

PhD Qualitative Delphi Research, Case Studies in Channel Distribution, Electric Vehicles and Java Programming

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Abstract

HEC Paris, INSEAD, MIT and other top rank world Executive MBA programs employ Case Studies in research. It is also a good practice to use Case Studies for Bachelor and Master Degree programs. For PhD candidates, it is mandatory that they do quantitative or qualitative research using real world Case Studies.

Channel Distribution course was offered at a Czech University. This is the Master Degree program in International Business. 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 Vehicles. At University of Phoenix (UOPX), this author mentors 17 online Doctoral candidates. They employ tools to conduct qualitative Delphi research.

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

Keyword: Channel Distribution, Delphi Qualitative Research, Electric Vehicles, Global Marketing, Java Programming, PhD Mentoring, and 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 Spring Semester of 2019, 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), International Management (IM), Marketing Management (MK) and Sports Management (SM). 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 and IM curriculum.

MK 326 Global Marketing

19 people registered in Spring Semester 2019. One majors in Biology, one in English, all others in Management or 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 four or five, doing in-class labs (Table 1):

1. Case Studies - using the ones in the textbook, on Argentina, Exporter, Market Research
2. Globe Trade – seven specific websites that facilitate global trade
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? Why does USA have such a huge military budget? Is war good for business, why or why not? 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 or three on electric vehicles. 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: Audi eTron, BMW i3, BYD, General Motors Chevy Bolt, Honda Clarity, Hyundai Ioniq, Nissan Leaf, Tesla Model 3, S, X, and Volkswagen eGolf, see Table 2.

(B) 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 500 foreign students from 50 countries enrolled in the IB Master's Program.

In May 2014, this author was hired as a Visiting Professor, teaching two courses, Channel Distribution 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.

Students loved the two courses. So this author was hired again for May 2019 teaching the same two courses. For the Channel Distribution course, 22 people registered. For Sales Management, 24 students enrolled. They did good jobs on in-class assignments and final projects.

Channel Distribution Marketing

Aims of the course: This course teaches students how to make decisions regarding selling channels and the physical distribution of products. The course addresses channel structures including retailing, wholesaling, and other agency relationships. Emphasis is placed on understanding how to design, implement, manage, and evaluate a channel distribution strategy.

Learning outcomes and competences: Students will be able to,

1. Design a channel strategy to distribute products consistent with the firms' marketing position
2. Design a plan to find, select, and secure channel members
3. Develop a plan to motivate channel members to act in the firm's best interest
4. Develop recommendations for managing channels on product, pricing and promoting issues
5. Develop a system for monitoring and evaluating the performance of each channel member
6. Understand the difference between American vs international channels
7. Learn various choices that affect customers, employees, and the community
8. Understand E-Commerce, Logistics and Supply Chain Management

Course contents:

1. Day One (lectures 4, seminars 5)
 - a) Marketing Channels: Structure and Functions
 - b) Segmentation for Channel Design
 - c) Supply Side Channel Analysis: Channel Flows and Efficiency

- d) Channel Structure and Intensity
- e) Gap Analysis, source gaps, demand side vs supply side gaps
- f) In the real world, why is it so difficult to get the right distribution channels?

2. Day Two (lectures 4, seminars 5)

- a) Channel Power: Getting It, Using It, Keeping It
- b) Managing Conflict to Increase Channel Coordination
- c) Strategic Alliances in Distribution
- d) Relationships in Marketing Channels
- e) Vertical Integration in Distribution
- f) Why is it not possible to get good outsourcing contracts?

3. Day Three (lectures 4, seminars 4)

- a) Legal Constraints on Marketing Channel Policies
- b) Global Retailers and their Channels of Distribution
- c) Direct Sales, Multi-Level Marketing and Compensation
- d) Wholesaling and Master Distributor
- e) Franchising, Logistics and Supply Chain Management
- f) Final Project Papers and Presentations

Coughlan et al wrote the textbook, Coughlin (2006). 22 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 channel distribution? If the company is Starbucks, how many channels can it distribute? How about Ford, Toyota or VW? What if this is a service company, how is the channel distribution different from manufacturing? What is supply chain management? Can you give a specific example why companies need a logistics manager? This type of questions engaged them.

This class of 22 students consisted of: 1 from Armenia, 3 Azerbaijan, 1 Chile, 7 Czech, 1 France, 1 Honduras, 1 Panama, 1 Portugal, 3 Russia, 2 Turkey, and 1 Ukraine, truly international. The instruction was in English. Communication was not an issue. Five Final Projects were done: Alza, Nike, Tesla, Staropramen and Walmart. Staropramen is the second largest brewery, after Pilsner Urquell, in Czech Republic. Alza is the largest E-Commerce shop at Czech Republic and it will be the next Amazon in CEE countries, Safrova and Hsu (2015).

(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 2019, 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 Spring Semester 2019, this author taught Java at NJIT, as an adjunct professor. This course is offered 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.

This author taught Java Programming for 17 years, Hsu (2002). Covering the entire book 25 chapters in one semester was not easy. Students did Eclipse free download. Then they would create, compile, run and explain the codes.

There were 34 people enrolled: 19 from China, 14 India and 1 Philippines. 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 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 grade was different for each individual. Six final projects were done: Circular Buffer, Fractal Pattern, Gridbag Layout, Menu Frame, Merge Sort, and Show Color.

Now they are ready to work as Java Developers. Java is in high demand: Amazon, Facebook, Goldman Sachs, Google, IBM, JPMChase, Microsoft, Prudential, and UPS are hiring, 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 40 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, this author 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, 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 15 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), (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), (11) “Quantitative Analysis: PhD in Business Administration or Management”, Hsu (2017), (12) “IBM SPSS Data Analytics, Case Studies in C#, Java and Electric Cars”, Hsu (2018), (13) “PhD SPSS Online Mentoring & Case Studies in CEE Countries, Java, Project Risk Management”, Hsu (2018), (14) “New Dynamics in International Relations: Best of Times, Worst of Times”, Owarish and Hsu (2018), and (15) “Is PhD a Worthwhile Investment? Case Studies in Global E-Commerce, Java, Quantitative Reasoning, Sales Management”, Hsu (2019).

DOC/733A, DOC/733B, DOC/734, DOC/734B, DOC/741B, DOC/882 through DOC/993, and RES/725 Doctoral Dissertation Courses

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, DOC/742B, DOC/882 through DOC/993. RES/725 was approved in March 2019.

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 was renamed as College of Doctoral Studies (2019). 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 Method. 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) or via Zoom (2019). 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. If video did not work, just called one another to keep the process going.

This author currently serves as the Dissertation Chair for 9 and on the Faculty Committee for 8, a total 17 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 39 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 studied 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. URM's 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 36 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 their PhD thesis for many years. The payback is when they received their PhD degrees. 9 people did get their PhD degrees with their mentors, see Table 3.

Qualitative Delphi Analysis

One notable example of the high quality work, is done by Scott Koeneman, Koeneman

(2019). This author started mentoring Scott, as his Chair in August, 2017. Two other faculty members on his committee: Dr. Elizabeth Thompson and Dr. Joann Kovacich, provided unwavering support for his work. As a result, Scott successfully defended his PhD thesis March 2, 2019, after 9 years, Table 3.

Scott conducted an excellent qualitative Delphi study on job duties of salesperson post customer relationship management. He provided results that will be of benefit to salespersons regarding job duties that are desirable and feasible to be successful. This dissertation provides a standard by which to judge other Delphi dissertations. As a result, his proposal was nominated for consideration as the Dissertation of the Award of the Year, McCaslin (2019).

Conclusion

Students/professionals learn the theory and need to connect it to the real world. 75 people completed Channel Distribution, Global Marketing, and Java Programming courses. In addition, 17 Online Doctoral Candidates are doing their PhD research via Case Study and 3 people just got their PhD degrees in March 2019. 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 (2019), the social media network with 500 million professionals worldwide, Table 4.

Acknowledgment

Dr. Clare Pennino and Prof. Russell Diaz at Dominican College; Dr. Baruch Shieber of New Jersey Institute Technology; Prof. Ludmila Sterbova of Economics University Prague; and faculty at University of Phoenix, provided their guidance, encouragement and support.

*Full-Time Position **Part-Time Consultant

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| Table 1 | MK326 Lab Chart | | Dr. Hsu, 1/22/2019 | |
|----------------|--------------------------|-----------------------|-------------------------------|-----------------------|
| | <u>Group A</u> | <u>Group B</u> | <u>Group C</u> | <u>Group D</u> |
| | Beutel* | Butler | Centero | D'Alessandro |
| | DeCandia | Dorcemus* | Farmer | Ferrarese |
| | Garcia | Gilmore | Gilligan* | Gotch |
| | Haas | KraTickner | Luzetsky | Rivers |
| | | Rooney | Sanders | Williams* |
| | | | | |
| 1/22 | New Business | Globe Trade | Case Study | Negotiation |
| 1/29 | New Business | Globe Trade | Case Study | Negotiation |
| | | | | |
| 2/07 | Negotiation | New Business | Globe Trade | Case Study |
| 2/14 | Negotiation | New Business | Globe Trade | Case Study |
| | | | | |
| 3/19 | Case Study | Negotiation | New Business | Globe Trade |
| 3/26 | Case Study | Negotiation | New Business | Globe Trade |
| | | | | |
| 4/04 | Globe Trade | Case Study | Negotiation | New Business |
| 4/11 | Globe Trade | Case Study | Negotiation | New Business |
| | | | | |
| | * Project Manager | | | |

| Table 2 | MK 326 Global Marketing | Final Group Projects | 5/9/2019 |
|-----------------------|--------------------------------|-----------------------------|---------------------|
| | | | |
| <i>Group A</i> | <i>Topic</i> | <i>Group B</i> | <i>Topic</i> |
| | | Dorcemus | |
| Butler | Nissan Leaf | Rivers | Tesla Model 3, S, X |
| Haas | Japan | Williams | USA |
| | | | |
| <i>Group C</i> | <i>Topic</i> | <i>Group D</i> | <i>Topic</i> |
| | | | |
| Gotch | GM Chevy Bolt | Tickner | BMW i3 |
| Rooney | USA | Gilmore | Germany |
| | | | |
| <i>Group E</i> | <i>Topic</i> | <i>Group F</i> | <i>Topic</i> |
| | | | |
| D'Alessandro | BYD Electric | Farmer | VW eGolf |
| Sanders | China | Garcia | Germany |
| | | | |
| <i>Group G</i> | <i>Topic</i> | <i>Group H</i> | <i>Topic</i> |
| | | | |
| Beutel | Hyundai Ioniq | Gilligan | Honda Clarity |
| Contero | South Korea | Lutzesky | Japan |
| | | | |
| <i>Group I</i> | <i>Topic</i> | | |
| | | | |
| DeCandia | Audi e Tron | | |
| Ferrarese | Germany | | |

Table 3 UOPX PhD Thesis Title, Faculty Committee Members 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 |
| Rhonda Henderson Doctor Business Administration | Small Businesses that Utilize Score Mentoring: A Qualitative Case Study | Dr. Doreen McGunagle, Chair Dr. Donald Hsu Dr. Therese Kanai | August 1, 2018 |
| James Tisdale Doctor Management Organization Leadership | Integration in a Managed Care Organization: A Qualitative Study | Dr. Norris Krueger, Chair Dr. Donald Hsu Dr. Yonas Keleta | December 18, 2018 |
| Scott M. Koeneman Doctor Management Organization Leadership | Desirable and Feasible Job Duties of Salespeople in a Post-CRM Environment: A Qualitative Modified Delphi Study | Dr. Donald Hsu, Chair Elizabeth Thompson, PsyD Dr. Joann Kovacich | March 2, 2019 |
| Nikita L. Ashford- Ashworth Doctor Management Organization Leadership | A Relationship between Years of Experience to Shared Responsibility and Institutional Reflection in Tennessee Community Colleges Quantitative Study | Dr. Donald Hsu, Chair Dr. Donna Smith Dr. Hermanus Van Niekerk | March 10, 2019 |
| Bethany Pegues Doctor Management Organization Leadership Information System Technology | Qualitative Intrinsic Case Study of Real Estate Agents' Failure to Adopt Customer Relationship Management System | Dr. Judy Alston, Chair David Shroads, DSc Dr. Donald Hsu | March 26, 2019 |

| Table 4 Recent Public Recommendation on LinkedIn Website |
|---|
| <p>Mehmet Berkay Yüngeviş, Cash Application Team Member at Medtronic, June 23, 2019, We got his intensive course at University of Economics Prague for 3 days. It was full of fun and he taught us a lot of thing within a limited time period. Thank you very much for your all knowledge which you transfer to us.</p> |
| <p>Jeffrey M. Toussaint, Salesforce Administrator/Data Analyst at Flash Global, June 21, 2019, I am very grateful to have taken Professor Hsu Master's Java and IEEE Big Data courses. His style of teaching through the engagement of students and the course curriculum is remarkable. His direction was not only set on the content of the course but also a strategic focus on how you can acquire a position in the field of technology - In the 21st century. With that said, without a doubt, I would recommend taking Professor Hsu courses.</p> |
| <p>Natália Rektorysová, Scrum Mastering & Financial Engineering & Value Investing, June 15, 2019, I attended an intensive course in Sales Management with Dr. Hsu. The lessons were very interesting and enriching. The topics were greatly explained and in addition supplemented with the practical examples and lecturer's own experience. Dr. Hsu approached us, the students very well and tried to teach us practical skills, which may help us in our future careers. Dr. Hsu is very sympathetic, inspiring, experienced teacher and professional. For the reasons mentioned above I highly recommend Dr. Hsu.</p> |
| <p>Jalaj Sharma, Studying at New Jersey Institute of Technology, June 14, 2019, Greetings Professor, I enjoyed your class a lot. It was interactive and more expressive. I learn a lot from your class about team work and how to organize work in team. In Java I have new insight of industrial work and topic like Swing and AWT which build our core in Spring and Hibernate. The team assignment we enjoyed and had fun completing them. Thanking you for all that you have given us.</p> |
| <p>Lode Nolmans, College Student - Financial Management Major, May 31, 2019, I took about five courses with Dr. Hsu at Dominican College. His energy in class, the extensive knowledge on diverse subjects, and his experiences as a business man make him a top-notch teacher. I highly recommend taking classes with Dr. Hsu, as it will definitely contribute to your skillset, while enjoying your time in class.</p> |
| <p>Jacob Yanicak, Software Engineer Intern at Merck, May 30, 2019, Taking Dr. Hsu's Android Application Development course at NJIT provided an exceptional hands-on learning experience. Dr. Hsu is a very knowledgeable and experienced professor who never fails to create a welcoming classroom environment. He consistently encourages students to participate during lectures and makes sure every student is involved. Teamwork is regularly emphasized through group projects. In addition to the benefits of requiring students to build real-world Android applications, Dr. Hsu also provided substantial career advice. For these reasons, I highly recommend Dr. Hsu to all students interested in gaining practical and valuable knowledge.</p> |
| <p>Dr. Beth Pegues, Sr. Product Research Analyst, Care Management Product Development at UnitedHealth Group, April 26, 2019, Dr. Hsu was one of my dissertation committee members. He provided excellent and timely feedback throughout my dissertation process. Dr. Hsu was wonderful to work with. His suggestions and questions made me think more deeply and look at my research from different angles. It was an honor to work with someone of Dr. Hsu's caliber. He is an experienced, educated, and highly motivated professional, and he has a great sense of humor. I would recommend Dr. Hsu to anyone who needs a mentor. He has much knowledge,</p> |

wisdom, and experience to share. Thank you, Dr. Hsu, for everything you have done for me. I could not have become a doctor without your guidance.

Dr. Scott Koeneman, M.M., Process Improvement at Equifax Workforce Solutions, April 1, 2019, Dr. Hsu was fantastic to work with during the writing and defense of my doctoral dissertation. His experience in mentoring others truly shined during my tenure with him. My case was particularly challenging as I was 9 years into my dissertation, so with that background he was able to assume the role as my chairperson and quickly help me get things "on-track". His knowledge and experience would benefit anyone fortunate enough to be mentored by him.

Charles F (Chuck) Webber Jr, IBEW Local 827 Network Technician at Verizon, March 27, 2019, I attended Mr. Hsu presentation at the 2019 Trenton Computer Festival at The College of New Jersey. Mr. Hsu's presentation on the Internet was done in a fun and interactive manner. Class participation was encouraged and rewarded. Fist bumps for all. We were given real world examples and real time suggestions for our personal issues were provided. We have kept in contact after the Festival. Mr. Hsu has even provided reviews of my work after then session. I consider this selfless, caring man to be a real asset for my future and hope to be able to attend future presentations.

Francine Heisler, Braven Fellow, March 11, 2019, Dr. Hsu was my professor for Android applications at New Jersey Institute of Technology. Not only did I learn how to properly program applications, but Professor Hsu was diligent in his efforts to educate me and my fellow classmates about how to advertise our talents and knowledge to gain employment. He explained soft skills and made sure that the program managers were rotated throughout the class. We were exposed to LinkedIn and other sites advertising jobs. I am grateful for his guidance and his teaching acumen.

Harsh Shah, M.Sc. CS, Looking for Full Time Opportunities in the field of Front End Development focusing JavaScript, HTML5 and CSS3., February 20, 2019, 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. To put it simply, Dr Hsu's class is one of the most memorable classes I've undertaken at NJIT. It was not just the clear and sharp explanation of concepts of the Java programming language that made it great but 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. I look forward to future opportunities to work and perhaps study under you once again.