Quantitative Analysis: PhD in Business Administration or Management

Donald K. Hsu, Ph.D.
Doctoral Faculty, School Advanced Study, University of Phoenix
Tempe, Arizona, USA
&
Associate Professor
Computer Information Systems
& International Management
Division of Business Administration
Dominican College of Blauvelt
Orangeburg, New York, USA

Abstract

Case Studies were employed by Harvard Univeristy, Cranfield University, Thunderbird University MBA programs. 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 for real world case studies. But there were few case studies in the literature for Big Data, C#, Java, Environment, Global E-Commerce and Sales Management.

Big Data and C# were for professionals at IEEE. Environment course was an undergraduate course at University of Phoenix (UOP). In addition, this author is mentoring 11 online UOP Doctoral Candidates. Java course was for Master Degree students at New Jersey Institute Technology. At Dominican College, Global E-Commerce was for undergraduates. Sales Management was offered at Economics University Prague, Master Degree students in International Business.

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

Keyword: Big Data, C#, Java, Environment, Global E-Commerce, Sales Management, PhD Mentoring, and Real-World Case Studies

(A) Dominican College*

Dominican College is located 14 miles northwest of New York City. Donald Hsu joined Dominican College in 1988 as an Associate Professor in the Business Division. In Spring 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). Master Degree 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.

MG 366 Global E-Commerce course

Twenty-five people registered in Spring Semester 2017. Laudon and Traver (2012) wrote the textbook. Ebay and Amazon served as examples of the American success stories for E-commerce. Much discussion focused on the business model of: Facebook, Expedia, Freshdirect, JetBlue, Google, Groupon, Hulu, Linkedin, Netflix, Pandora, Pinterest, Priceline, Twitter, Yahoo, YouTube, and Zynga.

Chinese E-commerce firms that traded publicly in USA are: Alibaba, Bidu, Giant Interactive, Netease, Renren, Shanda Games, and Sina. Why are their stock prices going down since the IPO? Is Facebook a good business model? Why is it banned in China? Why is Apple making iPhone, and iPad in China? Why is Samsung Galaxy so cool? Why is Uber totally failed in China? Is GoPro or Fitbit a good business? Are there successful E-commerce in Brazil, Russia, and Eastern Europe? Can you start a global E-commerce today and make money? What is the reason that people will pay your product/service online? This type of question keeps the lecture alive and students are challenged to find answers.

In addition, this course covered 7 non-US countries, taking E-commerce to the global level. In the continental Europe, 40+ discount airlines are now operating to benefit travelers. There are 28 countries with 510 million people in the European Union. Each discount airline started with just one E-commerce website, and tried to be the next RyanAir or EasyJet. Air Berlin is another example. Teaching these real life success is a great motivator for E-Commerce business.

In-class team exercises were done for Business Plan, Global Finance, Harvard Business Review, and Project Management, Table 1. For the final projects, they did extensive research on the company core business, sales, profit, financials, SWOT analysis, competitors, and the future, 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. 353 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. C# .NET Programming

In March 2017, C# .NET Programming was offered at New Jersey Institute Technology with five people – 2 engineers, 1 tech support, 2 IT professionals. 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#.

This course was taught on Saturday, 9 am to 12 noon, for seven weeks. 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.

 Five case studies were done as their final projects: (1) GUI interface, (2) Login Registration System, (3) Map Viewer, (4) Painter Application and (5) RadioButton Test. They presented their C# codes with PowerPoint slides. Some spent 15+ hours doing their projects.

2. 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 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). Three people took this course, March 11 – April 29, 2017, 12 noon to 3 pm. They did final projects: Questionnaire Design, SurveyMonkey, and SPSS Application.

(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 Spring Semester 2017, the university enrolls 11,300+ students, over 2,200 of whom live on campus. NJIT offers degree programs including 50 undergraduate majors and 78 graduate (Masters and PhD) programs.

CS 602 Java Programming

   In Spring 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 a challenge. Students did Eclipse free download. Then they would create, compile, run and explain the codes.

   There were 34 people enrolled, 23 from India and 8 from China. Students formed six teams of five or six people in each. Each team had a project manager. Three homework assignments were graded. Each homework assignment got six individual questions and four team questions. The team questions were difficult for individuals. Indian and Chinese students were assigned to work in the same team. It was a good way for cross culture communications.

   Final Exam was a team project with written paper and PowerPoint presentation. The Case Study used the example in the textbook. Each team wrote a paper and provided PowerPoint (PPT) slides. Each person was in charge of three PPT slides.

Now they are ready to work as Java Developers. Java is in high demand with major tech firms: 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 Economics Prague**

The University of Economics, Prague (Czech: *Vysoká škola ekonomická v Praze*, abbreviated VŠE, also called Prague School of Economics) is a leading economics and business-oriented public university located in Prague, Czech Republic. It is the largest and most selective university in the field of economics, business and information technologies in the Czech Republic with almost 20,000 students in its bachelor, masters and doctoral programs, and a top business school in Central Europe.

VSE places a high priority on the development of international relations, and it has more than 200 partners from Europe, North and South America, and Asia. VSE established International Business (IB) Master's Program taught in English. The aim of this program is to address the specific characteristics of the Central European business environment with the framework of the increasing trend of globalization. Currently there are 430+ foreign students from 50 countries enrolled in the IB Master's Program.

In May 2017, this author was hired as a Visiting Professor again, teaching two courses, Channel Distribution, Safrova and Hsu (2015) and Sales Management. Each course is taught as the three-day intensive course, with 8 to 9 hours per day, for a total of 26 hours. For the Channel Distribution course, 12 people registered. For Sales Management, 18 students enrolled. They did good jobs on in-class assignments and final projects.

Sales Management

Aims of the course: Sales Management teaches how to design and implement a sales force strategy. The course presents techniques for identifying, recruiting and training salespeople, controlling sales efforts; budgeting, and forecasting sales performance.

Learning outcomes and competences: Upon successful completion of this course, students will be able to:
1. Determine the best organizational structure for its sales force.
2. Design a system to recruit, select, hire, and assimilate effective salespeople.
3. Design a system to train effective salespeople.
4. Design a plan to motivate, monitor, and control the sales force.
5. Design a compensation plan for the firm's sales force.
6. Estimate the market potential for each product; determine sales territories, quotas and forecast sales performance.
7. Evaluate the performance of each member of a company's sales force.
8. Determine possible ethical/legal implications and assess management's responsibility to the customer, the salesperson, and the firm.

Course contents:

1. Session I (lecture 4, seminar 5)
a) The Field of Sales Force Management
b) Strategic Sales Force Management
c) The Personal Selling Process
d) Sales Force Organization
e) Profiling and Recruiting Salespeople
f) Selecting and Hiring Salespeople
g) In the real world, why is it so difficult to hire and retain quality salespeople?

2. Session II (lecture 4, seminar 5)
a) Developing, Delivering and Reinforcing a Sales Training Program
b) Motivating a Sales Force
c) Sales Force Compensation
d) Sales Force Quotas and Expenses
e) Leaders hip of a Sales Force
f) Forecasting Sales and Developing Budgets
g) Why is it not possible to get accurate forecasting for next year sales?

3. Session III (lecture 4, seminar 4)
a) Sales Territories
b) Analysis of Sales Volume
c) Marketing Cost and Probability Analysis
d) Evaluating a Salesperson's Performance
e) Ethical and Legal Responsibilities of Sales Managers
f) Final Project Papers and Presentations

4. Methodology
a) The course outline will be divided into six sessions, covering 26 contact hours, spread over 3 lecture/lecture days.
b) Being a concentrated/intensive course, pre-reading of the texts will be expected to ensure good class participation.
c) Short cases and illustrations of contemporary sales force strategies will be discussed.

5. End – Final Projects will be suggested for relevant topics.

Spiro wrote the textbook, Spiro et al (2008). Eighteen people enrolled. It was divided into four teams of 4 or 5 people in each team. Each team was assigned a manager. The manager was responsible to download ebook and to distribute ebook via DropBox two weeks before starting the class. Three assignments were made in class. They answered question in the threaded discussion fashion. First person posted the answer, second person read it, and posted "I agree or I disagree because…" The third person continued with the dialog. Instructor gave the grades by reading the threaded discussion.

While in class, in addition to PowerPoint slides, many questions were raised. What is sales management? Have you done any office work? If yes, please describe it. Have you done any sales? If yes, name the pro and con. Are sales jobs difficult? Compare tourist sales (popular in

Prague), insurance sales, real estate sales, car sales, which one will you do and why? Do you know anyone in your family, friends or colleagues that made a fortune in sales? This type of questions engaged them.

This class of 18 students consisted of: 2 from Azerbaijan, 5 from Czech Republic, 1 from France, 1 from Georgia, 1 from Italy, 1 from Romania, 4 from Russia, 1 from Slovakia, 1 from Turkey and 1 from Ukraine, truly international. The instruction is in English. Communication is not an issue.

Final project was done in teams. For four people team, 2800-word paper was required. For five team, 3500-word paper was needed. The paper covers: company information, international, marketing strategy, compensation (salary, commission, bonus), competition, the future, 4+ references APA style. Four Final Projects were done: Coca Cola Prague, Ernst Young Prague, SBR Consulting, Skoda Auto Prague.

(E) University of Phoenix**

University of Phoenix (UOP) is a private for-profit institution of higher learning. It has an enrollment of 142,000 students and is one of the largest private for-profit universities in USA. UOP was founded in 1976 and is owned by the Apollo Education Group Inc. UOP 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 eight papers: (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) "Case Studies in Emerging Market and Personal Finance", Hsu (2016), and (8) "Leadership and eLeadership: An Analysis of Contingency Factors and Considerations", Hamlet et al (2016).

1. SCI 256 People Science and the Environment

This in-depth environmental science course examines how people use science to understand how they relate to the environment. The course explores relationships between people, the

ecosystems and the science behind how ecosystems work. It reviews the historical development of the environmental movement, interactions between humans and natural ecosystems, and more specifically, the role of a growing population and associated pressures on natural resources. This course further examines how economics, natural systems, and conservation are interrelated. Different types of pollution, various energy resources, and their impact on environment, are covered. This course challenges students to consider the impact of lifestyle choices on environmental sustainability. Textbook is from Botkin and Keller (2014).

The twenty-hour course at UOP consisted of a five-week, four hours per week schedule. In any other university, this course normally ran 45 hours per semester. How could one teach this course in 20 hours? UOP E-Learning website (E-campus) listed the reading assignment for each week. UOP negotiated agreements with book publishers. Students paid a fee and downloaded the ebook. This mechanism saved students time and money.

This class enrolled five students, started March 14, and ended on April 11, 2017. Students formed two Learning Teams with two or three people in each team. An Individual assignment and a Learning Team assignment were required every week. The Learning Team placed students to work in a group, after class.

Students would spend up to 5 hours each week, after class to do these assignments. Add the 25 hours doing assignment, to the lecture 20 hours, give 45 hours for the total time spent on this course. The learning requirement is not that different from a traditional university.

Using PowerPoint slides to cover 21 chapters sounds easy. But there are 50 to 120 slides for each chapter. One needs to be selective to choose the slides that best described the content of the chapter. Simply reading the slides bored students. The better teaching method was to read a few lines, and ask questions:

What are the constraints of using the scientific method to analyze environmental issues? What are the social and ethical issues in environmental controversy? Can you identify an ecosystem in which you live or one near to where you live?   What are the differences between an ecosystem and an ecological community? Is your community people- or car-oriented? Why or why not? Can you find a good strategy to conserve fossil fuels? Should government encourage the development of alternative energy sources? How could your community better manage its water resources? What is one way natural ecosystems can perform wastewater treatment?   Can you identify causes of indoor and outdoor air pollution?   Do you think that a change in the climate patterns will cause the global rise in sea levels? What has been the media coverage of a local environmental issue?   How did environmental regulations affect your daily life? Who should manage the natural resources: legislature, public, scientists, or others?

These type of questions got immediate attention. Students voiced their opinions in a lively manner. Four hours were very long in the evening, because all students worked during the day. One 20-minute break was at 8:00 pm. This author spent much time helping weak students. The strategy worked well.

For the final project, they did: a) Alternative Energy, b) Coal Energy, c) Oil and Gas Energy,

and d) Nuclear Energy. They submitted their final papers and presented them with the PowerPoint slides. The paper grade is the same for the group, but the oral presentation grade is different for each individual. Student gave positive reviews, Table 3.

2. DOC 733A, DOC 733B Doctoral Dissertation and DOC 734 Doctoral Project IV

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. 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.

One may not realize that many professionals, managers, entrepreneurs, founders, 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. University of Phoenix School of Advanced Study (SAS) is dedicated for the task of PhD operations, SAS (2017). 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. It seems that there are 28 to 31 courses listed for these three degrees.

The process seems very rigorous. As a candidate, he/she takes these courses. They pick a research 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 methods 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. Then he/she gets approval from Institutional Review Board, before starting the data collection and the analysis. He/she continues writing the remaining chapters. Then he/she goes for the oral defense of the PhD thesis.

This author currently serves as the Dissertation Chair for one person and on the Faculty Committee for 10 people. It was a lot of work reading the thesis, understanding the negative feedback of other reviewers, and replying with positive support of the candidate. Two main issues are poor English writing and failure to adopt the appropriate statistical analysis tool. This author completed 10 reviews of their PhD thesis, from the SAS Document Manager, since July 2016. It is unfortunate that they had to resubmit their thesis 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.

Recently the UOP Administration proposed a new pilot program. The PhD candidate studies with a mentor who is 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 eleven months, this author read emails daily from UOP website, reviewed PhD thesis, submitted reviews, answered student questions, replied student emails, in the ongoing basis. Spent a lot of time and effort. Is it worthwhile? The answer is "Yes".

One of the 11 PhD candidates, Robert Lazaro, spent much time and effort, working on his PhD thesis for many years. His Chair Dr. Ruzanna Topchyan did an excellent job, in mentoring him for the details of quantitative analysis. Dr. Brian Sloboda, an economist and an expert on statistics, was a second Faculty on Robert's Faculty Committee. As a third member of his committee, it was a great learning opportunity for this author. After passing IRB, QFM, and other different tasks, the last step for Robert was to take the Oral Exam. Utilizing the UOP YouSeeU software (2017), the four of us met online, face to face, on February 2, 2017. Robert presented his PowerPoint slides. Three of us took turns to ask him questions. He answered them well and passed the Oral exam. He is now Dr. Robert Lazaro, with a Doctoral of Business Administration degree, Lazaro (2017).

Conclusion

Students/professionals learn the theory and need to connect it to the real world. One hundred and twenty-three people, from five organizations took Big Data, C#, Java, Environment, and Global E-Commerce and Sales Management courses. In addition, 11 Online Doctoral Candidates are doing their PhD research via Case Study and one person just got a PhD in Business Administration. 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. 13 people gave public endorsements on Linkedin (2017), the social media network with 500 million professionals worldwide, Table 4.

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*Full-Time Position **Part-Time Consultant

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Table 1	MG 366	Lab Chart		
	Group A	*Group B*	*Group C*	*Group D*
	Andrade*	Ciprian*	Contreras*	Glielmi*
	Esteves	George	DeMoura	Gragson
	Gutierrez	Gray	Hegner	Jordan
	Ko	Koeder, Ina	Koeder, Kim	Kuloey
	McLeod	Michitsch	Palmer	Ossa
	St. Cloud	Soto	Smith	Ventura
			DeFranco	
1/24	HBR Case	Proj Magt	Global Fin	Bus Plan-L
1/31	TB Case	Proj Magt-L	Global Fin	Bus Plan
2/09	Proj Magt	Global Fin	Bus Plan-L	HBR Case
2/16	Proj Magt-L	Global Fin	Bus Plan	TB Case
3/23	Global Fin	Bus Plan-L	HBR Case	Proj Magt
3/30	Global Fin	Bus Plan	TB Case	Proj Magt-L
4/11	Bus Plan-L	HBR Case	Proj Magt	Global Fin
4/20	Bus Plan	TB Case	Proj Magt-L	Global Fin
	* Project Manager			

Table 2	MG 366 Global E-Commerce	Final Group Projects	05/11/2017
Group A	*Topic*	*Group B*	*Topic*
Ciprian	Alibaba	Andrade	Baidu
St. Cloud	China	Contreras	China
Group C	*Topic*	*Group D*	*Topic*
DeFranco	Snapdeal	Gray	Flipkart
Palmer	India	Soto	India
Group E	*Topic*	*Group F*	*Topic*

Koeder, I **Koeder, K**	**Billiger** **Germany**	**George** **Michitsh**	**Kakao Talk** **South Korea**
Group G	*Topic*	*Group H*	*Topic*
Kuloey **Gutierrez**	**Alza** **Czech Republic**	**Jordan** **Ventura**	**Nicovideo** **Japan**
Group I	*Topic*	*Group J*	*Topic*
Hegner **Gragson**	**Tencent** **China**	**Ossa** **Glielmi**	**Rakuten** **Japan**
Group K	*Topic*	*Group L*	*Topic*
DeMoura			
Esteves **Smith**	**Coccoc** **Vietnam**	**McLoud** **Ko**	**Yandex** **Russia**

Table 3 Student End of Course Survey (SEOCS) at University of Phoenix 2017
SCI/256 People Science Environment, Question 2 responses, all faculty average 720 responses
1. How likely are you to recommend this instructor to other students?
8.5 8.7
2. My faculty provided instructional feedback that identified strengths and weaknesses throughout the course. 9.5 8.7
3. My instructor provided additional resources to aid in student understanding.
9.5 8.9

Table 4. Public Recommendation on Linkedin website 2017
Michal Kougl, Student at University of Economics, Prague, June 23, 2017. Prof. Donald Hsu extensive real life experience, colorful professional and educational background, as well as passion for teaching all make him a world class educator and sensible partner for any endeavor. He is pleasant and engaging. In the short time we spent together I learned a lot and was inspired to undertake further private efforts in the areas of sales, programming, and general self-

improvement. I can wholeheartedly recommend any class taught by Donald - you will get a lot more than the mere course content and description that you sign up for!

Milan Hašek, Double Degree Student/Looking for full-time opportunities, June 20, 2017. Prof. Donald Hsu was hosting a Sales Management course at University of Economics in Prague, which I was attending. He showed his expertise in this field and learned us how to develop a successful sales force strategy. His teaching style is based on a excellent communication skills and discussion with the students. Professor also showed that he has knowledge and practical experience extending the given field, especially in the field of technologies. Lectures were well-prepared and organized. Therefore, I can highly recommend prof. Hsu.

Abheek Gulati, Seeking full-time positions within the software, big data & associated industries, May 26, 2017. I had the pleasure of taking a Graduate level Java programming class under Dr. Hsu at the New Jersey Institute of Technology while I pursued my Master degree there. Simply put, Dr. Hsu's class is one of the most memorable classes I've undertaken, not just at NJIT, but over the course of my academic career. It was not just the clear and sharp explanation of concepts of the Java programming language that made it great, the class was a very whole-rounded experience wherein extensive team-work was always emphasized, so as to prepare us for the real world non-academic work environments. Dr. Hsu also ensured we knew the importance & dominance of Java in the industry, this ensured we knew the time and finances we were commuting to this class went to a worthy cause. My favorite parts of the class were the times he'd share his many varied experiences acquired over his long and colorful career with us, and how his advice always had a sprinkling of innocent humor and sharp wit. He had a mighty positive aura which filled the class with a cheerful and energetic vibe, which was much needed considering it was a class held at after work hours! Thank you for the great memories, Dr. Hsu, I look forward to future opportunities to work and perhaps study under you once again!

Ishan Khajuria, Student at New Jersey Institute of Technology, May 21, 2017. It is a pleasure for me to record my impressions for Dr. Hsu, I attended his Java Programming class in the Spring 2017 semester at New Jersey Institute of Technology. During my classroom interactions, I observed that the professor has a good working knowledge of the various subject areas within Information Technology, which he would share with us. He always makes sure to assign useful homework assignments, which helps us better understand his teachings. He also invested time in class to make sure each student assimilated the subject matter thoroughly. His was one of the most useful courses I've taken, and would recommend it to anyone looking to learn Java!

Bhavneet Singh, Actively looking for Internship/Coop Opportunity as Developer, May 20, 2017. It gives me immense pleasure to write a recommendation for Dr. Hsu for his Java Programming class (CS602) during the spring of 2017 at NJIT, Newark. I must say that his course was one of the most interesting courses I have ever taken. All his lectures are career oriented and Dr. Hsu takes his time to inform us about the latest trends and career opportunities in the industry this is what is unique about the course. Moreover, Dr. Hsu as a person is very kind and motivating which enhances the course experience even more. I would strongly recommend this course to anyone seeking to build up good concepts in Java.

Barbara Wismer, Business Professional | MBA Candidate Rutgers Business School, May 15, 2017. This Spring of 2017 I had the great pleasure of taking Dr. Donald Hsu IEEE Certification Course in Big Data Analytics at the NJIT Newark campus. Dr. Hsu is highly interactive and engaged with students though out the course. He genuinely cares about student learning and their success. He provided many examples of how the technology is applied in business and how many of his students have used it successfully in their career development. He brings vast

knowledge, experience, and know-how -- I would highly recommend taking courses with Dr. Hsu!

HanJun Chen, Software Developer with .Net, Java, Node.js and marketing background. Seeking a software engineering role, May 8, 2017. Professor Hsu is a very specialized, experienced and professional instructor on C# and .Net technologies. In his class, he made connections between C# and SQL, XML and other languages. He also made comparisons between C# and other object-oriented languages, such as Java. Students were informed about the trends in the technology job field, and the history of how the technologies evolve and develop. As a developer with ASP.NET, JavaScript and SQL Server backgrounds, I have strengthened my knowledge on the foundations of C#, Linq and XML. And I have learned desktop development frameworks, such as Windows Forms and Windows Presentation Foundation, which I previously do not have experience with. I eventually created and presented my project to the class with some of the knowledge I learned in this class. I recommend Professor Hsu and would take his class again.

Vineet Negi, MS in Computer Science. Information Technology Analyst - TCS India/Mexico, May 1, 2017. I have had a privilege to learn from Professor Hsu and I can vouch that not only is he immensely knowledgeable but a great motivator as well. I studied C# and Java under Professor Donald Hsu and it was worth it. He has been a great mentor to me and I would highly recommend everyone to learn from him and I myself would certainly like to be his student again. One highlight if I can point out of his teachings is he tries to motivate you a lot which is very important for a student.

Omer Mete Atalay, Electrical and Telecommunications Engineer, April 29, 2017. I have a chance to take JAVA and C#.NET courses from Dr. Hsu in NJIT curriculum and as an IEEE certified course, respectively. Dr. Hsu is very enthusiastic and intellectual mentor along with Software Engineering, its implementations as well as its trade-off. I believe I have not only gained the fundamentals of the subjects, but also developed myself to understand to big picture of the industry. His visualization of the market as well as the software concepts is excellent. He will also help you to build Business concepts, market demands and models. I strongly recommend him to whom is interested in learning software languages and other courses he teaches.

Eddie Hui, CEO IT emaos (Innovative Technology Executive Management Advisory On Success) February 18, 2017. It was after a few years since I received a message from a Linkedin peer, Professor Hsu, who invited me to deliver a paper at CASA, www.g-casa.com at Macau on Jan 3, 2017. After a 2-day event, I found it was quite a fruitful event and I met up with many professionals and scholars. It ends up I am working with St Joseph University, venue host of the CASA Macau Forum, on an IMBA program. I am also in sync with Ronnie and Yanni of another participating company and we are leveraging our field relationship on some projects. Here, I would like to crown Professor Hsu as" a Super Connector" - A title for Hong Kong as China Smart City One Belt One Road Initiatives.

Belinda Wong, Director at Leader Corporate Services Limited, Author of 'Hong Kong Company Secretary Checklist' February 10, 2017. It was an honor to participate in E-Leader Macao Conference 2017 and to present my paper at the invitation of Professor Donald Hsu. His idea in having academia and people from different industries attending the conference not only enhance our knowledge of other industries but also network with others whose business / professional backgrounds are so different from ours. The conference is unique and has built up a large

number of professionals / businessmen. The hard work and drive of Professor Hsu in making the conference a reality is highly commendable.

Christopher De Leon, Intern at Forbes, February 7, 2017. I am very fortunate to have taken my Android Applications class with Professor Hsu. He was very knowledgeable in the course material and he explained the material so that it was easy for me to understand. The course was also a great review of Java concepts as he is experienced in Java which helped improve my understanding of the structure of Android applications. He is also up to date on the current trends in technology and he gives good advice to students on how to handle job searching and what skills are needed to be successful. I highly recommend Professor Hsu because does more than just teach course material. He cares about his students' future and he shows it with how he conducts his class.

Amitoj Singh, Java/J2EE Developer at National Center for Transportation and Industrial Productivity, February 4, 2017. I highly recommend Professor Hsu Java class. Professor Hsu has an excellent communication skill. In addition, he is extremely organized, reliable and computer literate. His way of teaching is way different from the other professors. Focus of team work and building challenging programs. Also, Professor Hsu is detail-oriented and goal-oriented. He makes sure we understand the concept. I'm very proud of being one the students who took his Java class.