Is PhD a Worthwhile Investment? Case Studies in Global E-Commerce, Java, Quantitative Reasoning, Sales Management

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Abstract

Harvard University, INSEAD, London School Economics, employed case studies in their MBA/PhD 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 Global E-Commerce, Java Programming, Quantitative Reasoning or Sales Management.

At Dominican College, Global E-Commerce was for onsite Undergraduates. Java course was for Master Degree students onsite, at New Jersey Institute Technology. Sales Management was offered at Economics University Prague, Czech Republic, Master Degree students onsite, in International Business. Quantitative Reasoning was an Undergraduate onsite course at University of Phoenix (UOPX). In addition, this author is mentoring UOPX Doctoral students online.

Doing Case Studies in these courses, online or onsite, with Undergraduates, Master Degrees, PhDs, provided a sound foundation for critical thinking, public speaking and team building skills. Student reviews were good to excellent. This paper gives the summary.

Keyword: Global E-Commerce, Java, Quantitative Reasoning, 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 2019, the College enrolled 2100+ students. The Business Division offers Bachelor of Science programs in Accounting, Computer Information Systems (CIS), and five concentrations of management: Financial Management, Management Information Systems (MIS), International Management (IM), Marketing Management (MK) and Sports Management (SM). 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. MK and IM curriculum.

MG 366 Global E-Commerce course

Fourteen people registered in Fall Semester 2018

.   Laudon and Traver (2012) wrote the textbook. Amazon and Ebay served as examples of the American success stories for E-commerce. Much discussion focused on the business model of: Expedia, Facebook, Google, Groupon, Hulu, Instagram, JetBlue, Linkedin, Netflix, Pandora, Priceline, Snapchat, Spotify, Twitter, Yahoo, and YouTube.

Chinese E-commerce firms that traded publicly in USA are: Alibaba, Baidu, 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 EasyJet or Ryanair. Air Berlin is another example. Teaching 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) 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 2,000 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 Fall Semester 2018, 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: AWT, Inheritance, Java Programming, OOP,

Files Streams, Swing, Data Structures and JDBC. Hands-on exercises and programming projects were required.

Hsu taught Java Programming for 16 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 31 people enrolled, 20 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 on 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. Final projects were: Binary Tree, Desktop Frame, Grid Bag Layout, Menu Frame, Merge Sort, and Show Colors,

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.

(C) 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/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 2018, 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, 23 people registered. For Sales Management, 23 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). 23 people enrolled. It was divided into five 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 questions 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 23 students consisted of: 1 from Azerbaijan, 3 from China, 5 from Czech Republic, 1 from France, 1 from India, 3 from Russia, 3 from Slovakia, 3 from Turkey and 3 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. Five Final Projects were done: ConvaTec Czech Republic, Remax Realty USA, SAP Germany, Skoda Auto Czech Republic, and 3M USA.

(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 private for-profit universities in USA. UOPX was founded in 1976 and was acquired by the Apollo Global Management in 2017. 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, Hsu went through a rigorous 16-hour training session and was qualified to teach UOPX 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, Quality Management Productivity, Quantitative Reasoning I II, and Research Information Utilization.

Published 14 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), (8) "Leadership and eLeadership: An Analysis of Contingency Factors and Considerations", Hamlet et al (2016), (9) 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 and Case Studies in C#, Java, and Electric Cars, Hsu (2018), (13) PhD SPSS Online Mentoring, Case Study in CEE Countries, Java, Project Risk Management, Hsu (2018), and (14) New Dynamics in International Relations: Best of Times, Worst of Times, Owarish and Hsu (2018).

1. MTH/215 Quantitative Reasoning I

Students apply advanced quantitative reasoning skills to solve real world problems. This course emphasizes modeling, statistical methods, and probability to create, analyze and communicate solutions. Textbook is written by Bennett and Briggs (2014).

The twenty-hour course at UOPX 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? UOPX E-Learning website (eCampus) listed the reading assignment for each week. UOPX negotiated agreements with book publishers. Students paid a fee and downloaded the ebook from VitalSource (2019). This mechanism saved students time and money.

Students spent 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.

This class enrolled three students, started July 3, 2018 and ended on July 31, 2018. Students worked individually, but they were encouraged to seek help from their peers. Tutoring service was provided free for students, at University of Phoenix Jersey City campus.

This course covers mathematics fundamentals, percentages, decimals, fractions, addition, subtraction on fractions, order of operations, square root, law of exponent, estimations, scientific notation, ratios, dimensional analysis, converting units, graph to determine ratios, reasoning to determine percentage-based outcomes, linear and exponential functions, data model analysis, linear regression, Venn diagram, solve real-world scenarios using quantitative reasoning skills.

Using PowerPoint slides to cover chapters sounds easy. But there are many 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 is the mean reason we need to learn mathematics? Why do we need to know decimals, or fraction calculation? Can you give an example using these in daily tasks? How about ratios, scientific notation, graphic representation? Why do we need them? What is a data model? What is linear regression? What is quantitative reasoning? Can math/quantitative reason give you a leg up in your personal finance?

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.

In addition to the theory in the textbook, students employed PCs at home, to work on the MyMathLab (MML) assignments. Each week, there were 8 to 12 units of MML on eCampus. This author has a PhD, but still spent about 20 to 60 hours to do all questions weekly. Students were struggling with MML One student got help from UOPX Jersey City Tutoring service. The person who helped the student, was the Professor that just taught this course.

For the final project, they did: a) Apache Merit Test Analysis b) Prediction of Babies Born in Humboldt County, c) Polynomial Analysis of Sleeping vs Better Grades. They did the quantitative analysis, employing MS Excel, calculated the square values of R, then plotted the data points. They presented their analysis with the PowerPoint slides. They did good to excellent jobs. Student gave positive reviews, Table 3.

2. MTH/216 Quantitative Reasoning II

This applications-driven course prepares students to critically analyze and solve problems using quantitative reasoning. Students approach real world scenarios using numerous reasoning skills and mathematical literacy to draw conclusions

This course is a continuation of MTH/215, using the same textbook, Bennett and Briggs (2014). The same three students from MTH/215, took this course, August 7 through September 4, 2018. Topics are: analyze argument using data, statistical bias, bar graph, pie chart, contour maps, causality, correlation coefficient, central tendency for a given scenario, standard deviation, bell curves, mean, probability, two-way tables, frequency tables, histograms, scatter plots, limitations, counting, permutations, independent vs dependent variable, overlapping events, expected value, law of large numbers, risk analysis, personal finance, budgeting, loan payment calculations, credit card, mortgage, investment, savings plan, income tax, use formula to compute real world financial data

Lecture was by PowerPoint, no issue. But the MML was overwhelming. Each week, students and this author spent 30 hours or more to work on MML This author posted the MS

Excel formula on eCampus. So students can do the MML better. They did excellent work on their Final Projects: a) Education Trend, b) Social Media Team, and c) Tire Scales Trend.

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

From May 16 to May 20, 2016, this author went through the Dissertation Chair Training. The training was very rigorous, with many tests at the end of each day. The retraining was done in July 2017 and July 2018. After passing the strict requirement, this author was qualified to mentor PhD students for courses: DOC/722, DOC/733, DOC/733A, DOC/733B, DOC/734, DOC/734A, DOC/734B, DOC/741, DOC/741A, DOC/741B, DOC/742, DOC/742A, and DOC/742B. In addition, DOC/882 through DOC/993 were also approved.

Is PhD a worthwhile investment? 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 (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. It seems that there are 28 to 31 courses listed for these three degrees.

The process is extremely rigorous. As a candidate, he/she takes these courses. They pick a research topic (Case Study) in their field of interest, quantitative or qualitative in content, formulate a plan, establish a theoretical framework, start with hypothesis, design the measurement method, use survey and other techniques to collect data, employ IBM SPSS software or similar tools to code data, analyze data, and summarize the results. Result may or may not validate the original proposal. During these steps, he/she needs three Faculty Committee members. One of them is a Dissertation Chair. The Chair assumes the major responsibility to guide the PhD candidate, teach courses, assist with various compliance issues, provide a clear direction of the thesis, and review change matrix, etc. Candidate writes a few chapters, gets approval from Quality Review board. Write a few more chapters, he/she gets approval from Institutional Review Board, before starting the data collection and the analysis. He/she continues writing the remaining chapters for the data collection and results. Next is to submit the complete thesis to Quality Review Final, via the Document Manager website. Committee members did the final review. If all went well, then he/she goes for the oral defense of the PhD thesis.

Oral defense was to employ YouSeeU software (2019). All four people – one candidate and three professors, were in the same virtual room online. With the audio and video setup,

candidate presented the PowerPoint slides for 30 minutes, then professors asked in-depth probing questions. For the past two years, there were technical issues, with audio or video. When video did not work, then we just called one another to keep the process going.

This author currently serves as the Dissertation Chair for 8, on the Faculty Committee for 10 for a total of 18 PhD candidates, up from 11 in 2017. 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 24 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 30 months, this author read emails daily from UOPX 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".

PhD candidates spent much time and effort, working on his PhD thesis for many years. After passing QRM, IRB, QRF, and other different tasks, the last step was to take the Oral Exam. Utilizing the UOP YouSeeU software (2019), the four of us met online, face to face. Candidate presented PowerPoint slides. Three of us took turns to ask questions. Candidate passed the Oral exam. Then he/she is the newly minted PhD. Six people received their PhDs, and one of them got a full time position as a Professor in Computer Science, at a local University, just 10-minute drive from his home, Hsu (2017), Table 3.

Conclusion

Students/professionals learn the theory and need to connect it to the real world. 74 people from four organizations took Global E-Commerce, Java, Quantitative Reasoning, and Sales Management courses. In addition, 18 Online Doctoral Candidates are doing their PhD research via Case Study and three people received PhDs in 2018. 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. 17 people gave public endorsements on Linkedin (2019), the social media network with 500 million professionals worldwide, Table 4.

Acknowledgment

*Full-Time Position **Part-Time Consultant

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Table 1	MG 366 Lab Chart	8/28/2018		
	Group A	*Group B*	*Group C*	*Group D*
	Beutel*	Butler	Dorcemus	Farmer*
	Ferrarese	Hargraves*	Kelly	Jacques
	Kivlehan	Nolmans	Luzetsky	Thomas
		Stephens	Mendez*	
8/30	HBR Case	Proj Magt	Global Fin	Bus Plan-L
9/06	TB Case	Proj Magt-L	Global Fin	Bus Plan
9/18	Proj Magt	Global Fin	Bus Plan-L	HBR Case
9/25	Proj Magt-L	Global Fin	Bus Plan	TB Case
10/18	Global Fin	Bus Plan-L	HBR Case	Proj Magt
10/25	Global Fin	Bus Plan	TB Case	Proj Magt-L
11/13	Bus Plan-L	HBR Case	Proj Magt	Global Fin
11/20	Bus Plan	TB Case	Proj Magt-L	Global Fin

	* Project Manager		

Table 2	MG 366 Global E-Commerce	Final Group Projects	
Group A	*Topic*	*Group B*	*Topic*
Beutel	Alibaba	Butler	Flipkart
Stephens	China	Hargraves	India
Group C	*Topic*	*Group D*	*Topic*
Farmer	Kakao Talk	Luzetsky	Alza
Nolmans	South Korea	Mendez	Czech Republic
Group E	*Topic*	*Group F*	*Topic*
Kelly	Rakuten	Dorcemus	Yandex
Kivlehan	Japan	Jacques	Russia
Group G	*Topic*		
Ferrarese	Coccoc		
Thomas	Vietnam		

Table 3 UOPX PhD Thesis Title, Faculty Committee and Dates

Full Name and PhD degree received	Thesis Title	Faculty Committee	Dates
Robert Lazaro Doctor Business Administration	**A Quantitative Examination of How Social and Economic Factors Predict Online Crowdfunding Success of Publishing Ventures**	**Dr. Ruzanna Topchyan, Chair Dr. Donald Hsu Dr. Brian Sloboda**	**February 2, 2017**
Charles O. Ojewia Doctor Management Organizational Leadership	**A Phenomenological Study of Project Delays and Scheduling in the Construction Industry**	**Dr. Joseph Oloyede, Chair Dr. Donald Hsu Dr. Liston Bailey**	**October 2, 2017**
Alexander K. Horster Doctor Management Organization Leadership Information System Technology	**Mobile Device Management, Security, and Workload: A Quantitative Correlational Study**	**Dr. Julia Bao, Chair Dr. Donald Hsu Dr. Armando Paladino**	**October 13, 2017**
Grover S. Raguindin Doctor Business Administration	**The Repositioning of Product Attributes: A Phenomenological Study Among Toy Collectors**	**Dr. Steven van Ginkel, Chair Dr. Donald Hsu Dr. Edward Lopez**	**January 20, 2018**
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**

Table 4. Public Recommendation on Linkedin website 2019
Sonale Palliparangattu Mullepattu, Database Administrator | Actively seeking full-time/part-time job opportunity, January 25, 2019, I have had the privilege of taking Java programming class under Professor Donald Hsu at NJIT. His teaching style is unique and focused on applying the knowledge imparted in the class. He structures the course in a such a way that even a beginner will develop interest in learning Java. He takes time to share his knowledge about the real world outside and guides us to survive in a competitive environment. I have never seen any other teacher who genuinely loves to see his students succeed. He provided substantial guidance in my current journey. I must say that he is a wonderful teacher and a great person. I am truly grateful to you Professor.
Raxit Cholera, Software Engineer at Apple, January 16, 2019, I took Java Programming class under Donald Hsu at NJIT. He was a great professor. He interacted with all the students personally to make sure that there were no doubts in the lecture. The knowledge gained through his class helped me during my interviews. He encourages class participation and group studies. Apart from the course work, he also guided us in understanding real life challenges in the software industry and how to deal with them. Thanks Professor for all your effort I truly appreciate all you have done for us.
Mediha Dilara Aktaş, Procurement to Pay Associate Specialist at MSD, January 15, 2019, I took Sales Management course taught by Prof. Donald Hsu at University of Economics Prague. I must say that I am grateful for the things I learned in his course. The course was inspirational, interactive, and full of real life examples. He shared his valuable experiences with us. I had a chance to challenge my perspectives**.**
Hallvard Kuloey, Google Norway, January 15, 2019, Dr. Hsu was my professor at Dominican College, where I attended all four years of my Bachelor degree. I had great benefit from his teachings during my time there. He taught me a great international perspective when it came to business and the emerging market of E-commerce. I would definitely recommend Dr. Hsu if you're attending or thinking of enrolling at Dominican College.
Harshada Adhikari, Actively looking for a full-time CO-OP | Pursuing MS in Computer Science | System Engineer at Tata Consultancy Services, January 12, 2019, I took Java Programming under Prof. Donald Hsu, at NJIT. He taught the course really well. The course was very well structured covering all the basics and clearing all the concepts of JAVA as well as diving deep into the concepts of JAVA 8 and 9. He explains the concepts in a fun way using real life experiences so that we can easily understand them. He also encourages class participation and group studies. Apart from the course work, he also makes you understand the real life challenges in the software industry and how to deal with them. I am very glad that I took this class under him. Thank you Professor.
Stanislav Bonislavskyi, Business Analyst at Barclays. Passionate about data analysis and visualization, January 7, 2019, I took a Sales Management course taught by Prof. Hsu at University of Economics Prague in 2015. The course was well structured with real world example. I really enjoyed the way how Mr. Hsu led course - energetic, interactive and very interesting. The knowledge I gained at the course greatly helped me in landing my first job as Sales Operations at ExxonMobil. I definitely recommend to attend a class of Mr. Hsu if you would like to get structured knowledge about Sales Management.
Nikhil Reddy Bhimireddy, Associate Software Engineer at GEP Worldwide, November 18, 2018, I took Java Programming class under Donald Hsu at NJIT. He was a very friendly

professor and interacted with all the students personally. Apart from theoretical knowledge he also helped us understand practically by giving us examples of real life scenarios and challenges faced by software companies and how to deal with them. The knowledge gained through his class helped me crack interviews. Thanks Professor for all your effort in making us technically strong.

Grover S. Raguindin, PhD & Founder CEO Blue Moo's LLC. Actively seeking teaching position in Business Schools, November 4, 2018, Dr. Donald Hsu mentored me as a Committee Member in the completion of my doctoral dissertation at University of Phoenix, from concept paper to publication. He is extremely proactive in helping students to attain their academic goals. I highly recommend him as a valuable resource.

Amer Mohamed, Java/Front End Developer | Looking for full time job, October 2, 2018, I took Professor Hsu's Android class at NJIT, and he was stellar at explaining introductory Java concepts needed for Android programming, as well as diving deep into actual Android concepts that were used to help us understand Android application development as well as providing assignments in Android for us to code and learn. He is also a fun knowledgeable person who can take himself lightly, but can be serious as needed. This made the classroom quite engaging and memorable, even almost a year later, I still remember a lot of the concepts used in the class. I would love to take more classes by Prof. Hsu when the opportunity comes!

Pavla Neumannova, Ph.D. Researcher, University Economics Prague, September 30, 2018, I had an opportunity to attend/speak at the E-Leader Conference held in Warsaw (Poland) in June 2018. Donald Hsu was the main organizer as well as the host of the conference. He did a great job! The conference was arranged perfectly with many dedicated speakers of various backgrounds in the field of economic relations. I recommend this experience to any experts (entrepreneurs or academicians) or PhD students.

Krishna Thoriambath Nelluli, Data Science | Data Analytics | Database Management | SQL Developer | Teradata | Java Programmer, August 3, 2018, I had the opportunity to attend Prof. Hsu's Advanced Java Programming course in Spring 2018 semester at NJIT. This course includes a wide range of topics, thanks to Prof. Hsu for presenting it really well. His lectures are very helpful and he goes through each topic and explains them very well. Professor Hsu is one of the best instructors at NJIT. He not only focusses on the course but also encourages team work and class participation. He is very helpful and has the enthusiasm to teach. He is very knowledgeable and ready to help his students at any time of the day. I would definitely recommend taking his class to other students.

Alex Sterrantino, Distribution Team Member at Stryker, July 21, 2018, I took a C# .NET programming course associated with IEEE Continuing Education that Professor Donald Hsu taught. He is very knowledgeable on Multiple Programming languages and the history behind them. He has a very pleasant teaching style and doesn't leave a topic until it is well understood and every student is up to speed with the information being taught. It is apparent that he cares about each student. Not only did professor Hsu teach me the C# language and how to develop my own app, but he also helped me increase my social media presence and networking skills. Professor Hsu's C# .NET class motivated me to start pursuing a Computer Science Master Degree program. I would strongly recommend Professor Hsu's classes to anyone interested in programming, regardless of experience level.

Agata Dulnik, Ph.D., Partner at Avvartes - Expert at Forbes - Board Director at WIAL Action Learning - Organizational Behavior and Leadership, July 17, 2018, I had a pleasure to be a

presenter at the Warsaw E-Leader Conference organized by Dr. Hsu in 2018. By all standards it was a wonderful and very successful event. The speakers come from all around the world and their topics were of high quality. The event itself was well organized to the smallest detail. Thank you Donald for making me a part of this great undertaking.

Ewa Masłowska, Prof., Owner of "Academia Polonica" - Polish Language School for Foreigners Translation & Interpretation Agency, July 16, 2018, I was invited by Donald to participate in the e-leader CASA conference held in Warsaw June 4-6. 2018. It was a great experience and fantastic opportunity to meet members of CASA - leaders in academic investigations. I was impressed by the perfect organization and selection of interesting presentations. Congratulation Donald! It was great.

Shrey Mehra, IT admin support at DHL IT Services, July 13, 2018, Mr. Donald Hsu taught me two courses of marketing in VSE Prague. His teaching style was quite unique and interesting. He focused more practical application than on theoretical aspect. Throughout the course of the lecture, he shared his experiences that he had all over the world. Apart from these things, he has a huge tank of knowledge in current affairs.

Dagmar Zemčíková, International Marketing Specialist, July 12, 2018, I am very glad I had the opportunity to attend Prof. Hsu´s Sales Management course, at University of Economics in Prague. I had the chance to have a more detailed look at the Wall Street way of doing business and overall I appreciate the experience he gave us during the course for better understanding of various situations! I appreciate the classes and his know-how he provided. For me it was a nice and interactive experience to have another insight in the American way of doing business. Very energetic and enthusiastic lecturer! Thank you!

Sara Monnecchi, Analyst (Student Intern) at MSD, June 27, 2018, I have taken Channel Distribution Marketing course at the University of Economics, Prague this year. Professor Dr Hsu is a really capable and enjoyable instructor. The course was really interesting and full of knowledge about the topic in both theoretical and practical way. He gave us also really valuable advices for our future working experiences. I strongly recommend to take a course with him, both to learn about the course topic and to have a better understanding of what you will like to do in your future. I really hope to have the chance to be part of his course again in the future.