Doctor of Education Leadership, Doctor of Healthcare Administration, Macroeconomics, Case Studies in Global E-Commerce, International Management and Sales Management

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Abstract

HEC Paris, IESE, 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, they need to employ quantitative or qualitative research using real world Case Studies.

Sales Management course was offered at a Czech University. This is the Master Degree program in International Business. At Dominican College, Global E-Commerce and International Management were taught to undergraduate students. At University of Phoenix (UOPX), this author mentors 17 online Doctoral candidates. They employ tools to conduct qualitative phenomenology 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: Case Studies, Doctor Education Leadership, Doctor Healthcare Administration, Global E-Commerce, International Management, Macroeconomics, Qualitative Phenomenology Research, and Sales Management

(A) Dominican College*

Dominican College is located 14 miles northwest of New York City. This author joined Dominican College in 1988 as an Associate Professor in the Business Division. In Fall Semester of 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.

MG 355 International Management

27 people registered in Fall Semester 2019. Four major in Accounting, one in CIS, all others in Management or Marketing.

Deresky (2016) wrote the textbook. This course aims to investigate specific issues in the governance of multinational enterprises. Topics include: foundations for international management, managing across cultures, strategic planning, managing political risks, organizing operations, decision making controlling, personnel selection repatriation, training organization development, labor relations, communications, motivating human resources

Class meets twice a week, for one hour and fifteen minutes each. All eleven chapters were covered. In addition to PowerPoint lectures and discussion, students worked in a team of four or five, doing in-class labs on 1) Business Week, 2) Economist, 3) Financial Times, 4) Forbes, 5) Fortune. The team exercise provided a sound foundation of bonding, leadership and problem solving 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 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 international management? 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, students worked in a group of two or three on world billionaires, that made money from international management. Students did extensive Case Studies on the founder/CEO, company core business, sales, profit, financials, SWOT analysis, competitors, future plan, see Table 1.

MG 366 Global E-Commerce

Fourteen people registered in Fall Semester 2019. 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.

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. For the final projects, they did extensive research on the company core business, sales, profit, financials, SWOT analysis, issues, competitors, the future, for E-Commerce success cases in China, Czech Republic, India, Ireland, Japan, Singapore, and Sweden, 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.

   Since 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.

Sales Management

   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 competences: Upon successful completion of this course, students can:
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). 24 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 24 students consisted of: 1 from Austria, 3 from Azerbaijan, 2 from China, 1 from Chile, 5 from Czech Republic, 3 from France, 1 from Hungary, 2 from Russia, 3 from Slovakia, 1 from Portugal, 1 from Ukraine, 1 from USA, 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: Cisco Czech Republic, Knight Frank property firm in Czech Republic, Oracle Czech Republic, Tesla USA, and T Mobile, USA.

(C) 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, Finance for Business, Information System Security, Integrated Business Topics, Java Programming II, Macroeconomics, 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 16 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), (15) "Is PhD a Worthwhile Investment? Case Studies in Global E-Commerce, Java, Quantitative Reasoning, Sales Management", Hsu (2019), and 16) "PhD Qualitative Delphi Research, Case Studies in Channel Distribution, Electric Vehicles and Java Programming", Hsu (2019).

ECO/372 Principles of Macroeconomics

This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

Learning outcomes:

1. Describe the measurement and limitations of the gross domestic product
2. Calculate growth rates and the time needed for an economy to double in size
3. Identify the different phrases of the business cycle, types of workers in the labor force and components of the consumer price index
4. Calculate unemployment and inflation rates
5. Determine the difference sources of revenue and expenditures of federal, state, and local governments, as well as the size of the national debt
6. Analyze how aggregate supply or aggregate demand shifts cause output fluctuations in the short run and the long run
7. Examine what money is and how the Federal Reserve controls the quantity of money
8. Assess how changes in money supply and demand affect the interest rate
9. Evaluate how the government conducts fiscal policy to influence aggregate demand, real GDP, unemployment, and inflation
10. Evaluate how the Federal Reserve conducts monetary policy to influence aggregate demand, real GDP, unemployment and inflation

Textbook was written by Asarta and Butters (2019). Eight people registered for this course. Two people did not attend classes, they withdrew due to personal issues. Class started 9/17/2019, for five Tuesday nights, 6 to 10 pm, and the course ended on 10/15/2019. This author taught in

Business School, undergraduate, MBA, PhD programs, all subjects but never taught Economics. It is a challenge in the beginning without knowing what to expect. With the UOPX excellent curriculum design on the new Blackboard Ultra platform, it turned out to be straight forward, a wonderful experience.

Students need to access the software exercises designed by McGraw Hill Education. Each week, there are four parts: 1) measuring output adaptive assignment, 2) economic growth assignment, 3) output growth quiz, and 4) apply theory to specific examples. Students submitted the results. The system automatically graded them. So it made the facilitator jobs much easier.

Lecture starts at 6 pm, with questions/answers followed. What is GDP? What kind of role Federal Reserve play? How does interest rate affect the operation of a business? What is supply vs demand curve? What is aggregate supply vs aggregate demand? How does the government fiscal policy influence business, or people? President Trump signed the Tax Cut bill. How did it impact the American business? Why is the stock market going up? Why is the unemployment going down? How about inflation? What is the long term issue for trade deficit? This type of questions engaged the students. They got into lively discussion and debate.

There was a break about 15 minutes around 8 pm. Then each individual student would show his/her assignment grades to the instructor. Some spent 4 to 6 hours weekly to do these assignments. The end result is, all six students did well.

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 on 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 (2020). 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 8 and on the Faculty Committee for 9, 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. 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 42 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. 12 people did get their PhD degrees with their mentors, see Table 3.

Conclusion

Students/professionals learn the theory and need to connect it to the real world. 71 people completed Channel Distribution, Global E-Commerce, International Management, Macroeconomics and Sales Management courses. In addition, 17 Online Doctoral Candidates are doing their PhD research via Case Study and 6 people just got their PhD degrees in 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. 16 people gave public endorsements on Linkedin (2020), the social media network with 630 million professionals worldwide, Table 4.

Acknowledgment

*Full-Time Position **Part-Time Consultant

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Table 1	MG 355 International Final Group Projects	Management 12/11/2019	
Name	**_Topic_**	**_Name_**	**_Topic_**
Fischer	**Carlos Slim Helu**	**Pinto**	**Amancio Ortega**
Jones-Rivers	**Amer Movil, Mexico**	**Pitt**	**Zara, Spain**
		Ramirez	
Name	**_Topic_**	**_Name_**	**_Topic_**
Faulcon	**Huateng Ma**	**Dorcemus**	**Bernard Arnault**
Garcia	**Tencent, China**	**Salas**	**LVMH, France**
Name	**_Topic_**	**_Name_**	**_Topic_**
Gilmore	**Jorge Lemann**	**Beutel**	**Masayoshi Son**
Hamilton	**3G Capital, Brazil**	**Lopez**	**Softbank, Japan**
Name	**_Topic_**	**_Name_**	**_Topic_**
DeCandia	**Mukesh Ambani**	**Acosta**	**Karl Ambrecht**
Hill	**Reliance, India**	**Schaper**	**Aldi, Germany**
Name	**_Topic_**	**_Name_**	**_Topic_**
Cobbs	**Prince Alwaleed**	**Brown**	**Giovanni Ferrero**
Lyons	**Kingdom, Saudi Arabia**	**McDowell**	**Nutella, Italy**
Name	**_Topic_**	**_Name_**	**_Topic_**
Interiano	**Leonid Mikhelson**	**Butler**	**David Thompson**
Ponce	**Novatek, Russia**	**Poterbin**	**Reuters, Canada**
Name	**_Topic_**		
Doll	**Mateschitz, Dietrich**		
Gray	**Red Bull, Austria**		

Table 2	MG 366 Global	E-Commerce	
	Final Projects	12/12/2019	
Group A	*Topic*	*Group B*	*Topic*
Piedra	Alibaba	Cabezas	Flipkart
Robert	China	Sosa	India
Group C	*Topic*	*Group D*	*Topic*
Armas	Ryanair	Bobian	Alza
Lugo	Ireland	Garcia	Czech Republic
Group E	*Topic*	*Group F*	*Topic*
Descorbeth	Rakuten	Contero	Spotify
Gilmore	Japan	Sanders	Sweden
Group G	*Topic*		
Rivers	Grab Taxi		
Williams	Singapore		

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
Denise Bishop St. Julien Doctor Educational Leadership	General Education Inclusion Teachers' Perspectives of Teacher Preparedness: A Narrative Inquiry Study	Roxanne M. Williams, EdD, Chair Julia Aucoin, DNS Dr. Donald Hsu	July 22, 2019
Juel Tillman Doctor Management Organization Leadership	Phenomenological Study of Obesity: Knowledge for African American Men	Dr. Donald Hsu, Chair Dr. Alyncia Bowen Dr. Laura Ann Migliore	November 2, 2019
Diane L. Montanez Doctor Healthcare Administration	Competencies of Senior Leadership of Chicago Federally Qualified Healthcare Centers: A Phenomenological Study	Dr. Donald Hsu, Chair Dr. Katherine Healy-Collier Dr. Nancy Munoz	December 17, 2019

Table 4 Recent Public Recommendation on Linkedin Website
Dr. Robert Tielman, Co-Founder| Business Development| E-Learning Consulting, January 8, 2020, It was a pleasure to get to know and learn from Dr. Hsu during the E-Leader Conference. His knowledge and guidance is invaluable as I continue my pursuit of academic research.
Dr. Juel Tillman II, Operations Manager, Verizon and US Army, November 16, 2019, Dr. Hsu professionalism and unselfish devotion to my studies is the reason I am a doctor today. Dr. Hsu mentorship through critical thinking, research alignment, and motivation has helped me understand the values of becoming a doctor and my position as a leader in my field of study. I recommend Dr. Hsu as a committee chair because of his devotion to mentor a doctoral learners and prepare the doctoral learners understand the responsibilities of a doctor.
Ashwin Venkataraman, Working at Microsoft under Digital Security and Risk Engineering division, October 6, 2019, I took Professor Donald's Java course in the Fall of 2018 at NJIT. His class is perfectly structured for a novice and an intermediate programmer. Taking the class gave me a good understanding of the concepts in Core Java. He is an amazing professor and a mentor, who gives great advice and encouragement for his students. Any student willing to learn more than what a regular book can provide, should take his course.
Kevin Salcce, MBA, Philips Product Champion at eDistbusiness, September 10, 2019, I took his international business class and Donald Hsu was one of the best teachers I ever had. He was very informative and patient to your learning. He is also very knowledgeable and he helps you as best as possible on whatever you need. If you haven't spoken to Donald Hsu or taken his classes, you need to!!!

Orquidia Snyder, Conductor at Amtrak, September 6, 2019, It was an honor and a great experience being Professor Hsu's student. He taught me and my fellow students well. He dedicated his time and attention to us all. No one was left out or afraid to turn to him for guidance and help. He was one of the most dedicated and educational professors I learned from! Thank you Professor!

Garima Tuli, Looking for Internship Opportunities, September 4, 2019, I had an opportunity to attend Java Programming course under Professor Donald Hsu. He is an excellent professor with lots of knowledge in various fields. His friendly attitude towards all students and the real life experiences he used to share with us made the class even more interesting. He always focused on teamwork and motivated us to enjoy our work. It was awesome to study under Professor Hsu's guidance and if I get a chance I would definitely like to take another class under him.

Emrah Yüceer, StS Associate Specialist at Merck and Co, Inc, August 30, 2019, It was fantastic to have Sales Management course from professor Hsu. He is an excellent professor with his kind and friendly attitude. I am very grateful from his teachings during the Sales Management course which gave me unique experience and inspiration. I am sure this unique experience will keep guiding my future career. Therefore, I highly recommend taking a course from professor Hsu to experience an amazing view of teaching.

Soumyadeep Basu, Software Developer featured in New York, August 29, 2019, I had the opportunity to attend Professor Hsu's java class. I was very motivated by his teaching style. The concepts that he taught us in the class really helped me to get a better understanding about Java programming. I would look forward to take more courses under him in the future.

Ketan Patel, Intern at Quantum Concept Inc, August 26, 2019, I had the privilege of being a student in Professor Hsu's C++ class in the Summer of 2019. Under his guidance, I was able to understand and learn the basics of coding C++. Furthermore, Professor Hsu went to great lengths to explain what C++ can do for you in the work force relating to not only my major, but every student's major in the class. The class seemed daunting at first glance, but Professor Hsu did a great job in not only teaching the coding part of the class, but understanding the different aspects of what makes up C++. Professor Hsu did a wonderful job teaching C++ and I hope every student has the opportunity to take his class.

Murat Ozhan, Senior Desktop Support Technician at YMCA of Greater New York, August 15, 2019, I had the privilege of meeting Dr Hsu a long time ago. He had been a great mentor with his friendly and calming attitude. Over the course of 20+ years I have known him; I am a firsthand eyewitness to see how true his vision was and how his predictions became factual. His network and networking skills are so admirable that I clearly remember an instance where he introduced me to someone from my town while we were literally oceans apart. I did not have a chance to sit in a class of him, but I am sure listening to his views/opinions about life itself is at least a motivating experience.

Nikola Šumerová, HR manager, HENNLICH SRO, July 31, 2019, Prof. Donald Hsu taught an intensive three-day international class called Channel Distribution at the University of Economics in Prague. I was able to partake his lectures that were very interesting, filled with practical examples and insights from his business experience. I recommend you to take his course.

Atul Avijeet, Actively looking for Full-Time Jobs/Internships, July 25, 2019, I took the Java Programming class, under Prof. Donald Hsu at NJIT for my master's degree in January - May 2019. I learned about working in a team, identifying my leadership qualities, knowing about the

industry and job opportunities. He is a very motivational teacher, who has excellent knowledge and experience in Java Programming. His classes were very interactive. He gave a lot of emphasis on the industry requirements for securing a good job. I would like to thank Prof. Hsu. I would highly recommend any student to take his classes.
Alyssa Mitchko, Software Developer at Morgan Stanley, July 19, 2019, I was lucky enough to have Professor Hsu this past semester for my android application development course. Professor Hsu thoroughly taught the material to ensure that developers at all skill levels would be able to learn the material properly. He also took the time to share career advice, which is very helpful coming from someone who is so experienced in the industry. Overall the course not only taught me about android application development, but also gave me more career perspective. I highly recommend taking a course with him given the opportunity.
Kevin Rana, Software Engineer | Design, Development, & Testing | Web & System Applications, July 12, 2019, Professor Hsu was the instructor for my Android course at NJIT. He broke down the course in two parts: A thorough Java core review and an introduction to Android development. Professor Hsu took time to make sure every student understood the topics being covered and often asked students review questions during his lectures. Three homework assignments were done in teams. Each team consisted of a manager with four others. As a result, Android apps worked very well. Overall, Professor Donald Hsu is a well-rounded individual with an abundance of knowledge and wisdom to share.
Alex Horster, Doctor of Management in Information Systems Technology, July 11, 2019, I have had the privilege of having Dr. Hsu as a mentor and member of my dissertation committee. His business experience, technical acumen, writing skills, and attention to detail contributed to the correlational study of mobile device management, security, and workload dissertation. His input was instrumental in my successful completion of a Doctor of Management in Information Systems Technology degree. Upon the completion of studies, Dr. Hsu continues to be a role model, mentor, and guide that ensures continued growth and participation in doctoral research and publication projects.
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 whining a limited time period. Thank you very much for your all knowledge which you transfer to us.