include effectuation theory, which encourages flexible decision-making under uncertainty; the Business Model Canvas, a strategic tool for mapping and visualizing key business elements; and design thinking, a human-centered approach to innovation and problem-solving. These

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tools have helped educators and entrepreneurs structure ideas, test assumptions, and better understand user needs.

While these frameworks remain valuable in entrepreneurship education and practice, the core focus of the workshop will be on the EE framework. EE provides a broader lens to understand how entrepreneurs can benefit from external shifts in technology, policy, markets, and culture—factors that are often outside their control but can trigger new business activity when recognized early and acted upon effectively (Davidsson, Recker, & von Briel, 2020; Kimjeon & Davidsson, 2021).

This FDW will draw on both recent academic research and real-world examples to help academics, practitioners, and policymakers understand how to identify and respond to enabling changes within their own industries and local contexts. We will begin with a clear and accessible introduction to the EE framework, explaining its key ideas, the different types of enablers, and the mechanisms through which external changes can influence entrepreneurial behavior and outcomes.

Participants will later engage in an interactive group exercise where they identify current changes in areas such as technology, regulation, or social values, and analyze them through the EE lens. This will be followed by a structured breakout activity, where participants are divided into two groups: academic participants will work on designing research questions using EE concepts, while practitioners will explore business ideas sparked by recent external changes such as covid-pandemic, cyclone, international trade war etc.

This FDW will conclude with an open Q&A and discussion segment, where participants share insights from their group work, receive feedback, and reflect on how the EE framework can be applied in their teaching, research, or entrepreneurial support work. Attendees will also be invited to join the growing global EE community, fostering ongoing learning, collaboration, and contribution to the evolving field of entrepreneurship.

Presenter's Biopic

Sarfraz Ali Kyani



Dr. Sarfraz Ali Kyani is an internationally recognized entrepreneurship educator, researcher, and speaker. He holds a Ph.D., in Entrepreneurship from Queensland University of Technology (QUT), Australia, with expertise in the External Enablement (EE) framework—an emerging frontier in entrepreneurship research. Dr. Kyani's work bridges cutting-edge theory and practical impact. His research has been published in top international journals, and he has presented at premier global platforms, including the Academy of Management Conference (USA) and Babson College Entrepreneurship Conference (USA). He has conducted entrepreneurship development workshops across continents and delivered a TED Talk in Sweden, demonstrating the real-world power of EE framework in driving entrepreneurial action. With over 15 years of global teaching experience, Dr.

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Kyani is also a social entrepreneur and business coach, passionate about translating research insights into actionable strategies for entrepreneurs, educators, and policymakers.

Chiang Rai White Temple (Wat Rong Khun)

