IBM SPSS Data Analytics, Case Studies in C#, Java and Electric Cars

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Abstract

Harvard University, Cranfield University, Thunderbird University and many other MBA programs continue to employ Case Studies in research. It is also a good practice to use Case Studies for undergraduate degree programs. For PhD candidates, it is mandatory that they do quantitative or qualitative research using real world Case Studies.

Big Data, C#, Project Risk Management courses were offered for professionals at IEEE. Java Programming was given at New Jersey Institute Technology, with students pursuing a Master Degree in Computer Science. At Dominican College, Global Marketing course was taught to undergraduate students. They did the final projects on Electric Cars. At University of Phoenix (UOPX), this author mentors 16 online Doctoral Candidates. They learn and use the IBM SPSS software for in-depth quantitative data analysis.

Doing Case Studies, for undergraduates, Master degrees, PhDs, provided a sound foundation for critical thinking, leadership, and team building skills. Student reviews were good to excellent. This paper gives the summary.

Keyword: Big Data, C#, Electric Cars, Global Marketing, IBM SPSS, Java, PhD Mentoring, Project Risk Management, and Real-World Case Studies

(A) Dominican College*

Dominican College is located 14 miles northwest of New York City. This author joined Dominican College in 1988 as an Associate Professor in the Business Division. In Fall Semester of 2017, the College enrolled 2100+ students. The Business Division offers Bachelor of Science programs in Accounting, Computer Information Systems (CIS), and four concentrations of management: Financial Management, Management Information Systems (MIS), International Management (IM), and Marketing Management (MK). Recently Sports Management (SM) was approved. Master Degree in Business Administration (MBA) was approved, by the State of New

York in 2008. Hsu served as the Director of Business Administration Division from 1990 to 1996, and taught courses in CIS, MIS and IM curriculum.

MK 326 Global Marketing

Fourteen people registered in Fall Semester 2017. One majors in Social Science, four in International Management, one in Finance, four in Management and four in Marketing.

Keegan and Green (2016) wrote the textbook. This course provides an introduction to international marketing. Topics include: US trade policy, cultural, business, legal, political environment, market research, emerging markets, market groups, global marketing management, products and services, marketing channels, exporting, logistics, negotiating with customers, partners and regulators.

Class meets twice a week, for one hour and fifteen minutes each. All seventeen chapters were covered. In addition to PowerPoint lectures and discussion, students worked in a team of three or four, doing in-class labs (Table 1):
1. Case Studies - using the ones in the textbook, on Argentina, Exporter, Market Research
2. Globe Trade – seven special websites that facilitate global marketing
3. Negotiation – video tapes to understand how difficult to close international deals with managers from China, Germany, Mexico or Russia
4. New Business – study Bitcoin, Ethereum, Blockchain, Cryptocurrency

During the semester, 8 classes were set up for these labs. This provided students with critical thinking, team building and leadership skills.

For the lecture class, PowerPoint slides were employed to cover the content of each chapter. Just reading the slides bore them. So read a few lines, and then ask them questions:

Why is Apple making iPhones and iPads in China? Is Apple iPhone #1 in the world? Name the top five automakers, banks, asset management firms, retailers, and oil companies in the world. Name the four most populated countries in the world. How many people are in European Union? What is CEE? What is the emerging market? What is BRIC? Is selling products in USA the same as selling in BRICs? Can you make money starting an import/export company today? If yes, how? How would the Nuclear War of North Korea affect business? Why does USA have such a huge military budget? What is FDI? Why is the exchange rate important in global marketing? With the oil prices going lower, how would this affect international deals? This type of question keeps the lecture alive and students are challenged to find answers.

For the final projects, they worked in a group of two on electric cars. They did extensive research on the company core business, sales, profit, financials, SWOT analysis, competitors, future plan, for the electric cars made by auto makers in the world: BMW i3, BYD, General Motors Chevy Bolt, Hyundai Ioniq, Nissan Leaf, Tesla Model 3, and Volkswagen eGolf, see Table 2.

(B) Institute of Electrical and Electronics Engineers**

The Institute of Electrical and Electronics Engineers (IEEE) is a professional association in New York City that is advancing technological innovation and excellence. It has 425,000+ members in 160 countries, with about half of whom reside in the United States.

Since 1993, IEEE North Jersey Section Education Committee has run programming, management and marketing courses to retrain electrical engineers. 364 members and non-members have successfully completed courses in Big Data, C Programming, C++ Programming, Java Programming, Advanced Java Programming, Project Risk Management, Marketing Research, and C# .NET Programming.

Starting in January 2008, Hsu served as the Chair of Education Committee. George Sierchio taught Project Management course twice. John Huang taught C#. Hsu was the instructor for all other classes since 1993. Working with New Jersey Institute of Technology and others, courses were offered in evenings or weekend.

1. Big Data Market Research

This course deals with the collection, evaluation, and analysis of the big data market-related information. Topics were included: market research industry, problem definition, research process, focus group, secondary database, quantitative research, questionnaire design, sampling techniques, statistical modeling, bivariate and multivariate correlation, communicating results and management reports. Using SPSS software, students learn to perform detailed data analysis. They can work as a market researcher, data analyst, and similar titles, Hsu (2016).

Objective:
- Describe the market research industry, problems and research process
- Understand primary data collection, secondary database, and survey
- Define quantitative research, measurement and sampling methods
- Explain questionnaire design, processing and statistical modeling
- Build knowledge of bivariate and multivariate data analysis
- Communicate results, manage ethical issues and prepare repots
- Employ IBM SPSS software for frequency analysis, Anova, T-test and others
- Review real-world research using Harvard Business School cases
- Present student Big Data Marketing Research projects

Textbook is from Parasuraman et al (2007). Six people took this course, July 8 – August 19, 2017, 12 noon to 3 pm. They did final projects: Chi Square Test, Focus Group, Questionnaire Design, SurveyMonkey, and T Test employing IBM SPSS software.

2. C# .NET Programming

In Fall 2017, C# .NET Programming was offered at New Jersey Institute Technology with three people – 1 business graduate, 1 engineer, 1 IT professional. No one had prior knowledge on C#.

Deitel and Deitel (2008) wrote the textbook.   Topics were:

- Compare the enterprise development tools using Java to C# .NET
- Define common language runtime
- Discuss MS Visual Studio .NET Version 2008 to latest
- Identify C# syntax, data type, control structures
- Distinguish methods, arrays, object-oriented programming
- Build graphical user interface, multithreading, files and streams
- Explain the benefit of using extensible markup language (XML)
- Select database, SQL server, and ADO .NET
- Choose ASP .NET, web forms, web controls, and web services
- Present student Projects

This book got 24 chapters, 1400 pages. It was for two semesters at a traditional University. Most Computer Science Departments in New York area offered C++, Java or Visual Basic, not C#.

The course ran on Saturdays, 9 am to 12 noon, 9/30 - 11/18/2017. Covering 20 chapters in seven weeks was challenging. Two homework assignments were graded. Students downloaded the Microsoft C# Express Edition to create, compile and execute their codes.

Case Studies were done as their final projects: (1) Painter Application, (2) Voice Activate Phone Apps. They presented their C# codes with PowerPoint slides. Some spent 15+ hours doing their projects.

3. **Project Risk Management**

Project Risk Management introduces project/risk management principles and methods from the standpoint of the manager who must organize, plan, implement, and control non-routine activities to achieve schedule, budget, and performance objectives. Topics include project life cycles, project selection and organization as well as planning, budgeting and scheduling systems. Planning and control methods, such as PERT/CPM, and Gantt charts, earned value techniques and project audits, are studied, see Table 3. Gido & Clements (2008) wrote the textbook.

Objective:

- Given a company's strategic plan, define the role that projects and project management play in accomplishing the company's strategic objectives, taking into account the various types of organizations such as functional, matrix, and project structures.
- Given that the details of a project have been identified, create a project charter, a scope statement, a Work Breakdown Structure (WBS), and Responsibility Assignment Matrix (RAM).
- Given a Work Breakdown Structure (WBS), develop precedence relationships among tasks, a network diagram and critical path, and create a schedule that includes initial and leveled resource allocations.

- Given a project plan, assess major schedule, cost, and performance risk elements and develop an approach for ranking these risks using qualitative as well as quantitative techniques.
- Given a project to be conducted, develop an approach for assembling and managing a high-performance project team.
- Given a project in progress, establish ways of monitoring schedule and cost performance using earned value techniques, and determine key elements of a communications plan to keep stakeholders abreast of progress, problems, and controls.
- Given comprehensive data on a project being undertaken, use project management software - Microsoft Project 2016, to plan, implement, and report on it.
- Given a project that is on its way to completion, establish a closeout strategy that will maximize the value of the project experience to the organization by capturing best practices and lessons learned.

Two people took this course, 9/30 – 11/18/2017, at NJIT, Saturday 12 to 3 pm. This course was offered 15 times, at IEEE Continuing Education for the past 24 years, Hsu (2007), and Hsu (2009). The final projects were BMW Apps and Business Loans.

(C) New Jersey Institute Technology**

The New Jersey Institute of Technology (NJIT) is a public research university in the University Heights neighborhood of Newark, New Jersey. As of Fall Semester 2017, the university enrolls 11,400+ students, over 2,200 of whom live on campus. NJIT offers degree programs including 51 undergraduate majors and 76 graduate (Masters and PhD) programs.

CS 602 Java Programming

In Fall Semester 2017, this author taught Java at NJIT, as an adjunct professor. This course is for students pursuing a Master Degree of Computer Science.

Deitel and Deitel (2015) wrote the textbook. Students learn how to create and deploy Advanced Java Programming. Topics covered: Java Programming, OOP, Files Streams, Swing, Data Structures and JDBC. Hands-on exercises and programming projects were required.

Hsu taught Java Programming for 15 years, Hsu (2002). Covering the entire book 25 chapters in one semester was still not easy. Students did Eclipse free download. Then they would create, compile, run and explain the codes.

There were 34 people enrolled, 20 from India and 9 from China. Students formed six teams of five or six people in each. Each team was assigned a project manager. Three homework assignments were graded. Each homework assignment got six individual questions and four team questions. The team questions were difficult. So the team had to work together. Indian and Chinese students were assigned to work in the same team. It was a good way for cross culture communications.

Final Exam was team Case Studies with written paper and PowerPoint presentation. Each team wrote a paper and provided PowerPoint (PPT) slides. Each person was in charge of three PPT slides, with one-minute presentation time per slide. The paper grade was the same for each team, but the PowerPoint grades were different for each individual. Six final projects were done: Binary Tree, Color Chooser, Fractal Pattern, Menu Test, Merge Sort, and Multiple Document.

Now they are ready to work as Java Developers. Java is in high demand: Amazon, Facebook, Goldman Sachs, Google, IBM, Microsoft, Oracle, and Verizon, just to name a few. The salary ranged from $85,000 to $200,000 per year.

(D) University of Phoenix**

University of Phoenix (UOPX) is a private for-profit institution of higher learning. It has an enrollment of 142,000 students and is one of the largest universities in USA. UOPX was founded in 1976 and is owned by the Apollo Education Group Inc. In 2017, it was acquired by Apollo Global Management, an American private equity firm. UOPX has 91 campuses and learning centers offering 100+ degree programs from associate degrees to PhDs. Its main campus is located in Phoenix, Arizona. The New Jersey campus is located in Jersey City.

In February 2008, Hsu went through a rigorous 16-hour training session and was qualified to teach UOP courses. The training was mandatory for all instructors regardless of prior teaching experience. Since May 2008, Hsu taught: Algorithm Logic for Computer Programming, College Mathematics, Creative Mind, Critical Thinking, Essentials of Personal Finance, Information System Security, Integrated Business Topics, Java Programming II, Management Negotiations, Marketing, Marketing Research, Hsu (2006), .NET I, Organization Behavior, Hsu (2008), People Science Environment, Public Relations, and Quality Management Productivity, and Research Information Utilization.

Published eleven papers and received OSS grants: (1) "Critical Thinking, Public Relations and Integrated Business Topics", Schmidt and Hsu (2009), (2) "Personal Finance", Levit and Hsu (2011), (3) "Research Information Utilization", Gabriel and Hsu (2013), (4) "People Science Environment", Hsu (2013), (5) "Algorithm Logic for Computer Programming", Hsu (2014), (6) "Case Studies in Operating System and Global Marketing", Hsu (2015), (7) "Android Apps Development, Big Data Viral Views and Channel Distributions", Safrova and Hsu (2015), (8) "Case Studies in Emerging Market and Personal Finance", Hsu (2016), and (9) "Leadership and eLeadership: An Analysis of Contingency Factors and Considerations", Hamlet et al (2016), (10) Case Studies Undergraduates to PhDs: Big Data, C#, Java, Environment and Global Marketing, Hsu (2017) and (11) Quantitative Analysis: PhD in Business Administration or Management, Hsu (2017).

DOC/733A, DOC/733B, DOC/734, DOC/734B, DOC/741B, DOC/993 Doctoral Dissertation

From May 16 to May 20, 2016, this author went through the Dissertation Chair Training. The training was very rigorous, with many tests at the end of each day. The retraining was done in

July 2017. After passing the strict requirement, this author was qualified to mentor PhD students for courses: DOC/722, DOC/733, DOC/733A, DOC/733B, DOC/734, DOC/734A, DOC/734B, DOC/741, DOC/741A, DOC/741B, DOC/742, DOC/742A, and DOC/742B. In addition, DOC/882 through DOC/993 were also approved.

Many professionals, managers, entrepreneurs, or office workers are aspired to earn a PhD degree. Why? They see PhD as a ticket to further their careers in the chosen field of study. UOPX School of Advanced Study (SAS) is dedicated for the task of PhD operations, SAS (2018). From this website, Research Hub, one sees the requirement, the number of courses, the details of the degree programs, the length of study, tuition, payment, loan, and related information.

Three academic areas exist for PhDs: 1. Healthcare and Nursing, 2. Education and Higher Education Administration, and 3. Business. In the Business area, one can major in one of the three fields: 1. Doctor in Business Administration, 2. Doctor in Management Organizational Leadership, and 3. Doctor in Management Organizational Leadership/Information System Technology. The course requirements are slightly different among the three. There are 28 to 31 courses listed for these three degrees.

The process is extremely rigorous. As a candidate, he/she takes these courses. They pick a research topic (Case Study) in their field of interest, quantitative or qualitative in content, formulate a plan, establish a theoretical framework, start with hypothesis, design the measurement method, use survey and other techniques to collect data, employ IBM SPSS software or similar tools to code data, analyze data, and summarize the results. Result may or may not validate the original proposal. During these steps, he/she needs three Faculty Committee members. One of them is a Dissertation Chair. The Chair assumes the major responsibility to guide the PhD candidate, teach courses, assist with various compliance issues, provide a clear direction of the thesis, and review change matrix, etc. Candidate writes a few chapters, gets approval from Quality Review board. Write a few more chapters, he/she gets approval from Institutional Review Board, before starting the data collection and the analysis. He/she continues writing the remaining chapters for the data collection and results. Then he/she goes for the oral defense of the PhD thesis. Oral defense is to employ YouSeeU software (2018). All four people – one candidate and three professors, are in the same virtual room online. With the audio and video setup, candidate presents the PowerPoint slides for 30 minutes, then professors ask in-depth probing questions. For the past four times, there were technical issues, with audio or video. When video did not work, then we just called one another to keep the process going.

This author currently serves as the Dissertation Chair for six and on the Faculty Committee for ten people, so the total 16 doctoral candidates, up from 11 people last year. It was a lot of work reading the thesis, understanding the negative feedback of other reviewers, and replying with positive support. Two main issues are poor English writing and failure to adopt the appropriate statistical analysis tool. This author completed 19 reviews of their PhD thesis, from the SAS Document Manager, since July 2016. It is unfortunate that they had to resubmit their proposals many times. It cost much time and money. In addition, the candidate morale is very low while being rejected by unknown reviewers with unreasonable requests.

Starting January 2017, the UOPX Administration created a new pilot program. The PhD candidate studies with a mentor who earned the title as University Research Methodologist (URM). URM worked at University of Phoenix 10+ years with significant teaching, research, quantitative or qualitative analysis skills. URMs are in the best position to guide PhD candidates forward. As a result, the Chair is not teaching, but is observing the progress in the classroom while URM teaches the PhD candidate. There may be disagreement between the Chair and the URM. If this occurs, then the resolution is needed from higher-level administration. This program seemed to be able to resolve the issues discussed above.

For the past 18 months, this author read emails daily from UOPX website, reviewed PhD proposals, submitted reviews, answered student questions in email/voice format, as an ongoing basis. Spent a lot of time and effort. Is it worthwhile? The answer is "Yes".

PhD candidates also spent much time, effort and financial costs, working on his PhD thesis for many years. The payback is when they received their PhD degrees. Four people did get their PhD degrees with their mentors, dates, see Table 4.

Conclusion

Students/professionals learn the theory and need to connect it to the real world. 59 people took Big Data, C#, Java, and Global Marketing courses. In addition, 16 Online Doctoral Candidates are doing their PhD research via Case Study and 4 people just got their PhD degrees. Teaching and learning strategies included the in-class use of Business Week, Economist, Financial Times, Forbes, Fortune, Harvard Business Review, Homework, Internet Search and Programming. Final projects involved a written paper for a specific Case Study and the PowerPoint presentation by a team or an individual. All of these tools and reports attributed to the success in an E-Learning environment. Students/professionals raved about the experiences. Eleven people gave public endorsements on Linkedin (2018), the social media network with 500 million professionals worldwide, Table 5.

Acknowledgment

*Full-Time Position **Part-Time Consultant

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Table 1	MK 326	Lab Chart	9/5/2017	
	Group A	*Group B*	*Group C*	*Group D*
	Contreras*	Gutierrez	Castro	Adjekughele
	Kcira	Perez	Koeder, Ina*	Koeder, Kim*
	Jordan	Radix*	Michitsh	St. Cloud
			Ossa	Wilberly
9/05	New Business	Globe Trade	Case Study	Negotiation
9/12	New Business	Globe Trade	Case Study	Negotiation
9/19	Negotiation	New Business	Globe Trade	Case Study
9/26	Negotiation	New Business	Globe Trade	Case Study
10/19	Case Study	Negotiation	New Business	Globe Trade
10/26	Case Study	Negotiation	New Business	Globe Trade
11/09	Globe Trade	Case Study	Negotiation	New Business
11/16	Globe Trade	Case Study	Negotiation	New Business
	* Project Manager			

Table 2	MK 326 Global Marketing	Final Group Projects	12/14/2017
Group A	*Topic*	*Group B*	*Topic*
Radix	Nissan Leaf	Adjekughele	Tesla Model 3
Wiberly	Japan	St. Cloud	USA
Group C	*Topic*	*Group D*	*Topic*
Perez-Cevantes	GM Chevy Bolt	Ossa	BMW i3
Gutierrez	USA	Koeder, Kim	Germany

Group E	Topic	Group F	Topic
Kcira	BYD Electric	Contreras	VW eGolf
Michitsch	China	Koeder, Ina	Germany
Group G	*Topic*		
Castro	Hyundai Ioniq		
Jordan	South Korea		

Table 3 Project Risk Management

The North Jersey Section IEEE is offering a course entitled "Project Risk Management". Dice.com lists *5000+* Project related jobs in the New York Tri-State area daily! This course will help you to break down a master project into manageable tasks, pinpoint possible solutions, and provide information to keep the project under control. Using *Microsoft Project 2016* software, you will learn to accomplish various project plans. In addition, it will greatly enhance your business, communications and interpersonal skills.

You will receive the IEEE Certificate of Achievement and earn 2 IEEE Continuing Education Units (CEUs) when you complete the course. You may wish to take two Certification exams, one in *Project Management* administered by Project Management Institute from the knowledge that you learned in this course. This is *not an exclusive PMP-PMI examination prep course.* No PDUs are issued for PMP eligibility. However, past attendees did successfully get the PMP certifications!

Textbook: "**Successful Project Management**", Third or latest edition, Gido and Clements, Tompson-Southwest, ISBN#02342-24281 (2006)

Instructor: **Donald Hsu, PhD**, yanyou@hotmail.com, has been a corporate manager for 20+ years and an experienced trainer. Since 2009, he has trained 800+ in IT Project+, MS Project, Project Management, Contract Procurement Management, and International Management.

Location: ECE 201, New Jersey Institute Technology, Newark, New Jersey, USA

Time: Saturday, 12:00 noon to 3:00 pm

Date	TOPICS
09/30/2017	Chap. 1, 2, MS Project
10/07	Chap. 3, 4, Harvard Business Review
10/14	Chap. 5, 6, Business Plan software
10/21	No class
10/28	Chap. 7, 8, assign Final Project
11/04	Chap. 8, 9, Global Finance cases
11/11	Chap. 10, 11, Risk Management
11/18	Chap. 12, 13, Social Media Manager and Final Projects presentation
Attendance, participation, in-class work ---- 50%	
Final Project ---------------------------------- 50%	

Table 4 UOPX PhD Thesis Title, Faculty Committee and Dates

Full Name and PhD degree received	Thesis Title	Faculty Committee	Dates
Robert Lazaro Doctor Business Administration	A Quantitative Examination of How Social and Economic Factors Predict Online Crowdfunding Success of Publishing Ventures	Dr. Ruzanna Topchyan, Chair Dr. Donald Hsu Dr. Brian Sloboda	February 2, 2017
Charles O. Ojewia Doctor Management Organizational Leadership	A Phenomenological Study of Project Delays and Scheduling in the Construction Industry	Dr. Joseph Oloyede, Chair Dr. Donald Hsu Dr. Liston Bailey	October 2, 2017

Alexander K. Horster Doctor Management Organization Leadership Information System Technology	Mobile Device Management, Security, and Workload: A Quantitative Correlational Study	Dr. Julia Bao, Chair Dr. Donald Hsu Dr. Armando Paladino	October 13, 2017
Grover S. Raguindin Doctor Business Administration	The Repositioning of Product Attributes: A Phenomenological Study Among Toy Collectors	Dr. Steven van Ginkel, Chair Dr. Donald Hsu Dr. Edward Lopez	January 20, 2018

Table 5 Recent Public Recommendation on Linkedin Website
Connor Watson, Research Assistant at New Jersey Institute of Technology, January 7, 2018. During the Fall 2017 semester I took an Android Development class with Professor Hsu. The first half of the semester was Java review (a good refresher) and the second half was an intro to Android Development. The group projects allow for excellent collaboration to produce Java and Android applications. He is very clear-cut about what he wants, plus if you show up to every lecture and complete assignments on time then you will get the good grade you deserve. If there are any gray areas, Professor gladly clears it up. By far one of the best classes I've taken at university!
Brittany Kiernan, Creative Marketing & Social Media Coordinator, November 5, 2017. Dr. Hsu was one of my favorite professors at Dominican college. When it comes to anything business, he is the go-to person to ask! I learned how almost all Microsoft Office programs work from his classes specializing in Microsoft, and these skills I have brought with me to my jobs. Definitely recommend taking him as a professor at Dominican College!
Axel Fitte-Duval, Business Development Representative at Anheuser-Busch InBev, UK, October 13, 2017. I've attended Dr. Hsu lecture on Sales Management at Economics University Prague, in June 2014. He is an inspiring person and get things done. He has shared his personal experience to illustrate his arguments, which triggered more interaction in the group. It is fun and easy to learn from him.
Brigita Lazar Lunder, M. Sc., MBA, LION, Consultant|360° LinkedIn Solutions| Pharma Jobs Germany |Intl. Business Opportunity Market Organization, Slovenia, October 13, 2017. I was a speaker at E-Leader Milan and Vienna conferences, that Dr. Donald Hsu organized. It was a great experience. I met people from different field of work, exchanged information, ideas, and collaboration with each other. I will recommend all professionals to attend E-Leader 2018 in Bangkok or in Warsaw.
Karen Wendt, Int'l #1 Bestselling Author Responsible Investment Banking, Impact Investor, Financial Adviser, Lecturer, Coach, Keynotes, Germany, September 20, 2017. I was a speaker at E-Leader conference twice, that Donald organized. I love the experience to connect to scientists

from various academic fields. Impact Investing gathered a lot of interest and attraction in the two conferences. It is a great experience with a lot of new state of the art research and connectivity.

Kaitlynn Papalambros, Student at Dominican College of Blauvelt, August 5, 2017. Dr. Hsu is one of my favorite professors I have had throughout my college years. I am so grateful for having the opportunity to learn from such an amazing, smart, and personable professor.

Tanya Khullar, .Net Developer| Former Application Development Intern at NYCDOT, August 1, 2017. The experience during my first year at NJIT has been particularly rewarding by having Dr. Donald Hsu as my Java Professor. Professor Donald Hsu is one of the best instructors at NJIT and is an integral part of the NJIT Department of Computer Science. Dr. Hsu's class is one of the most memorable classes I've undertaken. My experience of taking course under Dr. Hsu has been exceptional. He not only focuses on the course but also provides emphasis on importance of team work. My favorite parts of the class were the times he would share his experiences acquired over his long with us, and how his advice always had a remarkable impact on all of us. This course helped me land an internship at New York City Department of Transportation. I would always be thankful to Dr. Hsu for his guidance and exceptional teaching. Dr. Hsu, I look forward to future opportunities to work and study under you again.

Petra Baránková, Student at University of Economics Prague, Czech Republic, July 13, 2017. Professor Hsu was my Channel Distribution Marketing teacher, a great leader coordinating a discussion amongst students. He covered a great range of topics including his hands-on experiences. With his guidance he made us look at the topics from different perspectives.

Paula Cardona, Marketing Associate at Vidyo, July 12, 2017. Professor Hsu is exactly what you hope to find in a mentor. Not only is he dedicated to the students' success in the classroom but he also goes above and beyond to assist professionally outside in your field. His knowledge and teachings have really helped guide me in the right direction with my own career, despite the fact that our fields fall far apart. The time that he takes out of his own busy schedule to invest in encouraging success potential in his students, is priceless. I would recommend him to any student, teacher, or professional looking for valuable and encouraging guidance.

Enrico Rubele, Marketing Assistant, POS Media Group, Czech Republic, July 10, 2017. Professor Hsu taught in my Sales Management class at the University of Economics of Prague. He definitely put a lot of effort during his lectures and constantly provided us with various real business experiences he was involved in. I surely recommend Professor Hsu to those students that want to improve their business knowledge not just through books, but also via practical cases and interesting business stories/situations.

Sara Wüst, MSc Student International Business & Economic Relations, Russia, July 10, 2017. Mr. Hsu was offering a course called "Channel Distribution Marketing" at University of Economics, Prague. In the beginning I wasn't sure if I should sign up for this opportunity since I was already familiar with a lot of topics within this field. However, I am glad I did because otherwise I would have missed the opportunity to get to know Mr. Hsu - a world-open, open-minded, interesting, highly skilled and very experienced teacher and person. We had great discussions which offered everyone the possibility to state his/her point of view and to participate in class. One point I really appreciate a lot, that Mr. Hsu doesn't see you as his student - he respects you as a colleague or even a friend and therefore creates a lively and enjoyable atmosphere in the classroom. Beside the class content, I learned a lot more due to his experiences he shared with us and can highly recommend attending his courses.