Case Study: Management Style of
Central Eastern European Companies

Donald K. Hsu, Ph.D.
Chair Education Committee, North Jersey Section
Institute Electrical Electronics Engineer Inc (IEEE)
Fort Lee, New Jersey, USA

&

Associate Professor
Computer Information Systems
International Management
Division of Business Administration
Dominican College of Blauvelt
Orangeburg, New York, USA

Abstract

MBA Case Studies and internet searches, added significantly to learning. Why not employ Case Studies for undergraduate degree or professional training?

At Dominican College, Management CEE Countries course was developed and offered the first time. At IEEE, C# and Big Data were given. At NJIT, Java Programming course was taught. Doing Case Studies in these courses for 65 students/employees in undergraduate, Master degree and professional training, provided a good foundation for critical thinking, interpersonal communication and leadership building skills. This paper is the summary of the learning experiences.

Keyword: Big Data, C#, Java Programming, Management Style CEE Countries, Real-Life Case Studies

Harvard University, Cranfield University, Thunderbird University and others have published case studies for 30+ years. Since 1996, internet is the new paradigm for business and education. Final projects using real-life case studies via internet search, proved to be very successful for learning.

(A) Dominican College*

Dominican College is located 14 miles northwest of New York City. Donald Hsu joined Dominican College in 1988. In Spring Semester of 2016, 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

(FM), Management Information Systems (MIS), International Management (IM), and Marketing Management (MK). A Master's 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.

MG 223 Management CEE Countries

This course provides in-depth analysis of the management issues in Central Eastern European (CEE) countries including: Czech Republic, Hungary, Poland, Slovakia and 19 others. Topics are: culture, political, economic aspects, foreign direct investments, technology transfer, production, manufacturing, operation, import and exports. It aims to be the follow-up course of MG 221 Emerging Market Management, a three-credit course, covering Brazil, Russia, India and China management issues, taught in Fall 2015, Hsu (2016).

Objectives: 1. describe the Management issues of CEE countries and beyond
        2. understand the importance of business models
        3. examine the culture, political and economic aspects
        4. explain the foreign direct investment
        5. introduce manufacturing and production
        6. comprehend supply chain management
        7. learn the global merger and acquisition
        8. discuss technology transfer
        9. define import, export, and logistics
      10. provide a socially responsible global society
      11. perform "hands-on" labs in CEE and others to gain insights

Twenty people enrolled in Spring Semester 2016. They were Management majors, except two in Finance and one in Social Science. The textbook was difficult to find. After much effort, Sears and Tamulionyte-Lentz (2011) was adopted. This is a very interesting book. TL was born in Lithuania, educated in Detroit, Michigan. She went back to Lithuania, working as an Economist. She found out first hand much cultural difference among the locals toward her return, called her the "painted bird". She did extensive study on the management style of CEE countries in this book. In addition, each lecture used internet search via Bing.com, for the details of Czech, Hungary, Poland, Slovakia, and then covered some of the other CEE countries.

Five teams were formed with four people in each team. In-class exercises included: Czech Case, Slovakia Case, Poland Case, and Slovenia Case Study. Table 1 lists the Czech Case Study exercise. This was done in class for one class period. Students performed two of them for each country. So they did eight in-class team exercises for the semester. Using E-Leader papers published by Chinese American Scholars Association (CASA), they gained practical knowledge on the management style and business operation of CEE countries. Most of them never visited or heard of these countries. "Hands-on" team work provided a wonderful way to learn.

For the final project, two people were in a team. Two students withdrew due to financial

concerns. They did research on CEE companies: 2 in Czech Republic, 2 in Kazakhstan, 2 in Poland, 1 in Slovakia, and 2 in Ukraine. Nine final projects were done with papers and PowerPoint presentations, see Table 2. Their original work was good to excellent.

(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. 340 members and non-members have successfully completed courses in C Programming, C++ Programming, Java Programming, Advanced Java Programming, Project Management, Marketing Research, and C# .NET Programming.

Starting in January 2008, Hsu served as the Chair of Education Committee. George Sierchio was hired to teach Project Management course twice. John Huang taught C#. Hsu was the instructor for all other classes since 1993. Working closely with New Jersey Institute of Technology and Fairleigh Dickinson University, courses were offered on evenings or weekends at their campuses.

1. C# .NET Programming

In March 2016, C# .NET Programming was offered at New Jersey Institute Technology with 4 people. Participants had diverse background – 1 engineer, 2 in IT support, 1 project manager. Only one person had prior knowledge on C#.

Deitel and Deitel (2008) was used as 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 normally covered in 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 or 21 hours, was challenging. Two homework assignments were given and graded. Microsoft C# Express Edition was employed to create, compile and execute their codes.

Four case studies were done as their final projects: (1) Calculator, (2) Coffee Shop Register, (3) Graphical Representation, and (4) Restaurant Menu. They presented their C# codes with 7 PowerPoint slides. Some spent 10+ 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 are: 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 (2015).

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 written by Parasuraman et al (2007). Two people took this course, March 26 – May 14, 2016. They did final projects on: SPSS Anova and T-Test.

(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 2016, the university enrolls more than 10,600 students, over 2,200 of whom live on campus. NJIT offers 128 degree programs including 50 undergraduate majors and 78 graduate (Masters and PhD) programs.

CS 602 Java Programming

In Spring Semester 2016, Hsu was hired as an adjunct professor, teaching CS 602. This course is offered to students pursuing a Master Degree in Computer Science.

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

Hsu taught Java Programming for 14 years, Hsu (2002). But covering the entire book 25 chapters in 15 weeks, is still a challenge. Students did Eclipse free download. Then they would create, compile, run and explain the codes.

39 people enrolled, with 23 from India and 12 from China. Students formed six teams of six or seven people in each team. A project leader was assigned for each team. Three homework assignments were given. Each homework assignment had 7 individual questions and 3 team questions, allowing them to work together. The team questions were difficult for individuals. Indian and Chinese students were grouped in teams.

Final Exam was a team project with written paper and PowerPoint presentation. Each person is in charge of tree slides. Special instruction was given on the final format, Table 3. Overall, the class was successful. All of them completed the course, and no one failed or dropped out.

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

Conclusion

The students learn the theory and need to connect it to the real world. Big Data Market Research, C#, Java, Management CEE Countries courses were taught at three different firms of higher learning to 65 people.

Teaching and learning strategies included the in-class use of Business Week, Economist, Financial Times, Forbes, Fortune, Harvard Business Review, Homework, "hands-on" programming exercises and Internet Search. Final projects involved a written paper and the PowerPoint presentation by a team or an individual. These tools and reports attributed to the success in an E-Learning environment. Students gave positive feedback on Linkedin, Table 4.

Acknowledgment

*Full-Time Position **Part-Time Consultant

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Table 1 MG 223 Czech Case A	Name _____ Due Date _____
To http://www.g-casa.com. At the top, click Paper Database. Scroll down, find Klimova paper.	

1. What is her full name and company? How many papers did she publish here?	
2. Click "Eco-Innovations…". You can read it online or get the CD-ROM from Hsu.	
Where is this paper published? Who is the co-author?	
3. Why are eco-innovations considered by EU as important elements of the economy?	
4. Using Graph 2, how many countries are represented here? Name the top three motivated countries.	
5. What does Table 2 represent? What do these numbers mean?	
6. What are the benefits of eco-innovations for producers?	
7. What was the requested funding for CIP Program in Call 2010?	
8. Name top three countries, with data, that supported the econ-innovations.	
9. Two conclusions	
10. Two recommendations	

Table 2	MG 223 Management CEE Countries		Final Group Projects, 5/12/2016
Group A	*Topic*	*Group B*	*Topic*
Arnold	Petr Kellner	Estevez	Diminika Kulczyk
Pena	PPF, Czech Republic	Irvin	Kulczyk, Poland
Group C	*Topic*	*Group D*	*Topic*
Fitzsimmons	Andrej Babis	Clay	Michal Solowow
Juarez	Agrofert, Slovakia	Truppi	Synthos, Poland
Group E	*Topic*	*Group F*	*Topic*
Gonzalez	Rinat Akhmetov	Alston	Henadiy Boholyubov

Ventura	SCM, Ukraine	Gabbiden	Privat, Ukraine
Group G	*Topic*	*Group H*	*Topic*
DeMoura	Radovan Vitek	Montina	Dinara Kulibaev
Rodriguez	CPI, Czeck Republic	Perusini	Halyk, Kazakhstan

Group I	*Topic*
Lopez	Vladimir Kim
vanRossem	KAZ, Kazakhstan

Table 3 CS 602 Adv Java Final Project   May 12, 2016, from 6:00 to 9:00 pm
1. Written final paper, using 350 words per page,
a. Team 6 people, six pages or 2100 words minimum, maximum eight pages or 2800 words.
It includes the program listing, execution and explanation of the codes.
b. Team 7 people, seven pages or 2450 words minimum, maximum nine pages or 3150 words.
It includes the program listing, execution and explanation of the codes.
2. PowerPoint presentation, three slides per person, (one minute/slide) covering #1 above
a. Team 6 people, 18 slides maximum
b. Team 7 people, 21 slides maximum
3. Final paper one set for the Team, so the grade is the same, max 24 points.
4. PPT presentation individual 12 points. Question/answer 4 points.
5. Total for Final Paper and PPT Presentation, max 40 points.
6. Save your paper in MS Word format and your slides MS PowerPoint format, on a flash drive and bring it on this day.
Projects
Group A: Figure 15.12
Group B: Figure 19.6

Group C: Figure 22.5
Group D: Figure 18.18
Group E: Figure 21.17
Group F: Figure 22.21
Team Work to Win Win Win!

Table 4.   Linkedin Public Endorsement of Donald Hsu

Annamaria Gajdosova, Student at University of Economics, Prague, Czech Republic
While I was a student at the University of Economics in Prague, Mr. Donald Hsu was my professor of two courses (Channel Distribution Marketing and Sales Management). I need to admit that Mr. Hsu has a wonderful rapport with students. His ability to connect with his scholars and his natural talent was visible in class. He made our lectures always interesting and valuable for our future professional career. He has excellent written and verbal communication skills, he is extremely organized, reliable and computer literate. Mr. Hsu can cooperate with his students very good and he is able to follow through to ensure that the job gets done properly, June 22, 2016.

Dhiraj Sriram, Student at New Jersey Institute of Technology/ Actively seeking Summer Internship
It gives me immense pleasure to write a recommendation for Dr. Hsu, I was a part of his Java programming class during the spring of 2016 and 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, June 21, 2016.

Mantej Singh Dhanjal, Business Intelligence Intern at Bluefly, Greater New York City Area
I had an extraordinary experience on Dr. Hsu's Java course. I am exceptionally awed by the way he sorted out the course over such brief timeframe. He used to come to our classroom 10 minutes ahead of schedule to impart us to his fascinating news or useful employment chasing abilities, which is inconceivable in whatever other class. So I took in a great deal from him other than Java programming dialect. Java has an extensive rundown of elements and APIs and Dr. Hsu figured out how to viably join them into our syllabus in a way that it was simple and amusing to learn without a lot of a weight which is very estimable.

I am sufficiently lucky to encounter the group building exercise which Dr. Hsu presented as a piece of our educational programs, it concentrated on making individuals (from various society) cooperate on a typical issue proclamation and let them authenticate and build up their tremendously required cooperative person abilities.

Generally, I firmly prescribe to take Java course of Prof. Hsu and you will have an exceptionally pleasant learning time, June 16, 2016.

Priten Vora, Seeking Internship Opportunities in Software Development Summer 2016
I was enrolled in Dr. Hsu's Java course. I am very impressed by the way he organized the course over such short period of time. Java has a long list of features and APIs and Dr. Hsu managed to effectively incorporate them into our syllabus in a way that it was easy and fun to learn without much of a burden which is quite commendable.

I am fortunate enough to experience the team building exercise which Dr. Hsu introduced as a part of our curriculum, it focused on making people (from different culture) work together on a common problem statement and let them corroborate and develop their much-needed team-player skills.

In my opinion, Dr. Hsu has done terrific job and I would surely recommend each individual to experience such well-organized course, June 15, 2016.

Rajeev Sharma, Graduate Student (Computer Science)
It is my pleasure to write recommendation for Dr. Hsu. I had Dr. Hsu as an instructor for Java Programming class this semester (Spring 2016) at New Jersey Institute of Technology. He always makes sure everyone is understanding the concepts of Java and also motivated everyone to work together in a team. I loved the way he planned our curriculum giving more importance on practical implementation on learning Java which prepare use for the future jobs. Also we had to give presentation which boosts confidence into the students to present their work. He is a great motivator, May 16, 2016.

Yi Qi, Actively Seeking Summer Internship
I just took Dr. Hsu's Java course at NJIT. His course was quite different with other courses I have ever taken.
1. His course was full of interactivity; every student in his class had a chance to present himself without any pressure.
2. His course focused on not only Java language, but also lots of real world experience outside Java, even outside computer science.
3. One of the most satisfied part was the assignments. It covered various topics of important sections of Java, and was always up-to-date. It covered lots of new features in Java 8.
4. The course encouraged team work between different students from different countries. Team work was required in all the assignments and the final project, May 16, 2016.

Xiurui Hou, Teaching Assistant and PhD Student at NJIT
I had an amazing experience on Java course of Prof. Hsu. He came to classroom 10 minutes early to share us with his interesting news or practical job hunting skills, which is impossible in any other class. So I learned a lot from him besides Java programming language. He knows computer science very well but didn't expect us to be able to answer all his questions. He strongly encourages teamwork between Chinese and Indians. I really love this because I can

make many friends and improve my speaking English with them. Overall, I strongly recommend to take Java course of Prof. Hsu and you will have a very enjoyable learning time, May 15, 2016.

Paul Robert Lalo, IT Computer Technician at C Technologies, Inc.
I had the pleasure of taking one of the classes that Mr. Hsu teaches, Android Application Development, at the New Jersey Institute of Technology. He made not only the class enjoyable but also learning the topics. He also did not expect anyone in the class to be experienced programmers and made people comfortable in that environment. In the emerging and increasing industry of technology and specifically mobile development, I could not express how valuable this learning experience can be for anyone, May 12, 2016.

Kunle Akinyemi, PMP, Enterprise Services and Project Management
My experience at Professor Hsu's IEEE Big Data Analytics course at NJIT was insightful and educative. He delivers course materials with ease using real life global business issues and Big Data Analytics to gain insight into complex business problems. He is well rounded, understood the subject material very well and course delivery material was excellent, May 11, 2016.