Introducing the Region 8 Journal

The 2016 Dubai ACBSP Region 8 Conference
November 23-27

Accepting your scholarly contribution
http://region8journal.com
The ACBSP Region 8 Journal

“Preparing Students for Career Success”

VOLUME 8 (Dubai 2016)
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The Region 8 Journal
Editor—Alfred Howard Miller,
Higher Colleges of Technology, Fujairah Women’s College
United Arab Emirates
FOCUS and SCOPE:
The focus of the Region 8 Journal is to provide a double-blind peer-reviewed interdisciplinary and international publication opportunity, for Region 8 and ACBSP Members, and for affiliated and prospective interests. The Region 8 Journal is published by ACBSP Region 8, the International Council for Business Schools and Programs (ICBSP). The primary focus of 2016 Region 8 Journal is on the theme of Preparing students for Career Success, which was the topic of the ACBSP 2017 Annual Conference. To increase the range of submissions and encourage a greater diversity of academic discourse, the Special Issue theme of Applied Research was included as a topic for 2016. The Region 8 Journal is particularly interested in applied and theoretical scholar-practitioner work which support the ACBSP’s core value of Teaching Excellence.

MISSION STATEMENT:
The mission of the Region 8 Journal is to provide a forum for academic discourse that advances the scholarly reputation of the organizations, members, and affiliates of ACBSP Global Business Accreditation, ACBSP Region 8, and Teaching Excellence. Consequently, The Region 8 Journal welcomes manuscripts, presentations, and case studies that facilitate a linkage between members, teaching excellence and scholar-practitioner research.

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Welcome to the ACBSP 2016 Region 8 Conference

Our 2016-2017 ACBSP Theme is: Preparing Students for Career Success

Hosted by: Higher Colleges of Technology-Dubai Women’s College

The leadership of the Accreditation Council for Business Schools (ACBSP), namely officers of the International Council of Business Schools and Programs (ACBSP Region 8) designed this event to have a profound opportunity to participate and experience learning, sharing and growth for participants and their institutions. We offered five tracks:

Academic: Scholarly papers and presentations

Conference Theme: Preparing Students for Career Success
Special Issue: Applied Business Education and Research
Best Paper Award
Best of Region 8 Presentation Award
Region 8 Journal of Conference Proceedings
Transnational Journal of Business an additional publication opportunity

Accreditation processes: Helping people to understand and meet the standards
ACBSP informational sessions: Communicating the value of ACBSP accreditation

Student applied education track: Student teams attend conference and compete

Real world case study
CESIM business simulation challenge

Vendors

Peregrine Academic Services
American University of Leadership
McGraw-Hill Education
CESIM who is providing the free simulation memberships to students

Ways schools or individual to participate included:

Respond to the call for papers with a scholarly publication
Sign up to be a reviewer
Volunteer your expertise in ACBSP Accreditation

Participate as a vendor: In addition there will be publishers and Ed Tech companies. Faculty from Higher Colleges of Technology, the host institution, have requested representation from doctoral study institutions.

Facilitate a student team to attend and compete in the real world case study competition or CESIM business simulation contest.
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Greetings, and thank you to all for a wonderful ACBSP Region 8 Annual Conference,

Thank you to Higher Colleges of Technology for allowing me to host the ACBSP daytime academic events at Dubai Women’s College. Specifically thanking Dr. Tarifa Ajaif the College Director; Executive Dean of Business, Dr. Ayesha Abdulla.; Caroline Bianca, Marketing; Youssuf Elmasri, Facilities; Bejoy Gangadharan, IT services, including Garry Bigtas. Special thanks to Dezzil Mena Castelino, Senior Executive Officer, Isra Mosameh and Ohoud Alhammadi for help negotiating challenges with the security clearance process for the guest speakers.

The conference kicked-off at Dubai Women’s College with an opening by Dr. Ayesha, Executive Dean of Business. We were blessed with two very excellent keynote speakers having Len Hunt President of Al-Futtaim Automotive on Thursday giving an animated discussion on nationalization and a perspective of his past and how it relates to the workplace of the future, and Dr. Anthony Ayoola, who spoke on educational innovation on Friday. Region 8 welcomed Jeff Alderman, President and CEO of ACBSP who travelled from Overland Park, Kansas. All told, there were 101 unique attendees. Thirty-two (32) schools were represented not including HCT’s countrywide network of 17 campuses. Corporate partners included Al-Futtaim Automotive, American University of Leadership, CESIM (Simulation), McGraw Hill and Perigrine Academic Services. The distance award goes Dr. Barbara Butts Williams Executive Dean, External Relations & Partnerships and Dean Emeritus, Business at Capella University, who came all the way from Minnesota, USA. Region 8 also appreciates the support from we receive from MNCEA - the Mongolian National Council for Education Accreditation.

The Region 8 Cesim Business Simulation Challenge 1st Place trophy and cash was won by Team Fabulous of Sharjah-HCT, a team of three students, Jamila Abdeljalil Abdallah Al Bloush, Sheikha Youssef Mashallah Abbas and Huda Hussein Ahmad Abdallah, mentored by Dr. Sergiy Spivakovsky. Total Shareholder Return of the winner was 17.12, Otgontenger University (Mongolia) was a very close second at TSR = 16.72, and National University of Mongolia placed third with TSR = 11.66. Dr. Grace Thomson was on hand at the Gala Dinner to accept the award for HCT-Sharjah. Thank you to Veijo Kyosti of CESIM for providing complementary access to the simulation, and Johannes De Klerk for managing the competition as Gamemaster.

The Region 8 Innovator Case Study Challenge trophy, cash and scholarship was won by a team from College of the North Atlantic-Qatar who attended with a contingent of 10 persons including their Dean, Dr. Dave King; Program Chair for Business, Benda Lockyer; and Instructional Designer, Manja Bastian who mentored the mixed gender team, which included 4 Qatari nationals and two international students. Abu Dhabi Men’s College and a team mentored by Dr. Beena Salim and Dr. Roudaina Houjier won second place, and another representing Al Ain, Dubai and Sharjah Women’s College, mentored by Dr. Mani Chakraborty, Dr. Indrani Hazarika and Dr. Dan Ivanov, placed third. Dr. Beena Salim, and Dr. Indrani Hazarika attended the Gala Dinner along with the case study students from Sharjah, to receive the awards. Thank you to the judging team, Abderrahman Jassim of SAP MENA and Wissam Kaadi of SAP Education Network for Digital Transformations, and Dr. Anass (Alex) Lahou from American University of Leadership. Please note that it is with great thanks that American University of Leadership contributed a scholarship valued at $30,000 USD.

Case Study and Simulation Challenge winners bid to become the Student Showcase representative of ACBSP Region 8 seeking selection by ACBSP to an expenses-paid presence at the ACBSP Annual Conference, June 27, 2016 in Anaheim.

Region 8 had four articles on applied education and research, and two case studies presented. Best of Regions was contested by nine Best of Regions Presentations and presentations of six articles that met the conference theme, Preparing Students for Career Success. Best Paper was won by Jean-Mari Hilbrand, a South African Expat living in Abu Dhabi and University of Phoenix Alumni, on the basis of metrics scored during the review process. The Best of Region 8 Presentation was won by Dr. Jeremy Cripps, University of Findlay and American University College of Skopje, Macedonia along with partner Dr.
The International Council of Business Schools and Programs

John Russell American University of Kuwait, based upon feedback from reviewers using the ACBSP Best of Regions rubric. The host institution, Higher Colleges of Technology’s faculty were most active with 30 faculty placing articles and or bidding presentations into the Region 8 Journal, ISSN 1948-920X.

ACBSP has joined as a Steering Committee member for PRME, Principles of Responsible Management Education. PRME is a UN sanctioned body and with this effort, the ACBSP Business Industry Relations Committee is expected to take on a greater role moving ACBSP forward in the area of Sustainability. During our Region 8 Business Meeting, Dr. Winfried Boeing of Montreux Business University (Switzerland) was nominated and accepted by the membership via a show of hands to represent Region 8 on the Business Industry Relations Committee.

Social events included private reservations for a dhow dinner cruise, a social gathering at the Le Meridien Warehouse, a gala dinner at Dubai Creek Golf and Yacht Club and a bus tour of Dubai on the final day. Dr. Damodharan Varadarajan, Dr. Alfred Miller and Jeff Alderman were presented Region 8 Champion Awards during the gala dinner; respectively, Dr D for bus logistics and social media; Al for planning and chairing the event, and Jeff travelling a great distance during holiday season in the USA to represent the home office, which was important, as many new member schools attended the event.

Region 8 selected Mathew Andrews of International School of Management (ISM) of Paris, France as Chair–Elect Designate to succeed Dr. Anass (Alex) Lahlou, the Chair Elect from American University of Leadership in Morocco who set to replace current Region 8 Chair, Dr. Alfred Miller of HCT Fujairah Women’s College. Officer appointments confirmed at the meeting included Meriem AitBacha of American University of Leadership, Morocco-Region 8 Secretary, and RAK-HCT’s Giovanna Bejijani was named to the ACBSP Global Education Committee. Most incumbents such as John Dumont of Webster University Athens, and Lucie Vnouckova Vice Rector of Vysoka Skola Ekonomie a Managementu VSEM College agreed to continue their terms. The Region nominated Vasilis Botopoulos, of Webster University Athens for consideration for an at large position on the ACBSP Board of Directors. In addition to ACBSP President and CEO Jeff Alderman travelling all the way from Overland Park Kansas, Region 8 was proud to host Emil Gjorgov, newly appointed Director of European Operations.

All the best, and congratulations to the Region 8 Winners Below,

Dr. Alfred Miller, ACBSP Region 8 Chair 2016-2017, and Editor, Region 8 Journal

Team Fabulous Sharjah-HCT
Winner
2016 Region 8 Cesim Global Challenge
IACSB/ACBSP Region 8

Jeremy Cripps & John Russell
Winner
2016 Best Presentation Award
IACSB/ACBSP Region 8

Team Oryx CNA-Qatar
Winner
2016 Region 8 Innovator Challenge
IACSB/ACBSP Region 8

Otgonjanger University
Silver Medallion
2016 Region 8 CESIM Global Challenge-ICBSP/ACBSP Region 8

Dr. Jean-Mari Hillebrand
2016
Best Paper Award
IACSB/ACBSP Region 8

HCT-Abu Dhabi Men’s College
Second Place
2016 Region 8 Innovator Challenge
IACSB/ACBSP Region 8

National University of Mongolia
Bronze Medallion
2016 Region 8 CESIM Global Challenge-ICBSP/ACBSP Region 8

Dr. Alfred Miller
2016
Champion Award
IACSB/ACBSP Region 8

HCT Combined Ladies Team
Third Place
2016 Region 8 Innovator Challenge
IACSB/ACBSP Region 8

Mr. Len Hunt
2016
Keynote Speaker Award
IACSB/ACBSP Region 8

Dr Damodharan Varadarajan
2016 Honored Host
Champion Award
IACSB/ACBSP Region 8

Jeff Alderman
2016 Champion Award
Region 8

Region 8 Champion Award
IACSB/ACBSP Region 8

ACBSP Region 8, Dubai 2016 10 The International Council of Business Schools and Programs
Welcome to Dubai !!!

2016, November, 23-27
International Council of Business Schools and Programs
(ACBSP Region 8)
Conference Schedule
“Preparing Students for Career Success”
Pre-Conference - Wednesday, November 23rd, 2016

20:00 – 22:30 Optional – The Chairman’s Get-together Dinner Party for Conference Attendees
(not included in conference registration fee and by pre-registration)
Location - Meridian Village Terrace
Le Meridian Hotel Airport
Airport Road across from the airport
Type of meal - International Buffet -
Live Entertainment and cooking stations
(Outdoors - dress smart casual, ladies may want to bring a light wrap)

All paid conference participants are entitled to a gratis-free entry for a student team (2 - 6 members) to compete in the CESIM Global Business Simulation Challenge. Student teams may compete entirely online and are not required to attend in Dubai. Three rounds of practice will be followed by 8 rounds of competition with the final rounds taking place during the conference. Gold, Silver and Bronze Winners will be announced and recognized at the GALA DINNER with a ‘Region 8 Cesim Global Challenge’ trophy and cash awards.

Four sets of presentations – academic, accreditation processes, ACBSP informational sessions and premier vendors.

See the call for papers and reviewers there are two publication tracks this year for the Region 8 Journal
http://region8journal.com/ or http://www.acbsp.org/group/Region%208

Region 8 Innovator Challenge: A Real World Case Study is also being offered for student teams attending the conference. Per student fee for the case study is 600 AED or $165 USD. Prize includes “Region 8 Innovator Challenge” trophy, cash and a full tuition scholarship valued at $30,000 USD. The case features international competitors and an Industry problem by SAP MENA.

Afternoon Tea each day, Sponsored by American University of Morocco.
Day 1 - Thursday, November 24th, 2016

(Unless otherwise noted all events will take place in the Multi-Purpose Hall (MPH) - Hall 1)

08:30 – 09:30 Registration Reception (Coffee & Tea) 09:30 – 10:00 Welcoming Remarks by the Conference Chair, Director of Dubai Women's College, & by the Executive Dean, Business, Agenda Review and Paper/Presentation Voting Process

10:00 – 10:45 Keynote Speech by Mr. Len Hunt President, Al-Futtaim Automotive

10:45 – 11:25 Parallel ACBSP Presentations:
- MPH Applied Paper 1: Dr. Roberta Fenech, HCT Sharjah. The Entrepreneurial Resilience of National Male and Female New Entrepreneurs in the U.A.E.
- Hall 2 Case Study 1: Kavita Shah HCT Dubai Women's College, Super Home Brand Morison Menon: Running Economic & Social Engine Together in UAE.
- Hall 3 Best of Regions 1 Dr Nancy Maloney & Dr Mysoon Otoum DWC Through the Looking Glass: Career Success in the 21st Century

11:25 – 11:40 Coffee Break Sponsored by Peregrine Academic Services

11:40 – 12:20 MPH Best of Regions 2: Bastian and Al Nuaimi, College of the North Atlantic Qatar, Setting Up and Operating and Accounting Learning Commons

12:20 – 13:00 Parallel ACBSP Presentations:
- MPH Applied Paper 2. Dr Mysoon Otoum & Dr Nancy Maloney and Four P's for Online Education Management: Examining learners' Persistence using the four P’s Model within nontraditional learning.
- Hall 2 Applied Education and Research Vic Benuyenah & Dr. Pandya Bharti, Strategic Integration of HR in MENA region – DWC A case study of Morison Menon
- Hall 3 Cesim Challenge Simulation – Simulation Explained by Veijo Kyosti Managing Director, Cesim

13:00 – 14:30 Buffet Lunch at DWC catered by Cateriya's & Co with Parallel Round Table Discussions headed up by a moderator on the suggested topics:
- Interactive and Contemporary Teaching Techniques (Invited Moderator, Dr. Grace Thomson)
- New Techniques in Using Technology for Teaching Business (Invited Moderator, Dr. Grace Thomson)
- The Business Environment of the Region (Invited Moderator, Dr. Grace Thomson)

14:40 – 15:20 Parallel ACBSP Presentations:
- MPH Best of Regions 3. Dr. Damodharan & Dalal Al Hai, HCT Dubai Today’s Youth Tomorrow’s Leaders Today’s youth, tomorrow’s leaders: A four-decade of Quality Education in UAE for Emirati success
- Hall 2 Applied Paper 3: Dr Houjeir, K Gotthelf, & Dr AlSakka HCT Abu Dhabi Men's, Virtual Reality: A Literature Review
- Hall 3 Real World Case Study – Industry Problem, Case Delivery by SAP MENA and AUL

15:20 – 16:00 Parallel ACBSP Presentations:
- MPH Best of Regions 4. Dr. Dam, Dalal Al Hai, Aisha Alfalahi, Saleena Rudrakumar, HCT Dubai Creating of Entrepreneurship Skills for career success through education – An exploratory study of Emirati women entrepreneurs in UAE
- Hall 2 ACBSP Membership and Criteria
- Hall 3 Theme Paper 1 Dr. Beena Salim Sagi, Factors affecting Women leadership in STEM educational path and careers in UAE

19:15 – Buses Leave from the Hotels for the Dhow Dinner Cruise

20:00 – 22:30 Dhow Cruise Dubai Creek and Dinner Catering by Jood Palace, Al Faris Dhow, Amazon Tours Leaving from Dubai Creek Dock, by Radisson Blue Hotel (Outdoors on the water - dress smart casual, ladies may want to bring a light wrap)
Day 2 - Friday, November 25th, 2016
(Unless otherwise noted all events will take place in the Multi-Purpose Hall - Hall 1)

09:00 – 09:30 Coffee and Tea Sponsored
09:30 – 09:40 Days Activities – Al Miller
09:40 – 10:20 Keynote Address Dr Tony Ayoola – Associate Dean, Higher Colleges of Technology, Educational Innovation for Institutional Brilliance and Student Success.
10:20– 11:00 ACBSP Update by Jeffery Alderman, President CEO, ACBSP

11:00 - 11:20 Coffee Break Sponsored by Cesim

11:20 – 12:00 Parallel ACBSP Presentations
   MPH Theme Paper 2 – Dr Jeremy Cripps & Dr John Russell, University American College, Macedonia, American University of Kuwait, Seven Classroom Scenarios to Promote Student Career Success
   Hall 2 Valued Partner Presentation McGraw Hill
   Hall 3 Working with a Mentor – Experienced Mentors on hand

12:00 – 12:40 Parallel ACBSP Presentations
   MPH Cambridge Theme Paper 3: Dr Al Miller, HCT Fujairah, Preparing Students for Career Success in Accounting: The SCIL-based Model with a Focus on Content Analysis
   Hall 2 CPC Coverage and Reporting – TBD
   Hall 3 Best of Regions 5 Dr. Sriya Chakravarti and Rosalind Rice – HCT-DWC STEM is good but STEAM is better

12:40 – 14:00 Lunch at DWC catered by Cateriya’s & Co with the Opportunity for Networking

14:00 – 14:40 Parallel ACBSP Presentations:
   MPH Best of Regions 6 – Dr AbdulQuddus Mohammed, HCT Western Region: Preparing Business Students for 21st Century Skills: Practical Methods of Teaching and Assessment.
   Hall 2 Valued Partner Presentation Peregrine Academic Services
   Hall 3 Completing a Preliminary Questionnaire – TBD

14:40 – 15:20 Parallel ACBSP Presentations:
   MPH Theme Paper 4 – Giovanna Beljani, HCT-RAK, Diologic Classrooms: Preparing Students for Career Success
   Hall 2 Real World Case Study – Business Presentation by American University of Leadership
   Hall 3 Best of Regions 7 Dr Grace Thomson and Dr Shahira El Alphy HCT Sharjah Leveraging Industry-University Collaboration in Program Advisory Boards: A Strategic Approach to Business Curriculum Design

15:20 – 16:00 Parallel ACBSP Presentations:
   MPH Applied Paper 4 –Dr I. Reczey & Dr R. Houjejir Quality Management System in Education Organizations: Literature Review
   Hall 2 Accreditation topic – TBD
   Hall 3 Best of Regions 8 – Dr Adel Mekraz HCT-DWC Key Ingredients to a Successful Internship Program
   Hall 4 Cesim Simulation – Working Session Final game turns due 20:00 PM

16:00-17:00 Tour of Dubai Women’s College

17:30 – Buses Leave DWC for the Social Gathering

18:00 – 21:00 Social Gathering – The Warehouse Meridian Village, Le Meridien Hotel Airport
(Outdoors - dress smart casual – no shorts - ladies may want to bring a light wrap)
Day 3 - Saturday, November 26th, 2016

(Unless otherwise noted all events will take place in the Multi-Purpose Hall - Hall 1)

09:00 – 09:30 Coffee and Tea
09:30 – 10:10 Theme Paper 5: Dr Wasif Minhas, HCT Sharjah, *Seeds of Ambition: Forging new frontiers in the 21st century*
10:10 – 10:50 MPH Theme Paper 6: Dr Jean-Mari Hillebrand, University of Phoenix, *Using Knowledge Tools to Prepare Business Graduates for Career Success*

Hall 2 Best of Regions 9 Jaishree Asarpota HCT-DWC *Student Engagement for Future success in Marketing*

Hall 3

10:50 – 11:10 Coffee Break Sponsored by McGraw Hill education

11:10 - 12:45 Region 8 – Annual Business Meeting

12:45 – 14:00 Lunch at DWC catered by Cateriya’s & Co with Parallel Round Table Discussions headed up by a moderator on the following topics:

- Getting Students Involved in Region 8 (Invited Moderator)
- Establishing a Region 8 Research Network (Invited Moderator)
- Establishing Partnerships for Student and Faculty Exchange (Invited Moderator)

14:00 – 15:00 Parallel ACBSP Presentations:

MPH Best of Regions 10 Panel Discussion 6: *Best-practices in Preparing Students for Career Success* – Cripps, Miller, Clarke, Andrews, Russell, & Roth

Hall 2 ACBSP Accreditation Forms and Documentation - TBD

Hall 3 Real World Case Study – Solution Abderrahman Jassim, Wissam Kadi, Dr. Anass Lahlou

Hall 4 Cesim Simulation – Working Session, Final Round due at 16:00 pm, GST

19:00 Buses leave the hotels for the Gala Dinner

19:30 Gala Dinner and official closing of the conference

Dubai Creek Golf and Yacht Club (across from Dubai City Centre Mall – Deira)

(Outdoors - Dress code: Business Attire, ladies may want to bring a light wrap)

Announcement of the Region 8 – Best Paper Winner
Announcement of the Region 8 – Best of Region Presentation Winner
Announcement of the Region 8 – Winners CESIM Simulation Challenge
Announcement of the Region 8 – Winners Real World Case Study

Day 4 - Sunday, November 27th, 2016

09:30 – 13:30 Tour of Dubai – Leaves from DWC Parking Lot

13:30 – 14:30 Tour of Dubai Men’s College
Keynote Speaker Profile

Len Hunt

President, Automotive Group

Al-Futtaim Private Company

Len Hunt, 60, is a seasoned Automotive professional with more than 30 years in the Automotive industry.

Following graduation in 1978, Hunt joined the Rover Group. The next step was Jaguar, where he spent 11 years in sales, marketing and service divisions, final positions as Worldwide Service Director, then UK Sales & Operations Director.

In 1994 Hunt joined the Audi division of Volkswagen in the U.K. as Managing Director. Under his leadership the division clearly demonstrated a substantial growth in sales and brand value. Five years later, Hunt stepped up the corporate ladder once again – this time to head Audi in the USA. Five years later saw another significant move - down the hall in the Auburn Hills, Michigan, headquarters building as Executive Vice President and Head of Volkswagen of America.

Hunt was then invited to join Kia as Executive Vice President and COO in early October 2005 and was promptly promoted to CEO of Kia Motors America. He then joined Gallup Consulting’s Automotive practice – an organisation which provides solutions for automotive manufacturers, dealer groups and individual dealerships to optimise their customer and employee engagement metrics.

Al-Futtaim’s global recognition as one of Middle East’s leading family owned businesses that accelerated the region’s auto industry was the chief draw card for Hunt to move to Dubai and take up the position of President, Automotive Group. His confident, yet friendly demeanor evidences a tremendous depth of experience and knowledge of both ends of the automotive price spectrum. He has empowered a team of seasoned professionals to build on the enduring product / dealer experience for Automotive group’s customers.

Hunt was born near Manchester, England.
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Keynote Speaker Profile
Friday November 25, 2016

Anthony Ayoola
“Educational Innovation for Institutional Brilliance and Student Success”

Dr. Anthony Ayoola has a multi-disciplinary background in Engineering and Business Management, with degrees from Oxford and London Universities (BA, MA, MSc and PhD degrees).

He has been lecturing, carrying out research and engaging in consultancy for over 30 years, and has worked in the United Kingdom, United States, Netherlands, Africa and the Middle East. He has authored several external and internal publications over this period.

Prior to joining HCT, he served as Dean of the Business School at the American University of Ras Al Khaimah (AURAK) from 2012 to 2015, helping to significantly grow the School. Under his leadership, the Business School at AURAK gained MOHESR-CAA accreditation for several new specialist Business programs, including the Executive MBA.

Dr. Ayoola has held other senior academic administrative positions at various UK universities, notably Middlesex, Bolton, London Metropolitan and Loughborough universities. He has worked as a business consultant for a host of high-profile companies such as British Rail, British Telecom, The Royal Air Force, Barclays Bank, Shell, Barings, the Greater London Council, UK Department for Work and Pensions, Canon, Essent and several financial institutions. A notable professional training achievement was the running of a four-week residential high-level management course for the Ministry of Light Industries, Peoples Republic of China, in the early 1990s, designed to help kick-start their industrial development through a strategy of collaborative joint ventures.

Dr. Ayoola is passionate about higher education, and finds it very satisfying being involved with educational processes that help students realise their academic potential. He has worked on university degree programs that attract students globally, often from diverse cultures and backgrounds. He enjoys interacting with students and faculty, and helping to develop and support new academic programs.

In addition to his administrative work, his current research and professional interests include Business Intelligence systems, web-based SOA e-business schemes; computational modelling for complex business processes, including stochastic modelling approaches, and Knowledge Management.
GLOBAL BUSINESS EDUCATION
Assessment addresses quality assurance associated with measurement of learning outcomes, external academic benchmarking, and accreditation requirements. Available in British English, French, German, Mongolian, Portuguese, Russian, and Spanish, with regional and country-specific aggregate comparison pools.

e-PROGRAMMES
Provide the curriculum and content for universities to offer online graduate programmes in Business Management with an emphasis on Leadership. The academic programmes offered include: e-MBA, e-MPhil, and e-DBA. School faculty members teach the courses and the university awards the academic degrees or certificates.

B-SCHOOL CONNECTION
Includes a subscription to the digital version of Bloomberg Businessweek and online student/instructional resources that deliver weekly article reviews, quizzes, short case studies, and engaging classroom lessons, all written by academic professionals across twelve business disciplines and covering seven academic competencies.

EXPLORING YOUR POTENTIAL
Career Readiness Courses designed for initial career planning for undergraduate students and subsequent career development of returning graduate students. The globally-focused service transforms participants through applied online learning, self-reflection, and competency-based critical thinking.

ACADEMIC LEVELLING COURSES
Present a comprehensive review of the business curriculum for business and non-business majors pursuing undergraduate or post-graduate degrees. The courses promote student retention, improvement in graduation rates, and are designed to satisfy several accreditation requirements.

ACADEMIC CONSULTING
Services offered to both accreditation organizations and institutions of higher education. Training workshops and seminars focus on academic programme development, strategic planning, institutional effectiveness, learning outcomes assessment, accreditation self-study preparation, and quality assurance.

LEADERSHIP DEVELOPMENT
Interactive workshops and seminars focused on application of concepts. Topical areas covered include character leadership, faculty and staff development, performance management, governance, overcoming conflict, and leading change.
Jeffrey Alderman was appointed the President and Chief Executive Officer of the Accreditation Council for Business Schools and Programs (ACBSP) in February 2015 where he oversees a global organization encompassing more than 1,200 member institutions in 60 countries along with 13,000+ individual faculty members throughout the world.

ACBSP is a leading specialized global programmatic accreditation association supporting and recognizing teaching excellence through the continuous improvement of collegiate business programs. ACBSP maintains its home office in Overland Park, Kansas, USA, along with offices in Brussels, Belgium and Lima, Peru.

Prior to joining ACBSP, he was the vice president for the Kansas City Kansas Chamber of Commerce overseeing all business development and working in various branding and marketing initiatives with small to large companies including General Motors, Kansas Speedway, and The University of Kansas Medical Center.

In addition to his work at the Chamber, Alderman has an extensive background and broad portfolio in association management including serving from 2004-2011 as executive director for the Kansas Bar Association, a 7,200-member statewide voluntary organization of lawyers, judges, and law students. He previously served as executive director of the Camden County (NJ) Bar Association and was assistant executive director of the Detroit (MI) Metropolitan Bar Association.

He also served as vice president for Visit Topeka, Inc., a destination marketing organization, where he worked closely with various associations and groups as well as prominent sports governing bodies including the NCAA, NAIA, and NJCAA.

He has been engaged in numerous charitable and philanthropic organizations throughout his professional career including with Big Brothers Big Sisters, Cornerstone, Inc., Rotary International, and Habitat for Humanity, where he served as president of its Lawrence (KS) affiliate.

He attended undergraduate and graduate school at Eastern Michigan University in Ypsilanti, MI.
Test your business skill and acumen and solve a real-world business problem!

**Region 8 Innovator Challenge: A Real-World Case Study.**

Abdurrahman Jassim, Senior Account Director of SAP MENA has joined us, and agreed provide the real world industry case study business problem along with Wissam Kadi Director, SAP Education Network for Digital Transformation Students from ACBSP Region 8 try to solve the business problem in Dubai, during the Region 8 Conference during Innovation Week.

We’ll have a $1000 USD minimum in prize money up for grabs, Gold Silver and Bronze Medal. The case study winner is in competition with the Cesim Global Business Simulation Challenge winner and the other region’s Student Showcase winners for a paid trip to the June 24-27, 2017, ACBSP Annual Conference in Anaheim (airfare, room and registration and most meals). The grand prize for the case study is a paid scholarship to American University of Leadership. This would cover tuition. Dr. Alex Lahlou has defined conditions for the scholarship.

Two persons’ minimum per team, Students must physically come to Dubai, to HCT-Dubai Women’s College (DWC) and compete during the ACBSP Region 8 Conference which is during Innovation Week at HCT, a college wide event. Teams will be allocated a private work area.

Concurrent time slots are available each of three days 24th, 25 and 26th November, 2016. We will announce the winner at the Gala Dinner, Saturday evening, 26 November.

The case is delivered to the competitors on Wednesday the 23rd or early on the Thursday 24th. Competitors have until during a 2-4 pm meeting with the judges on the 26th to present their solution the business management problem and answer questions from the judges.

A minimum of two students comprise a team each must register and prepay at the reduced student registration rate of $165 per person, which covers lunch and breaks each day and bus transport to and from the hotels. The student rate does not cover any evening social events.

To register for the case study competition and arrange for payment, students contact Region 8 officers, Chair/President Dr. Alfred Miller amiller@hct.ac.ae or Treasurer, Christine Clarke c.clarke@euruni.edu who can provide an invoice if required.

The case study is original, unique and is confidential until the case challenge begins.

Student solutions will be audio recorded and videotaped if written consent is obtained from entrants and or guardians. The judging model includes a rubric, which is attached.

Judges:

1. Abderrahman Jassim—SAP MENA Senior Account Director.
2. Dr. Anass (Alex) Lahlou—Entrepreneur & President, American University of Leadership
3. Wissam Kadi—Director, SAP Education Network for Digital Transformation- SAP University Alliances
Region 8 Innovation Challenge

INNOVATION (The Idea)
1. Need: Does the team identify a compelling need and present a clear solution to the management problem?

<table>
<thead>
<tr>
<th>Unnecessary solution</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Essential Solution</th>
</tr>
</thead>
</table>

2. Originality: Is the idea bold or fresh?

<table>
<thead>
<tr>
<th>Ordinary</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Unique</th>
</tr>
</thead>
</table>

IMPACT (The Idea’s Potential)
1. Growth: What is the scale of the growth potential and is the potential explained?

<table>
<thead>
<tr>
<th>Low Growth Potential</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>High Growth Potential</th>
</tr>
</thead>
</table>

2. Sustainability: Does the project demonstrate long term sustainability?

<table>
<thead>
<tr>
<th>Low Sustainability Potential</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>High Sustainability</th>
</tr>
</thead>
</table>

3. Metrics: Does the team deploy effective metrics for measuring impact and success and explain them effectively?

<table>
<thead>
<tr>
<th>Weak Metrics</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Compelling</th>
</tr>
</thead>
</table>

IMPLEMENTATION (Making the Idea Happen)
1. Budget: Does the team provide a coherent, detailed budget?

<table>
<thead>
<tr>
<th>Lacks Details</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Explicit Details</th>
</tr>
</thead>
</table>

2. Timeline: Is a feasible timeline for implementation well thought out?

<table>
<thead>
<tr>
<th>Low Feasibility</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>High Feasibility</th>
</tr>
</thead>
</table>

3. Risks: Does the team address risks and challenges and how they will overcome them?

<table>
<thead>
<tr>
<th>Risks Unidentified/Unsolved</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Risks Identified/Solved</th>
</tr>
</thead>
</table>

ELEVATOR PITCH
1. Presentation: Is the communication, aesthetics and appearance of the executive summary and any media clear, consistent, and effective?

<table>
<thead>
<tr>
<th>Unorganized/Confusing</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Organized/Compelling</th>
</tr>
</thead>
</table>
American University of Leadership
Where Leaders Are Born!

Bachelor, Master, MBA and Doctorate

Take the chance
to develop your talent

Education that is tailored for you

- Programs in different concentrations
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- Flexible Schedules

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45, Av. Ouled Said, Bir Kacem, Souissi, Rabat, Morocco
1507 S Hiawassee Rd. Suite 113 – 114 Orlando, Florida 32835, USA

Office: +212 537 756 711 / Fax: +212 537 756 788
Office: +1 407 801 5140 / Fax: +1 407 540 9586

Follow us on:  

ACBSP Region 8, Dubai 2016  

The International Council of Business Schools and Programs
Schedule

Evening 11/23 or morning 11/24 Team Receives Confidential Case Study
11/24/2016 3-4 pm Meet with Abderrahman Jassim and judging team
11/25/2016 3-4 pm Case Study Progress Meeting
11/26/2016 2-3 pm Deliver Solutions to Judges
11/26/2016 7:30 pm Gala Dinner Dubai Creek Golf Course. Winners announced.

Results

Case Study First Place: College of the North Atlantic-Qatar
Savira Rosadina
Munera Al-Derhim
Aisha Al-Derhim
Ayesha Faqih
Fahad Al Adba
Mohammed Al-Nuami
Mentor Manja Bastian

Case Study Second Place: Higher Colleges of Technology, Abu Dhabi Men’s College
Ahmed Junaa Saeed Eid Al Qubaisi
Mohamed Fareed Alsayad Mohamed Al Hashmi
Mohammed Hamza Salem Moula Al Duwaila Bani Hashem
Mentor Dr. Beena Salim Sagi
Mentor Dr. Roudaina Houjeir

Case Study Third Place: Higher Colleges of Technology (Combined Women’s Team)
Laila Aal Kaabi, Higher Colleges of Technology, Al Ain Women’s College
Khadija Al Marri, Higher Colleges of Technology, Al Ain Women’s College
Asma Saif Al Ali, Higher Colleges of Technology, Sharjah Women’s College
Hend Al Madani, Higher Colleges of Technology, Sharjah Women’s College
Amani Abdalla Zaroooni, Higher Colleges of Technology, Sharjah Women’s College
Asma Ali, Higher Colleges of Technology, Dubai Women’s College
Abeer Mohamed Al Ali, Higher Colleges of Technology, Dubai Women’s College
Mentor Dr. Mani Chakraborty
Mentor Dr. Indrani Hazarika
Mentor Dr. Danail Ivanov
Business Simulation Global Challenge

Student online CESIM business simulation competition for cash prizes.

The overall winners of the simulation are eligible to proceed as the Student Showcase Representative for Region 8, and will compete against the winner of the Real-World-Case-Study.

**CESIM Business Simulation Global Challenge**

Every full price conference registrant automatically gains a simulation entry for one team from their school. Teams do not have to attend in Dubai and can compete online via distance. The schedule for game turn submissions is according to the Dubai time zone.

Each ACBSP Region 8 Conference full paid attendee will receive one complimentary CESIM Global Challenge online simulation team game entry to compete.

There will be three practice rounds beginning November 5, 2016. From November 11, 2016, as many as 100 teams will compete over 8 game turns to achieve the highest total shareholder return. Final rounds take place during the conference with rounds due on Thursday, Friday and Saturday (24-25-26 November) set to the Dubai Time Zone.

So plan ahead and pick a student team to represent your institution. Teams may compete remotely in real time from their own time zone or travel to Dubai and compete onsite during the ACBSP Region 8 Conference.

**Reduced Rate Attendees**

Students may avoid the Full Price Conference expense and register for the Reduced Daytime Rate of $165 USD per person. Reduced Rate Attendees have lunch and break privileges at Higher Colleges of Technology only. This package does not include any evening social events.

Return the registration form before game play begins.

<table>
<thead>
<tr>
<th>Schedule of Play</th>
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</thead>
<tbody>
<tr>
<td>Date</td>
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<td>07/11/2016 23:00</td>
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<td>09/11/2016 23:00</td>
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<td>13/11/2016 23:00</td>
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<td>15/11/2016 23:00</td>
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<td>24/11/2016 16:00</td>
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<tr>
<td>25/11/2016 16:00</td>
</tr>
<tr>
<td>26/11/2016 15:00</td>
</tr>
</tbody>
</table>

Winners announced at Gala Banquet Language of simulation game play is English; players notified by email once they are registered; pay attention to stated deadlines for submitting decisions which are by the Dubai Time Zone. Participants competed in a universe consisting of several other teams or firms.
Why business simulations?
A customizable, easy-to-use educational solution for instructors to

- Improve students' practical skills and work-readiness
- Make teaching theoretical concepts easier
- Increase student engagement

Join over 500 leading higher education institutions worldwide. Combine theory with practice and transform your course and training into an engaging learning platform to improve students’ employability.

Discover experiential learning at www.cesim.com and claim your welcome gift at www.cesim.com/acbsp8
Mandakh Burtgel TSR = 4.22
Dulguun Khurelbaatar
Zolzaya Otgonbayar
Khongorzul Battsagaan
Bayartsengel Delgerkhuu
Naranchimeg Batbayar
Purevjargal Munkhbayar

K & S TSR = — 6.04
Khadiejah Ali
Shareifa Ali

3 Musketeers TSR = — 42.18
Maryam Abdulla Abdulrahman Al Helali
Noora Basem Mohamed Ali Bamatraf
Ayesha Abdulla Husain Ahmed Husain

MMA TSR = — 18.64
Ahmed Jumaa Saeed Eid Al Qubaisi
Mohammed Abdulla Mohammed M.Almeqbaali
Mohammed Hamza Salem Moula Al Duwaila Bani

Fabulous TSR = 17.12 First Place
Jamila Abdeljalil Abdallah Al Blous
Sheikha Youssef Mashallah Abbas
Huda Hussein Ahmad Abdallah

Grey TSR = — 89.29
Athba Hassan
Maryam Nasser Abdulla Kajoor Al Nuaimi

NUM TSR = 11.66 Third Place
Turbadrakh Buyannemekh
Bayarmaa Tumurhuyag
Oyu-Erdene Batzeveg
Tuguldur Dashaahuu
Munkh Ganbaatar

Otgontenger TSR = 16.77
Second Place
Undraa Enkhaaatar
Uyanga Enkhtaivan
Namuuntugs Nerguibaatar
Ganbayar Enkhbold

Yellow TSR = 2.72
Mustafa Hasan Abdulla Alshateri Alhashmi
Abdulla Rashed Nasser Rashed Al Daherhi
Abdulla Mohamed Abdulla Dalmouj Al Daherhi
Hamdan Ghanem Saif Ghanem Alsauwaidi
Hussain Ali Abdulla Husain Al Hosani

UACS TSR = — 16.27
Aleksandra Aceva
Ivona Gigova
Aleksandra Hadzi Mitrova
Natalija Bojadzieva
Trajce Minovski
Elena Ivanovska
Preparing Students for Career Success is the theme of the 2017 Conference of the Accreditation Council for Business Schools and Programs (ACBSP) to be held in Anaheim, California, June 23-26. This is also the theme for our regional meeting, which is being hosted by The Higher Colleges of Technology, Dubai Women’s College on November 23-27 in Dubai.

The ACBSP Student Showcase began in 2012 with Region 3 and has been expanded to include all ACBSP Regions. Students are invited to submit an application to participate in either the Business Simulation or the Case Study and if they are the winner of their respective track, supply a presentation based on the conference theme of their regional conference. One student presentation from each participating region will be selected to represent their school’s region.

Once all regional representatives have been selected, all presentation materials must be submitted to ACBSP Member Services Manager, Carmen Hayes (chayes@acbsp.org) by January 31, 2017. The Annual Conference Committee will then review the submissions and choose one presentation to be given at the ACBSP Student Showcase at the Annual Conference. All submissions will be evaluated using a standardized rubric. The presentation is traditionally scheduled on Sunday afternoon, which is June 25, 2017.

To submit an application for consideration for our upcoming regional conference:

- Submissions must be received no later than November 5, 2016 using the Application for Student Showcase included here. Further instructions for submission are included on the form.
- All applications will be reviewed by persons responsible for organizing the conference of Region 8 and applications showing real value will be eligible for presentation at the regional conference.
- The Student Showcase entry at the ACBSP Annual Conference shall either be the winner of the CESIM Business Simulation Global Challenge or the Real World Case Study.
- Winners of both tracks should prepare a video and ppt presentation or similar 40 minutes in length with 5 minutes of introductions. Please allow about 5-10 minutes for questions and discussion, giving a total of 30-35 minutes for presentation of content.
- Students must be enrolled at an ACBSP member institution in the business school for their presentation to be considered. Students in associate degree, baccalaureate and graduate programs are all encouraged to submit applications.
- You will receive notification concerning your submission November 1 and whether or not you are winner of your respective track by November 26 2016.
- Questions? please call or email Dr. Alfred Miller at amiller@hct.ac.ae or 971 324 1094 or 971 02 206 9359.
Now, more than ever, business schools must demonstrate ways in which they are evolving to meet the needs of students and preparing them for a competitive global economy. How will this be accomplished? How can we, as business educators, transform our classrooms to meet the ever-changing marketplace and provide the greatest educational value for our students? We invite you to explore and share successful strategies that will prepare our students for career success.

**Selection for Participation in the ACBSP 2016 Student Showcase**

A **rubric** is used to evaluate all presentations. If your presentation is selected as the best from Region 8, your presentation will be submitted for consideration by the ACBSP Annual Conference Committee. The Committee will select one regional student presentation to be featured at the ACBSP Student Showcase, held at the ACBSP Conference 2017.

The ACBSP Conference 2017 will be held on June 23-26, 2017 in Anaheim, California. If selected, the student’s school’s region must pay all travel expenses to the conference city. ACBSP will provide for lodging for two nights for one student or two students sharing one room and all meals while onsite. No registration fee for the Conference will be charged. For more information on the ACBSP Conference 2017, please check the ACBSP Web site, [www.acbsp.org](http://www.acbsp.org) after October 1, 2016 or call the ACBSP office, 913-339-9356.

**For More Information**

This activity is being coordinated by the person listed on the Application for Student Showcase presentation on the next page. As chair of the committee organizing the regional meeting, this person will receive all documents and provide notice for selection or rejection of the application. On occasion this person may be required to consult with other members of the committee or the ACBSP office before a response can be provided.

The staff at the ACBSP office can provide additional information on the ACBSP Conference and the regional meetings. Please contact Carmen Hayes at 913-339-9356 or [chayes@acbsp.org](mailto:chayes@acbsp.org).

**ACBSP Region 8**

**Application for Student Showcase**

“Preparing Students for Career Success”

There are two ways to qualify to compete for the **Student Showcase.**

1) **CESIM Business Simulation Global Challenge**

Every full price conference registrant automatically gains a simulation entry for one team from their school. Teams do not have to attend in Dubai and can compete online via distance. The schedule for game turn submissions is according to the Dubai time zone.

The registration form as an Excel Sheet can be found [here](http://example.com) and on the following page.
## Schedule of Play

<table>
<thead>
<tr>
<th>Date</th>
<th>Game Turn</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/11/2016 03:00</td>
<td>Practice Round 1</td>
<td>Deadline 1</td>
</tr>
<tr>
<td>08/11/2016 03:00</td>
<td>Practice Round 2</td>
<td>Deadline 2</td>
</tr>
<tr>
<td>10/11/2016 03:00</td>
<td>Practice Round 3</td>
<td>Deadline 3</td>
</tr>
<tr>
<td>15/11/2016 03:00</td>
<td>Round 1</td>
<td>Deadline 4</td>
</tr>
<tr>
<td>16/11/2016 03:00</td>
<td>Round 2</td>
<td>Deadline 5</td>
</tr>
<tr>
<td>18/11/2016 03:00</td>
<td>Round 3</td>
<td>Deadline 6</td>
</tr>
<tr>
<td>21/11/2016 03:00</td>
<td>Round 4</td>
<td>Deadline 7</td>
</tr>
<tr>
<td>23/11/2016 03:00</td>
<td>Round 5</td>
<td>Deadline 8</td>
</tr>
<tr>
<td>24/11/2016 20:00</td>
<td>Round 6</td>
<td>Deadline 9</td>
</tr>
<tr>
<td>25/11/2016 20:00</td>
<td>Round 7</td>
<td>Deadline 10</td>
</tr>
<tr>
<td>26/11/2016 20:00</td>
<td>Round 8 (Final)</td>
<td>Deadline 11</td>
</tr>
</tbody>
</table>

## Compete Globally in a Simulated Mobile Phone Technology Market

Winners determined by best Cumulative Total Shareholder Return (TSR), per year (p.a.), %

Winners to be announced at Gala Banquet

### A team has between 2 and 6 players, who make decisions by a preset deadline in the following areas.

<table>
<thead>
<tr>
<th>Research and Development</th>
<th>Production</th>
<th>Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logistics</td>
<td>Tax</td>
<td>Finance</td>
</tr>
</tbody>
</table>

### Players notified by email once they are registered

### Expect to compete in a universe consisting of several other teams or firms.

### Language of simulation game play is English

### Pay attention to stated deadlines for submitting decisions which are by the Dubai Time Zone (GST).

Visit [https://www.cesim.com/](https://www.cesim.com/) for more information about the simulation.

**Every full paid 2016 ACBSP Region 8 Conference registration may sponsor one team.**

**Practice rounds start November 5 and actual competitive game play begins November 11, 2016**

**Gold-1st, Silver-2nd, and Bronze-3rd, with cash prizes to be awarded**

**Complete and return this form listing team members from your institution below**

<table>
<thead>
<tr>
<th>E-Mail</th>
<th>First name</th>
<th>Last name</th>
<th>Date</th>
<th>Game Turn</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>06/11/2016 03:00</td>
<td>Practice Round 1</td>
</tr>
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<td></td>
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<td></td>
<td>08/11/2016 03:00</td>
<td>Practice Round 2</td>
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<td></td>
<td></td>
<td>10/11/2016 03:00</td>
<td>Practice Round 3</td>
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<td>15/11/2016 03:00</td>
<td>Round 1</td>
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<td>Round 6</td>
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<td>25/11/2016 20:00</td>
<td>Round 7</td>
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<td></td>
<td></td>
<td>26/11/2016 20:00</td>
<td>Round 8 (Final)</td>
</tr>
</tbody>
</table>

### Email your team entry to jdeklerk@hct.ac.ae and cc to amiller@hct.ac.ae

### Winners to be announced at Gala Banquet

**2) Real World Case Study**

Each Region 8 member institution is permitted to support one team in the Real World Case Study.

Student teams must physically travel to Dubai Women’s College November 24, 25, and 26th 2016, to compete. Teams will solve a real world industry problem with mentorship, and evaluation by industry and ACBSP experts. More information can be found [here](https://www.cesim.com/), and **Innovator Chamber**

### Main Contact:

Name: Title:

Institution:

Address: City: State/Zip:

Phone: Email:

### Student:

Name: Graduation Year:

Name: Graduation Year:

### Reduced Rate Attendees

Students may avoid the Full Price Conference expense and register for the Reduced Daytime Rate of $165 USD per person. Reduced Rate Attendees have meal and break privileges at Higher Colleges of Technology only. This package does not include any of the evening social events.
The International Council of Business Schools and Programs ACBSP Region 8 Application for Student Showcase “Preparing Students for Career Success” Complete this form and return with presentation content only if you are the first place winner of either CESIM Business Simulation Global Challenge or the Real World Case Study. Presentations are due January 10, 2017.

Title:

Presentation Description for Program Guide (up to 40 words):

Description: This is the a full description of what is being proposed for the session, including a written description of the presentation, the topic’s importance to attendees, use of handouts, and format of presentation. Please limit to no more than 200 words.

Submittal of the actual presentation is required.

Main Contact:

Name: Title:

Institution:

Address: City: State/Zip:

Phone: Email:

Student Presenter(s):

Name: Graduation Year:

Name: Graduation Year:

Are there other reasons why you believe your presentation should be accepted (no more than 100 words)?

Please submit this completed form with attachments prior to December 24, 2016 to:

Dr. Alfred Miller

Quality Assurance Coordinator, Business (Acting)

Higher Colleges of Technology

1626 Fujairah Women’s College, Fujairah UAE

amiller@hct.ac.ae
Thank you, ACBSP Region 8 Vendors

CESIM

Viejo Kyosti I have a passion for learning through simulations and games and my mission is to facilitate the simulation-based training becoming de-facto standard in educational institutions and industry training programs. Through interaction with various educational systems and higher education programs in different countries I have gained a good perspective on the 21st century learning paradigms. I have become a great believer in digital technology as an enabler for more interactive and student-centered learning. I have designed and delivered numerous simulation-training projects involving managers and students in Europe, USA, Middle-East, Asia, China, and Russia. My personal teaching interests include business economics and finance. I also serve as a board member of the steering board for the Learning Solutions program at the Finnish Funding Agency for Technology and Innovation (Tekes). The program runs 2011-2015 and the objective of the program is to develop internationally important learning solutions in cooperation with different participants in the sector. Prior to joining Cesim, I was working as a financial controller and a liquidation trustee. I have M.Sc. in Economics from Aalto University School of Economics and MBA from the University of South Carolina. Specialties: Simulations and games for learning, digital learning, educational systems, higher education, learning solutions, Finland

American University of Leadership

Meriam Ait Bacha is the Director of Strategic Business partnerships at the American University of Leadership. Meriem is a graduate of the American University of Leadership where she has received her MBA in Marketing and Communication. She also holds a Master in Project Management received at the Private International Institute of Technology and Management and a Bachelor from the “Institut Supérieur de Commerce et d’Administration des Entreprises”. After her graduation, she launched her career as a project manager assistant in a training company APD Maroc, a branch of APD Spain. She worked, then, as a sales manager in a real estate company. Later on, she joined the American University of Leadership as an International Recruiting officer. She was promoted to Campus director and then to Strategic Business partnerships Director. She is in charge of establishing and managing International partnerships with universities, corporate and nongovernmental organizations.

Peregrine Academic Services

Markus Roth is based in Zurich, Switzerland. After 20 years working at public and private universities in Switzerland as a researcher in social and economic geography, anthropology, and political sociology as well as in the field of marketing, quality control, and accreditation of academic programs in higher education, Markus joined Peregrine Academic Services in 2014 as the Director of European Operations (also including Middle East and Northern Africa). His international accreditation experience includes working with ACBSP, IACBE, and EFMD.
Günther Singer, born in Austria, is specialized in the areas of change management, leadership and human resource management, as well as the accreditation of institutions in higher education. In his career he held various positions: CEO, Academic Director, Dean, Senior Researcher, Sales Manager, and Regional Director Europe for an US Accreditation Organization. He is Director of Higher Education Research of Peregrine Academic Services and Managing Director of the Association for Transnational Higher Education Accreditation (ATHEA) based in Vienna/Austria. He has been working internationally as a consultant to companies for over 25 years. He designs and implements corporate change processes and supports them as a coach and management developer. As a lecturer he focuses on graduate and post-graduate courses. He has been involved in accreditation processes of higher education institutions for various accreditation bodies as chief academic officer, self-study coordinator and evaluator.

McGraw-Hill Education

Imran Hussain is the Regional Learning Solutions Manager for the GCC at McGraw-Hill Education. Based in Dubai, Imran has been providing innovative and industry leading learning solutions with an emphasis on digital solutions as a point of difference in a rapidly evolving and competitive market. Since joining McGraw-Hill Education several years back, Imran has worked with institutions such as "The Higher Colleges of Technology", "United Arab Emirates University", "Qatar University", "American College of Dubai" and others through the Gulf region to aid their transformation from print to digital by helping them utilize McGraw-Hill Education’s extensive digital product mix to meet their needs. Prior to joining McGraw-Hill Education

Distance Award

Dr. Barbara Butts Williams, PhD, PhD, MA, MA, BS Dean of Business, School of Business and Technology Capella University. Dr. Barbara Butts Williams is Executive Dean, External Relations and Partnerships and the Dean Emeritus of Business in Capella University's School of Business and Technology. While at Capella, she has served as dean of the School of Education, interim dean of the School of Business and Technology, director of the MBA program in the School of Business, and faculty director for graduate programs in the School of Business and Technology. Dr. Butts Williams has had a varied executive career in the public, private, academic, and consulting sectors. Prior to joining Capella, she was president of Growth Partners Consulting, a firm she founded to provide executive coaching, product development, strategy, organizational effectiveness and development, and talent management solutions. Dr. Butts Williams' professional experience also includes such positions as officer of global leadership and development, vice president of marketing and sales, and marketing director. She has also served on several academic, community, and civic boards, and has been appointed by two Minnesota governors to serve on statewide planning boards. Dr. Butts Williams was also recently appointed to the Board of Trustees for the Institute for Transpersonal Psychology. Her research interest is on the meaning and significance of work in people's lives.
Judge Bios for the Region 8 Innovator Challenge: A Real World Case

Abderrahman Jassim, Senior Account director, SAP

AJ was appointed as a Senior Account Director for the Oman Public Sector in February 2015. In this capacity, AJ manages all Oman PS business related to industry sectors Healthcare, Defense, Higher Education & Research, Postal, and security and drives SAP activities across all lines of business (sales, services, industries, ecosystems, channels and partners). Public Services is named one of SAP’s Strategic Industries (in addition to Financial Services and Retail and, more recently Telco) since 2013. AJ leads the execution of SAP’s strategy in Public Services in Oman; enabling organizations to become "best-run" and driving SAP's innovation agenda in public institutions across the Omani markets. AJ joined SAP in January 2007, to promote Analytics products and services in the Oil and Gas vertical and the key Premier Customer networks (PCN) clients were QP, QGas, RasGas, AD NOC, Aramco, Lube ref, Sabic and KPC. In April 2011, I joined IBM as a Business Analytics Account Director. My responsibility was to promote IBM Business Analytics solutions and services in GCC with a special emphasis on the Energy sector and Public Sector. I was responsible for building IBM sales - service infrastructure as well as Partner Network in the territory. This role involves developing new and existing sales opportunities directly and indirectly, pre-and-post sales technical support. AJ holds a dual citizenship (Canadian and Moroccan), and lives with his wife and 2 children in Dubai. A highly motivated, driven and result-oriented professional with 15+ years of experience in the hi-tech industry and proven Business skills with emphasis in leadership, business development and management. Main strengths include strong interpersonal communication skills, demonstrated in years of working with professionals and the creation of bridges between people of various technical and business backgrounds. Other strengths include the ability to adapt quickly, work independently as well as in a team, and see the overall picture with an eye on details.

Wissam Kadi, Director, SAP Education Network for Digital Transformation- SAP University Alliances; Education, Training, & Development Consultant with a proven track record of recruiting and developing young talent and professionals through high-impact training programs. Expert change agent whose diversified background includes multinational organizations and world-class academic institutions in mature and emerging markets. Known as a strong communicator with effective leadership skills and a powerful drive for collaboration and high-quality results. Specialties: Strategic Business Planning & Development-Campus & Staff Recruitment-Employer Branding Event Planning & Management-University-Corporate Relations -Early Talent Management Executive & Higher Education-Start-Up Experience-Global & Multicultural Awareness Multilingual Abilities-English, Arabic, & French
Dr. Anass Lahlou serves as the CEO of American University of Leadership, President of AULM Foundation, Board Director of American School of Leadership in Orlando FL, Founder of Ameritech Training and Consulting Group, as well as president of PIIMT/ AULM, a Private Higher Education School with 3 campuses in Morocco. Dr. Lahlou is an award winning entrepreneur, professor, scholar and professional trainer. He holds a Doctorate of Business Administration, specialized in Leadership with Entrepreneurship focus, an MBA in Strategic Reengineering, and many Project and Quality Management Certifications. He is recognized as a leading authority on business strategic reengineering, cognitive development of entrepreneurial skills, and is acclaimed for his work as a project management professional. He specializes in strategy development, performance consultation, turn-around management and business process reengineering with emphasis in leadership and innovation management. He has worked with some of the world’s largest privately held companies in Washington DC, USA Europe, and North Africa; and helped many of his students open their own businesses and ventures thus developing the economy of their local area and creating employment opportunities. Through Dr. Lahlou’ organizations, many nonprofit student associations were created, benefiting local shelters: Children and Elderly, therefore helping local communities and charities. Dr. Lahlou is Chair ACBSP Region 8 2017-2018.

ACBSP Director of European Operations

Emil Gjorgov is an experienced international program coordinator, trainer and evaluator in numerous fields of education, with an exceptional ability to implement international standards such as the Baldridge Criteria for Quality Standards, European Association for Quality Assurance standards in Higher Ed, and Accrediting Council for Business Schools and Programs. A successful coach with extensive theoretical and practical knowledge needed to successfully prepare and reorganize the portfolio of commercial organizations and educational institutions to apply for recognition from internationally recognized accrediting organizations. A successful coach with extensive theoretical and practical knowledge needed to successfully prepare and reorganize the portfolio of commercial organizations and educational institutions to apply for recognition from internationally recognized accrediting organizations. An evaluator who has extensive knowledge of how to successfully assess data from the field through surveys, organizational scanning and measuring learning objectives in educational institutions, to application in workable charts, graphs and numerical analysis. Successfully applying accreditation standards and designation from ACICS, AACSB, ECBE, CIE, ENQA/EQAR, ACBSP and similar accrediting organizations.
2016-2017 ACBSP Region 8 Chairman of the Board of Directors

Dr. Alfred Miller Business Faculty, 2016-2017 Region 8 Chair and Bac/Grad Commissioner for ACBSP, is certified global faculty by Wharton, where he won three grants in family business and entrepreneurship. In 2015, Miller helped secure a large grant from the Crown Prince of Fujairah, UAE, to fund an overseas study tour for 26 Emirati females to Webster University Athens, Greece. Miller has expertise in structural equation modeling and machine learning while working globally as a curriculum evaluator, context specialist, and accreditation commissioner. He has won Best Session Paper (IRISETS, 2012), Best Paper of the International Conference (ACBSP, 2013), a Publishing Author Excellence Award (DMD, 2014), and the 2015 BAC/GRAD Teaching Excellence Award for ACBSP Region 8. His current research interests include preparing students for career success, engaged learning in the digital age, partnering with business for student success, and serving as Editor of the Region 8 Journal, while chairing Applied Education and Research for the Business Division at Higher Colleges of Technology, a large 17 campus Federal university system in UAE, currently serving over 23,000 students.

ACBSP Region 8 Treasurer

Christine Clarke has been in higher education for over 20 years. She currently serves as Academic Dean of the EU Business School’s Barcelona campus and is the group’s Head of Accreditation. She has been active in developing collaborative partnerships with prestigious global and regional institutions and organizations. Christine has been involved with International Accreditation for over a decade and has included; successfully leading EU Business School though ACBSP accreditation and, subsequently, acting as mentor and site team member for ACBSP, IQA accreditation with CEEMAN and IACBE accreditation for the Swiss campuses. Christine has developed a solid experience of managing collaborative partnerships with UK partners; Derby University and Nottingham Trent University. Christine’s Areas of speciality include: Quality assurance and student learning outcomes assessment, Faculty development, Strategic planning, International education, Accreditation procedures, Christine also has extensive experience working in the private sector, specializing in

Matt Andrews voted Chair-elect Designate 2018-2019

Matthew Andrews has been working in higher education in France since 1997 as a teacher, administrator, consultant, and accreditation peer reviewer. Before his current position as Director of Academic Affairs at ISM, Matthew Andrews was the Dean of Bachelor and Master of Business Administration programs at the Institut Supérieur de Gestion in Paris France. In addition to teaching academic writing at ISM, he has taught courses at the ISG, ISEG, the American Business School of Paris, and the University of Paris XII, Creteil. He has taught courses in Academic Writing, Business Ethics, Methodology, Organizational Behavior, Intercultural Communications, and Sociology. He is currently completing his PhD at the International School of Management in Paris and is writing a doctoral dissertation about tacit learning in an e-commerce company.
Dr. Jeremy Cripps started as an articled clerk with a Big-4 Accounting Firm. After 30+ years of international experience in computerized information systems, strategic planning, and compliance with national commercial legislation, he is back in the classroom. Fulbright Scholarships in Zimbabwe (1994) and Bulgaria (2002), he has experience teaching in Kuwait, Europe and in the USA. On a personal level I celebrate 44 years of happy marriage this year and am blessed to have a wonderful wife, 3 children and 4 grandchildren.

Dr. John D. Russell, who is Professor of Accounting in the College of Business & Economics at the American University of Kuwait, received his PhD from the Pennsylvania State University in 1998. He teaches financial accounting to students on the undergraduate program, and has taught in Canada and Britain. Dr. Russell’s research is informed by the critical and interpretive paradigms, and draws on labor process theory and symbolic interactionism. Research interests include, facilitating student learning, the construction of images of labor in financial reports, workplace participation, and workplace experiences of male and female articling accountants.

Dr. Jean–Mari Hillebrand holds a DBA (Business Management), MBA (Management), Honors BCom. (Finance) and a Bachelor of Commerce (Business Economics and Private Law). She is also an accomplished educator with 20 years’ experience in teaching business courses at both undergraduate and graduate level. Awards include The International Delta Mu Delta Honor Society award for high academic achievement in Business Administration; International Accreditation Council for Business Schools and Programs (ACBSP) region 8 teaching excellence award; UAE Educational IT Challenge Finalist award, and Zayed University E-Biz Challenge II E-business Plan Faculty Advisor award. Before entering academics, Jean-Mari had a successful career in business.

Dr. Beena Salim, Faculty, Business, Abu Dhabi Men’s College, HCT. More than ten years of teaching and consulting experience in strategic performance management, Human Resource Management, Organization behavior, Quality management, Innovation and leadership. Her research interests in the area of strategic management, corporate social responsibility, emotional intelligence, diversity management, and leadership and women has enabled publication of articles in international journals and she has published a book on social responsibility of business. There is a book chapter on student leadership through volunteerism in TESOL Arabia 2014. Dr. Beena joined Abu Dhabi Men’s college, HCT in 2014.


**Giovanna Bejjani** has been living and working in Ras Al Khaimah (RAK), in the United Arab Emirates, as business faculty at RAK women’s college, for over 15 years. A graduate from the University of New South Wales in Sydney with a Masters in Commerce, Advanced in Marketing, Giovanna has worked in different markets, in industry and in academia for several years. Giovanna is actively engaged in ‘Relational Learning’, through her innovative dialogic teaching style and through linking academia to industry with her industry linked business projects she pioneered. Her research interest is in qualitative research, mainly participatory action research and she is currently completing her Phd in Relational Learning - Linking Academia to Industry and Dialogic Learning in business.

**Dr. Wasif Minhas** is an experienced educator, mentor and trainer. Since moving to the UAE from London he has spent the last 5 years teaching Economics and Entrepreneurship at the Higher Colleges of Technology, Sharjah Campuses. He also leads an Innovation Hub and Business accelerator at the same campus, supporting aspiring and nascent entrepreneurs. His deep interest in Education & Economics is parallel by in his interest in Entrepreneurship, more recently ethically responsible

**Applied Education and Research Case Study Reports**

**Kavita Shah** currently endeavors her services through Dubai Women’s Campus, HCT as a Business faculty since 2012 where she facilitates Accounting, finance, retail and marketing courses. Her current research is focused on the analysis of blended learning tools in the business management programs and industry collaboration of education for real-world wisdom. She had supervised the business lab “Al Waha” and Mini Bazaar in Dubai women’s campus promoting the philosophy of Learning by Doing. She is always upholding fun loving activity in her teaching pedagogy to motivate students that encouraged her to create “Accounting Fun Day” and video case study. She had aligned her fun loving interest with her research work and pre-

**Vic Benuyenah** is a Business faculty at DWC and currently teaches economics for managers, microeconomics and International HR. His research interest is in organizational performance and decision making, organizational conflict studies, and economic psychology. Vic is a PhD researcher in the School of Business, Economics and Informatics, Birkbeck- University of London.

**Dr. Bharti Pandya** is a Business faculty at Dubai Women’s College. She specializes in Human Resources Management and Business Law. Her research interest is in succession planning, mergers and acquisitions of human capital, strategic HR, faculty development in education sector, and international HRM. Her first PhD was in HRM and she is currently pursuing a second doctorate.
Best of Region Presentations

Dr. AbdulQuddus Mohammed, currently working as a Faculty in Business at Higher College of Technology, Abu Dhabi (Western Region). Holding a PhD Degree in Management, DBA (Doctorate in Business Administration). An internationally Certified HR professional with CHRS (Certified HR Specialist), SHRM-CP (Society of Human Resources Management- Certified Professional), HRBP (Human Resources Business Professional) from prestigious SHRM (Society of Human Resources Management, USA). He is a member of Arab HR Society (ASHRM), Society of HRM (SHRM) and Association for Talent Development (ATD, formerly ASTD). Recently qualified to be an Academic Member-MCIPD from CIPD (Chartered Institute of Personnel and Development), UK. Having 5 years of industry experience with companies like Pepsi, General Electric (GE), and 8 years of teaching, training and administrative experience with reputed colleges in Oman, Bahrain, Saudi Arabia and UAE. Has published and presented research papers in the area of Talent Management, HRD, Performance Management, Organizational Development and Pragmatic Teaching methods in Business. His professional interests include HRD Consulting.

Mohammed Al-Nuaimi is a 3rd year student at the College of the North Atlantic-Qatar majoring in Accounting and plans to complete his bachelor’s degree at CNA-Q. Mohammed has a passion for helping and encouraging his fellow students which he is able to accomplish as Manager of the Accounting Help Center. The Accounting Help Center offers help to students with their accounting, finance and economics courses. Mohammed is active on campus with extra-curricular activities including volunteering at student events, the Al Ruwad case competition and is a sought after MC! In his spare time, Mohammed enjoys video games spending time with family and friends.

Manja Bastian holds an MBA from Saint Mary's, Halifax, Canada and is a Chartered Public Accountant. She is currently the Instructional Coordinator for the School of Business Studies at the College of the North Atlantic-Qatar. Nine years ago she began teaching at CNA-Q as an accounting instructor in the Diploma and Continuing Education programs where she liked to draw on her extensive industry background that includes Westfair Foods (grocery), IPSCO (steel mill), Royal Canadian Mounted Police, SIGN (NGO), East Coast Music Awards, Maple Leaf Foods (food processing), MRSB Group (full service accounting) and the Atlantic Veterinary College. Manja enjoys coaching case competition teams for local, GCC regional (Al Ruwad) and international case competitions.

Dr. Adel Mekraz joined HCT’s business division in August of 2015. Prior to coming to HCT he held academic positions with the University of Wisconsin-Stout as an associate professor and program director, and with Indiana University, Bloomington as a lecturer. Dr. Mekraz’s business experience comes from the retail industry where he held various management positions with top US retailers and working with small and medium size companies in the Texas and Wisconsin as a business and strategy consultant. Dr. Mekraz has a master’s degree in Management and a PhD. in Management and Organization.
**Dr. Grace S. Thomson**, Doctor of Business Administration- MBA- Economist  
Dr. Thomson is the Chair of Business Programs at Higher Colleges of Technology-Sharjah Women’s College, the largest federal higher education entity in the United Arab Emirates and ACBSP-accredited institution. Her focus is the cultivation and management of relationships with industry, government and community, engaging stakeholders in academic roadmaps that equip graduates to lead in the global market. She holds a Doctor of Business Administration degree, an MBA, and an Economics degree, with over 25 years of experience in higher education and economic development in Latin America, U.S. and UAE. As a USAID and DSE scholar, she was a Lead Economist spearheading micro-finance projects in rural Ecuador. Dr Thomson was a tenured professor and Founding Director of MBA programs in Ecuador and faculty member at private and public universities in the United States. Her research interests are in the field of strategic leadership and business education, co-production, public entrepreneurship, knowledge management and economic development.

**Dr. Shahira El Alfy** DBA - MBA – Higher Education & MBA Lecturer Certified Dale Carnegie Trainer (DCT). Dr. Shahira has started her career with 7 years of banking experience and 3 years of managerial experience as an affiliate program manager and Certified trainer at Dale Carnegie Training (DCT). Dr. Shahira has a successful record of accomplishment in several areas of training. She was among the top 150 trainers in DCT global ranking list. She worked as a full time assistant professor at Ahram Canadian University (ACU) for over 10 years in Egypt teaching a broad range of courses. Dr. Shahira’s extensive teaching experience enabled her to become an adjunct professor at the the German University in Cairo (GUC), Arab Academy for Science and Technology and Eslsca Business School in which she taught at the masters & doctorate levels. Dr. Shahira is currently a full time faculty member at the Higher Colleges of Technology (HCT) with research interests in sustainability, services marketing, and education leadership.

**Jaishree Asarpota** works as Business Faculty in the Higher Colleges of Technology, United Arab Emirates. She has over 18 years’ experience in teaching at graduate level, and over 10 years ‘of industry experience working in an International Airline. Jaishree’s research interests are focused on marketing, consumer behavior and the retail environment. Jaishree has won the “Best Paper” Award at the ACBSP conference in November 2012 in Geneva, Switzerland. In addition to this she was a finalist for Outstanding Contribution in education award for the Gulf Education Forum.

**Dr. Mysoon Ayoub Otoum** is a Business Faculty member at Higher Colleges of Technology (Dubai Women’s’ College). Holds a Ph.D. in Organization and Management, with specialization in Information Technology Management, from Capella University, Minnesota State in the USA; and a master degree from California State University of Los Angeles in California, USA. Her research interests focus on Organizational Behavior, Supply Chain Management and Online Education.
Dr. Damodharan Varadarajan, holds a Ph.D. in Entrepreneurial Finance and Master of Philosophy in Finance. He is a qualified Chartered Accountant, ACCA U.K., Management Accountant, Certified Management Accountant of IMA USA. He is a Chartered Accountant (ICAI) and Cost and Management Accountant (ICMA) from India. He has delivered guest lectures at regional and international conferences on topics ranging from entrepreneurship, leadership, technology, innovative projects, and eLearning. He has published research articles in referred journals. He was awarded two grants from Wharton University (USA) on family business and entrepreneurship. His research publications include areas of banking, family business, insurance, entrepreneurship, higher education and trade in developing countries. His research paper on Family Business in UAE has been awarded the Best Research Paper in the international Conference from world Business Institute and Australia. He was awarded a Fellowship from the World Business Institute Australia for the contribution to the society and research in 2013. Winner of the 2011 ACBSP Region 8 “Best of Region Presentation” Award, International Council of Business Schools and Programs (Region 8), Nov 2011. Recipient of the Accreditation Council of Business Schools and Programs – US (ACBSP) “Teaching Excellence Award 2013” for Region 8 consisting of 29 countries. Currently, he is teaching and researching at Dubai Women’s College, Higher Colleges of Technology, Dubai, and UAE. His academic interests

Dr. Sriya Chakravarti: Sriya has several years of academic leadership experience with a focus on technology based facilitation for education and training. Her experience is supported with a Master of Business Administration, and a Doctorate of Education. She has researched, developed, taught, and led educational initiatives in the US, UAE, India, Malaysia, Thailand, Vietnam, Laos & Cambodia. In her spare time she writes for the Huffington Post and has presented her academic research results at local, national, and international conference events.

Rosalind Rice: An Educational Professional with experience in both teaching and educational leadership roles. As an experienced professional I have a width and depth of higher education experience in a variety of roles - lecturer, senior lecturer, teacher, teacher trainer, curriculum designer, curriculum planner, curriculum developer, materials developer (online and offline) and independent learning facilitator. Committed to life-long learning I constantly keep my skills up-to-date. This is best illustrated by the fact that at present I am working on the data analysis stage of my Doctoral Thesis. My main area of interest is the ‘Future of Education’. In addition to my professional educator role, I am a qualified Mentor playing an active role in ensuring new Emirati educators are smoothly transitioned into the teaching and learning environment.
Dr. Roudaina Houjier is a Senior Business Lecturer at Abu Dhabi Men’s College. Dr. Roudaina was awarded the prestigious 2014 ACBSP International Teaching Excellence Award for the ACBSP Region 8 Associate Degree at the 2014 ACBSP Annual Conference, Chicago, USA. Dr. Roudaina holds a PhD in Business Marketing, received in July 2009 from the University of Westminster, UK. She is a member of professional bodies, including Marketing and Purchasing Group, Westminster Service Sector Research Centre, and HCT Research Committee. Her main research interests are in services marketing, marketing financial services, and Business-to-Business relationships. Roudaina’s work has been highlighted in publications in conferences and journals. Dr. Roudaina’s work has been presented at the conference of Academy of Marketing. She has the distinction of being selected as a “Rising Star Bursary” at the Middlesex University Business School Academy of Marketing Conference, 2006, UK, and also received the Best Doctoral Paper Award from The Academy of Marketing.

Dr. Mysoon Ayoub Otoum is a Business Faculty member at Higher Colleges of Technology (Dubai Women’s College). Holds a Ph.D. in Organization and Management, with specialization in Information Technology Management, from Capella University, Minnesota State in the USA; and a master degree from California State University of Los Angeles in California, USA. Her research interests focus on Organizational Behavior, Supply Chain Management and Online Education.

Dr. Roberta Fenech is a registered Occupational Psychologist. She read for her Master’s degree and PhD at Birkbeck College, University of London. The title of her thesis is *Passing the Baton: Successful Succession in Family Businesses*. Dr Roberta Fenech has 14 years of experience working in Human Resources and Addictions within Caritas Malta. She has also worked as a freelance Occupational Psychologist in public administration and the private sector. Dr Fenech was a lecturer in the Business Faculty at the University of London affiliate in Malta before taking on a post at the Higher Colleges of Technology in Sharjah, where she currently forms part of the faculty of business.

Mohamad Alsakka received his PhD in eBusiness Policy Development from Leicester Business School, De Montfort University, England. He gained his MSc in Finance and Operations Management, Post Graduate Diploma in Business Administration, and his BSc in economics from Damascus University. He has over eleven refereed publications mainly focused on technology implementation and impact on business functions and technology utilisation in education. Mohamad started his academic career in 2002 at Leicester Business School as lecturer in eBusiness and eCommerce. Then he moved to Abu Dhabi in 2005 as Chair of the Marketing Department at Abu Dhabi University and principal lecturer in Marketing and Management. On 2007 he began his new position as Dean of Faculty of Business and Management at the University of Kalamoon. On 2010 he moved to the Higher Colleges of Technology in Abu Dhabi as a business faculty in both master and bachelor programs.
Dr Imre Reczey is the Chair of Business Programs in Abu Dhabi Men's College, where he successfully manages his department with 30+ professors and 500+ students according to the principles of Total Quality Management. He has four Master’s Degrees and a PhD in international business, economics, and management science from Hungary and the US; and he is an expert of higher education management, curriculum design and institutional effectiveness. He has 10 years of industrial experience in financial services and marketing at Deputy CEO and Vice President levels for international corporations in Europe, and he has 25 years of university teaching and research experience at Hungarian, UK, and Australian Universities, and at the Industrial Research Institute of the Hungarian Academy of Sciences. He has published several articles in econometric modeling and economic strategy, and he is the author of four university textbooks in the field of economics, quantitative methods, and finance. He had lived in Hungary, Ireland, USA, and Singapore before joining the Higher Colleges of Technology in 2001. In 2008 he was named as the first endowed chair in the history of HCT, and he holds the title of 'Standard Chartered Bank Professor of Corporate Finance'. In 2012 his department was the first educational organization in the UAE that obtained an ISO 9001:2008 certification for delivering higher education programs according to requirements of the international management and leadership standards, and currently he is leading an inter-college team to develop an ISO 9001:2015 compliant Quality Manual for an entire college that offers a great variety of educational programs and a wide range of support functions for students. He is an ACBSP Accréditor and a Lead Auditor of ISO 9001.
Using Knowledge Tools to Prepare Business Graduates for Career Success

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Abstract

Career success involves (a) success in finding employment, (b) success in carrying out job duties and job tasks in the workplace, and (c) success in receiving promotions and in achieving career goals. Therefore, process steps in preparing students for career success include: (a) Employability enhancement activities such as integrating workplace skills, competencies, and employability into undergraduate business course curricula; (b) Narrowing the gap between theory and practice by providing learning opportunities in which practical application of theory, job-task know-how, skills, and competencies are obtained; and (c) Stimulating the innovative thinking ability of students so that they can become competent creative and critical thinkers that can solve job-task problems and invent more efficient ways of carrying out job tasks in the workplace. To enhance graduate employability and bridge the theory-practice skills gap business students need to: (a) know and understand how to use academic knowledge tools obtained during their study, (b) be competent creative and critical thinkers, and (c) have the ability to solve job-task problems faced in the workplace. As a guideline on providing graduates opportunities and support for innovative thinking and critical problem solving, a proposed implementation strategy model is presented. To stimulate thinking and problem-solving competencies of entry-level business graduates use of applied business research findings, job descriptions, competency frameworks, and thought processes, involving both individual specialist and across discipline thinking, is suggested. Also included in article discussions is a model explaining how the thought process across academic disciplines is applied within the workplace to solve job-task problems.

Keywords
Preparing students for career success, job-skill development, creative thinking, critical problem solving, management decision, theory-practice skills gap, employability skills gap, practitioner relevant curricula.

Practical Application

The objective of this paper is to outline a method by which applied business research findings can be utilized in business schools to address the current employability skills gap issue affecting employability, workplace preparedness, and career success of graduates. More specifically, curriculum developers, business faculty, and classroom instructors could make use of the suggested methodology to gain insight regarding workplace practice, and stimulate critical thinking and problem-solving skills of entry-level business graduates. The proposed borderless thinking within borders model may be implemented to strengthen the ability of students to use concepts and theories to solve workplace problems. The proposed implementation strategy model can be used to guide efforts aimed at enhancing student skills in linking job-task requirements to relevant knowledge tools, integrate academic knowledge and workplace specific information, and think both within and across disciplines to find solutions to problems at hand.

Introduction

Organizational change needs to be addressed on a continuous basis to enhance organizational effectiveness, sustain a competitive business advantage, and increase a company’s ability to generate value to those they serve (Coetzee, Ferreira, & Potgieter, 2015). To deal with, and adapt to change taking place in the business environment, business leaders make planned alterations to organizational components such as goals, strategy, structure, technology, and operational processes (Cawsey, Deszca, & Ingols, 2012). Emphasizing the important role of critical thinking, strategizing, problem-solving, and decision-making competencies in achieving both continued organizational success, and graduate success in the workplace. For this reason, employers tend to place a high value on creative thinking, innovativeness, and problem-solving abilities of their employees (Collier, 2013). Having skills and competencies employers want leads to increased demand for graduates that possess these attributes and could, therefore, increase the success rate of
entry-level business graduates in finding employment (Monica, Codruta, & Adrian, 2011; Wilton, 2014).

From a marketing perspective, Peter and Donnelly (2011) describe the marketing concept as “effective marketing starts with the recognition of customer needs and then works backward to devise products and services to satisfy those needs” (p. 2). Based on this concept, Peter and Donnelly suggest, that, to determine the most efficient and effective way of doing things, organizational decision-makers should first find out what suits the interests of those they serve.

Therefore, to improve career success and enhance workplace preparedness of entry-level graduates, business school decision-makers need first to identify employer job knowledge and job-skill requirements and then develop ways by which graduates can obtain the required competencies.

From a total quality point of view, according to the total quality concept (Goetsch & Davis, 2010), to achieve success in carrying out job duties and job tasks in the workplace, graduates consistently need to deliver superior value by providing work that meets the expectations of their employers. The likelihood of receiving promotions, on the other hand, will be dependent on the degree to which job performance exceeds expectations (Goetsch & Davis, 2010). Therefore, to be successful in finding employment, achieve success in the workplace, and ultimately realize career goals, it is necessary for entry-level business graduates to be equipped with the knowledge, skills, and competencies employers require (Rosenberg, Heimler, & Morote, 2012; Santandreu-Mascarell & Canós-Darós, 2014; Wood & Bilsborow, 2014).

Applied business research is carried out in the context of real commercial application with the dual objective of finding and diagnosing business problems and finding ways of making the relevant organization operate more efficiently (Hutt, 2008, p. 70; Roberts, Wallace, & O’Farrell, 2003, p. 4/3). Concepts and theories, contained in academic literature and developed over time through applied business research carried out by academic scholars and practitioners, provide a wealth of knowledge which business schools can make use of to enhance workplace preparedness of their graduates. (Carter, 2008, p. 79; Gummesson, 2014, pp. 619, 624; Hillebrand, 2014, p. 110). Therefore, to gain insight regarding workplace practice, stimulate critical thinking and problem-solving skills of entry-level business graduates, and enhance graduate workplace preparedness, the use of these institutional academic knowledge tools is suggested.

The objective of this paper is to outline a method by which applied business research findings can be utilized in business schools to address the current employability skills gap issue affecting employability, workplace preparedness, and career success of graduates. In this article, it is therefore argued that to be able to contribute to the career success of graduates, business schools need to prepare their students for work by providing them with learning opportunities and ongoing support in obtaining the necessary competencies, employers deem to be critical to career success. The use of (a) job description and competency framework data as information source; (b) academic knowledge tools; and (c) individual specialist and across discipline thought processes to stimulate, both, problem-solving ability, and creative, innovative and critical thinking competencies of bachelor-level business graduates in preparing them for career success, is also advocated.

**Literature Review**

Employability of entry-level graduates and preparing graduates for career success are global issues affecting decision-making in business schools across the globe (Charted Global Management Accountant, 2014b; Confederation of British Industry, 2009; Smith, 2012). Therefore, the literature reviewed and cited in this paper is general in nature and not limited to any particular geographical area or business school. However, most of the cited research originated from Australia, China, Europe, United Arab Emirates, United Kingdom (UK), and the United States of America (US) (Bajada & Trayler, 2013; Cai, 2015; Confederation of British Industry, 2009; David & David, 2011; Flash Eurobarometer, 2010; Haase, 2010; Hillebrand, 2014).

Employability as described by Hillage and Pollard (1998), is the capability of an individual to find initial employment, maintain this employment, and, if required, obtain a new job. Finch, Peacock, Levallet, and Foster (2016), define employability as “a set of skills, knowledge and personal attributes that make an individual more likely to secure and be successful in their chosen occupation” (p. 63). Teale (2013), expressed the opinion that the concept of employability suggests that the learning experience of students should be a combination of structured learning, extra-curricular activities, industry participation, and work experience (p. 93). Research findings, (Jackson, 2014), indicate that employer selection criteria are broadly in alignment with this description of what constitutes graduate employability.

However, as pointed out by Jackson, factors such as age, discipline preferences, favoring graduates from prestigious universities or whose study included on-campus learning, may also form part of hir-
ing decision criteria. Employability skills, on the other hand, are knowledge, skills, abilities, or attributes entry-level business graduates need to ensure adequate labor market participation resulting in benefits to themselves, their employers, and the wider economy (Confederation of British Industry/National Union of Students, 2011; Wilton, 2014).

**Employer job-skill demand.** According to Lowden, Hall, Elliot, and Lewin (2011), employers expect graduates to have discipline-related knowledge obtained during their study and want entry-level business graduates to demonstrate an ability to do teamwork, think creatively, and solve business problems (He, 2015; Holter & Kopka, 2001; Wilton, 2014). Rowan, Kommor, Herd, Salmon, and Benson (2015), emphasize that to be successful in meeting employer expectations, students must be critical thinkers that can integrate course content knowledge across disciplines to solve problems as they arise within an ever-changing workplace environment. Annual job outlook survey results show that US and UK employer ratings, regarding the importance of technical job-related knowledge, problem-solving skills, decision-making ability, and creative thinking qualities, remain high and have not changed significantly over the past two years (National Association of Colleges and Employers, 2014; National Association of Colleges and Employers, 2015; UK Commission for Employment and Skills, 2014; Universities UK, 2015).

**Employer job-skill satisfaction.** The disconfirmation of expectations paradigm (Cotiu, 2013; Huang, 2015; Oliver, 1980) implies a cognitive evaluation process between consumer expectations and perceptions of a service received. Employer satisfaction regarding knowledge, skills, and abilities of entry-level business graduates could, therefore, be described as the extent to which new recruits meet employer expectations and job knowledge requirements in the workplace (Cotiu, 2013; Monica et al., 2011). Employer satisfaction survey findings indicate that employers are, in general, pleased with the skills and abilities of entry-level business graduates (Flash Eurobarometer, 2010; National Association of Colleges and Employers, 2015; UK Commission for Employment and Skills, 2014; Universities UK, 2015). However, the level of satisfaction regarding the problem-solving ability of newly recruited graduates in the US, reportedly dropped from an A- employer satisfaction rating in 2014 to a B+ rating in 2015 (National Association of Colleges and Employers, 2014, p. 36; National Association of Colleges and Employers, 2015, p. 33).

**Labor market job-skill supply.** The business community, in general, expects business programs provided by institutions of higher education to achieve real-world goals specified by employers (Holter & Kopka, 2001; Rudzaj & Kirikova, 2011). Therefore, in collaboration with industry, most business schools provide learning opportunities for students to acquire the necessary set of employability skills that employers require when preparing graduates for successful labor market entry (Bajada & Trayler, 2013; Brewster, Pisani, Ramseyer, & Wise, 2016; Cai, 2013; Confederation of British Industry, 2009). Case studies, simulated workplace environments, and initiatives such as an internship, work placement, experiential learning, and apprenticeships are used to integrate classroom and workplace learning experiences (Avramenko, 2012; Furutan, 2014; McKone & Bozewicz, 2003; Wilton, 2014).

**Business program curricula.** In a number of business schools, curriculum developers have recognized the need to align undergraduate business curricula with workplace demands, in order to prepare graduates for careers after graduation (Abraham & Karns, 2009; Denton, Kleinst, & Surendra, 2005; Gonzalez, Quesada, Mueller, & Mueller, 2011; Hillebrand, 2014; Park, Song, Yoon, & Kim, 2014). Employer job-skill requirements are, in some business schools, linked to classroom learning in business course outlines to enhance workplace preparedness of business graduates (Hillebrand, 2014). Regular adjustments need to and are also made to curricula, course learning outcomes, course delivery, and assessment methods to remain current (Charted Global Management Accountant, 2014b; Santandreu-Mascarell & Canós-Darós, 2014).

In business and management education, Edward de Bono’s methods are often used to teach creative and critical thinking (Collier, 2013; Landale, 2005; Taie & El Kamel, 2013). However, curriculum-wide application of critical thinking teaching seems not always to be implemented in business degree programs (Collier, 2013). A lack of information and a lack of training may also have presented a barrier to goal achievement of teaching critical thinking in business schools successfully (Snyder & Snyder, 2008). Problem-solving and Reasoning, on the other hand, as pointed out by He (2015), are considered to be critical assurance of learning goals for most quantitative courses, even though they seem to have been less often described as such in curriculum assessment plans of qualitative conceptual courses such as Manage-
ment, Strategic Management, International Business, and Organizational Behavior reviewed. (p. 57). The reason, He (2015) believes, can be partially attributed to the lack of a systematic approach, relevant teaching materials for developing problem-solving skills, and a lack of soft skill development, comprehensiveness, and practicality which management education has, in general, been criticized for in the past (p. 58). According to Zareba, Schuh, and Camelio (2013), problem-solving and critical thinking skills may also not have been well emphasized in business and engineering management courses such as Six Sigma and Lean Manufacturing (p. 517).

Business program curricula include various management theories, concepts, processes, frameworks, and models (He, 2015; Marksberry, Bustle, & Clevinger, 2011). However, as pointed out by He, Management courses are in many cases designed to assist students in understanding concepts and theories contained within an individual course and are, therefore, not focused on critical thinking or problem-solving skills specifically (p. 58). For example, within a discipline of engineering Total Quality Management course, the Quality Function Deployment (QFD) concept, initiated at the Tokyo Institute of Technology by Professor Emeritus Dr. Mizuno, and introduced in the United States of America during 1984 by Dr. Clauing an employee at Xerox, is described as a team-based management planning tool mainly used to improve productivity, quality, and engineering knowledge by focusing on expectations and requirements of customers (Besterfield, Besterfield-Michna, Besterfield, & Besterfield-Sacre, 2003, p. 315-316; Hauser & Clauing, 1988).

Originally used in organizations to reduce start-up costs, the QFD planning tool, is mostly implemented to (a) identify job functions and new quality technology, (b) reduce product development and implementation time by being able to detect and address conflicting product design requirements before the start of production, (c) improve customer satisfaction, (d) promote teamwork, and (e) establish and grow a knowledge database to serve future design and process improvement needs (Besterfield et al., 2003, p. 317-319). In this example, the emphasis of learning is placed on the use and benefits of QFD even though these benefits, if viewed from a different perspective, are solutions to engineering, management, and job-task problems.

Also, within business schools, the QFD House of Quality technique has been used to increase graduate employability through building quality into the business curriculum in the design stage by including employer requirements in business courses (Denton, et al., 2005; Hillebrand, 2014). Again, if viewed from an educational perspective, graduate employability and transition into the workplace are problems for which implementation of the House of Quality concept offers a possible solution alternative.

**Teaching approach.** A variety of approaches is taken to advance student learning and prepare graduates for the labor market. Teaching methods utilized in business schools with the dual objective of narrowing the theory-practice gap, and the enhancement of critical thinking and problem-solving abilities of graduates, include but are not limited to:

- The simulation-based approach followed in many business management courses to assist students in narrowing the theory-practice gap, while, at the same time, develop their critical thinking and reasoning skills (Avramenko, 2012).

- The case study approach used to stimulate critical thinking and to link real workplace problems to classroom theory (Nargundkar, Samadder, & Mukhopadhyay, 2014).

- The interdisciplinary approach, which, as described by Cai and Sankaran (2015), involves the interaction between the different interdisciplinary perspectives, taken from two or more subject areas, to find a solution to a central problem.

- The interdisciplinary and integrated approach, discussed in Bajada and Trayler (2013), used to equip graduates with the skills required by employers. As explained by Bajada and Trayler, this approach entails developing an integrative curriculum embedded throughout the program by starting with a cornerstone course dealing with the integration of business perspectives and inter-discipline relationships in the first year, and a capstone course in which disciplinary knowledge is linked and consolidated in the final semester.
The multidisciplinary approach, which involves teaching across more than two academic subject areas or disciplines, to assist students in making connections among various disciplines to address and solve problems without having integration as the goal (Cai & Sankaran, 2015, p. 39-40).

The problem-based approach, aimed at enhancing critical thinking and problem-solving skills, involving the identification of problem scenarios from a given case study as a first step, followed by information collection, scenario discussion, solution choice, and implementation of the selected solution alternative (Nargundkar et al., 2014; Tan & Ng, 2006; Tan, Van der Molen, & Schmidt, 2016; Zabit, 2010). As pointed out by Carriger (2016), different to the traditional lecture approach, learners are actively involved in the case-based problem-solving activities, the integration of theory and practice, and the application of knowledge to the real workplace issues at hand.

The systems thinking approach, based on the use of a set of systems concepts, that include practical relevance and theoretical content easily understandable to decision makers and practicing managers, to tackle problem situations within the workplace rather than using individual models and concepts separately (Flood & Jackson, 2000, pp. xii, 1, 2). A set of concepts is treated as the preferred option because, as stated by Flood and Jackson, “management theories offer only partial visions” of what companies are like (p. 2). The holistic view achieved through taking the systems thinking approach to address problems is also appreciated because all aspects of the situations faced are considered (Taiwo, 2001).

The innovative thinking approach to problem-solving that includes both divergent and convergent thinking (Gressgård, 2012). Divergent thinking involves generating new and unique problem solutions and exploring these options in a random, unorganized manner while moving between mental categories (Gressgård, 2012; Reid & de Brentani, 2015). Convergent thinking, on the other hand, is carried out by recognizing similarities and identifying patterns occurring between the different pieces of information, with the objective of narrowing down alternative options to find the most appropriate solution (Gressgård, 2012).

The lateral thinking approach to solving business problems, defined by De Bono (1995), as a creative thinking process that cuts across patterns (p. 14), which entails a skillful way of thinking and an unconventional way of finding a solution to a business problem (Butler, 2010, p. 58-59).

According to Myszkowski, Storme, Davila, and Lubart (2015), creative ability is believed to be field-specific. Therefore, it is considered best to treat domain specific creativity separately (Myszkowski et al., 2015, p. 675). In contrast, to narrow the gap between theory and practice, Brewster et al., (2016), suggest combining individual perspectives from research and practice to address challenges rather than treating these two disciplines as stand-alone items. In addition, as explained by Myszkowski et al., managerial problem-solving demands a certain level of creative thought involving both divergent thinking ability which entails exploring many solution options, and convergent-integrative thinking ability required to integrate and combine these options and select the most appropriate solution to achieve problem-solving success.

Critical thinking and problem-solving enhancement tools. To enhance critical thinking and problem-solving skills, educators have a variety of pedagogical approaches, methodologies, and techniques at their disposal. These instructional tools include but are not limited to:

- A Problem-based learning approach that provides students an opportunity to practice their skills at finding original solutions to ill-structured problems that are grounded in real-world situations (Gallagher, 2015; He, 2015);
- Accelerated problem-solving hands-on exercises directed at building competence for both innovative thinking and problem-solving by engaging in interdisciplinary collaboration, skills building, and creative thinking activities (Zareba et al., 2013, p.521);
- He’s (2015) Problem-solving Approach of Case Study based on Gordon’s Diagnostic Approach, the Classical Model of Decision-making, and the Harvard Case Study Method, designed to develop problem-solving skills of students in management courses (p. 61);
• The Paul-Elder Framework for Critical Thinking (Foundation for Critical Thinking, 2016), and other critical thinking and interdisciplinary development programs based on this model such as the Interdisciplinary Wellness Coaching Academic Program proposed by Rowan et al., (2015), aimed at cultivating high-order critical thinking skills through application of concepts, analysis, synthesis, and evaluation of information processes; and

• Edward de Bono’s Six Hats Thinking, a parallel thinking technique based on the premise that people think in many distinct ways, allows thinking to be channeled into six different modes of thinking. To solve a business problem thinking is deliberately focused on each of the problem areas individually allowing for thinking to be concentrated on each dimension of the problem separately so that the problem is explored from many different perspectives before deciding on the solution (De Bono, 1995; Hopen, 2013; Landale, 2005; Sheth, 2012).

Critical thinking, problem-solving, decision-making, and information connectedness. Critical thinking, as stated in Haase (2010), is a reflective type of thinking which places focus on what to decide or do, and happens when people apply the correct thinking on knowledge or concepts relevant to the problem or topic during the judgment stage of decision-making (p. 2). Business managers respond to non-routine problems as they arise, through carrying out data search activities to identify the most appropriate course of action, resulting in the creation of new information in the form of strategies, policies, and other information items which are then available for future programmed-decision-making purposes (Daft & Marcic, 2007; Jones, 2007, p. 333). Managers also have to rely on their intuition, judgment, and creative thinking ability when making non-programmed decisions, however, as pointed out by Jones, it cannot be assumed that managers are always able to find all information required to make the best possible decision (p. 334). Miller, Catt, and Carlson (1996) describe information as a basis for the analysis of decision alternatives and should, therefore, be accurate and include a sufficient amount of detail that meets the requirements of the decision maker (pp. 129, 130). Because company leaders make critical problem-solving decisions regarding, both, the day-to-day operations and the more long-term strategic decisions that will ultimately affect the level of organizational achievement reached, having information relevant to business operations and management readily available is crucial to successful business operations (Goetsch & Davis, 2010; Hamzah & Sobey, 2012).

Job descriptions. Verboncu and Zeininger (2015) consider job description documents to be a valuable information rich managerial tool and, as such, useful during management decision-making processes. Job title information, contained in job descriptions, as pointed out by Moskwa (2016), is also considered essential for providing employees career path guidance within the organization. Within companies’ job descriptions are, in many cases, used during the recruitment process to attract, identify, and match applicants to the most suitable jobs and to provide support for human resource decision-making regarding hiring requirements, career development, training, and promotion (Hawkes & Weathington, 2014). Business school leaders, on the other hand, may find job description information useful when making curriculum decisions regarding labor market trends and employer job-skill requirements because they provide detailed information relevant to the tasks employees are expected to carry out for each job position within the company (Rudzaj & Kirikova, 2011). Job task knowledge, according to Forsyth and Maranga (2015), includes the knowledge needed to carry out job duties in the workplace such as skills, expertise, and utilizing theoretical concepts and principles. Job description information could, therefore, also be used to assist academics in identifying theory and concepts potentially useful to entry-level graduates in completing, enhancing, or developing new ways of carrying out specific job tasks in the workplace (Hillebrand, 2014). However, concern has been expressed regarding the use of job-task definitions in job descriptions and the practice of boundary setting, because these practices are believed to have the potential to stifle, rather than stimulate, creative thought and innovativeness in performing job tasks in the workplace (Torrington & Hall, 1998). Because workplace success requires completing job tasks according to employer requirements (Cotiu, 2013; Monica et al., 2011; Rowan, et al., 2015), use of regularly updated job descriptions in creating curricula relevant to practitioners could contribute to graduate preparedness and success in the workplace (Hillebrand, 2014). To ensure workplace success, graduates may also need to use and apply the knowledge obtained during their study, in a way that will provide the desired outcome (Cai, 2013; Goetsch & Davis, 2010; Oliver, 1980).
Competency frameworks. Competency frameworks contain data relating to specific requirements deemed necessary to assist both employers and employees in understanding and assessing current and future job knowledge, and skills employers regard essential (Charted Global Management Accountant, 2014a; David & David, 2011). Rudzajs and Kirikova (2011) suggest that to satisfy employer job-task requirements; industry competency demand should be compared to business school supply and business course learning outcomes be brought in alignment with job-task requirements specified in job descriptions through the use of standardized frameworks (p. 48). Bajada and Trayler (2013), recommend the use of graduate attribute frameworks to assure student learning through sound management of the various learning objectives (p. 400). The use of regularly updated frameworks as an information source during curriculum design could, therefore, contribute to the enhancement of entry-level business graduate workplace preparedness because practitioner relevant academic knowledge components, skills, and competencies, essential to successful job-task completion, are included in study programs (Charted Global Management Accountant, 2014b, p.15; Hillebrand, 2014).

Applied business research. The value of knowledge creation through engaged scholarship, as pointed out by Hutt (2008), lies in that differences in knowledge, brought forth on problems faced in the workplace, produces more penetrating and insightful knowledge than would have been generated if practitioners and academic researchers were to work on the problem on their own (p. 70). A goal of applied business research is to create knowledge employees can use to better understand phenomena relating to their specific work situations, which according to (Carter, 2008), “can be effectively transferred to practitioners via the textbooks that students use in their coursework” (p. 79). Use of knowledge obtained through applied research activities such as concepts and theories could, therefore, be utilized within business schools to broaden job-knowledge and strengthen problem-solving ability of business graduates (Hillebrand, 2014).

Current Situation

The literature reviewed indicate that a significant gap may exist between skills required to be successful in the workplace and the skills new business graduates have (Boyles, 2012; Charted Global Management Accountant, 2014b; Collier, 2013; Holter & Kopka, 2001; Monica et al., 2011; Shokri & Nabhani, 2015). Myers (2015), believes the skills gap to be the result of an inability among graduates to think creatively across disciplines, and considers the skills gap to be the reason why many job vacancies remain unfilled. In support of this view, research findings show that both private and public sector managers consider critical thinking and creative problem-solving competencies key to employee success in the workplace (Collier, 2013; National Association of Colleges and Employers, 2014; Park et al., 2014). Management learning is also not focused on problem-solving skills directly (He, 2015, p.58).

As pointed out by Wilton (2014), research suggests that little consensus exists between employers regarding: (a) the level of work readiness expected from graduates when entering the labor market, (b) existence and extent of a graduate skills gap, and (c) the role of business schools in accepting responsibility for addressing these aspects. However, despite the lack of agreement on these issues, understanding the graduate labor market, the needs of employers, and providing graduates with the necessary knowledge, competencies, and attributes remain an issue of utmost importance to both business schools and their graduates (Ahadiat & Martin, 2015; Cai, 2013; Charted Global Management Accountant, 2014b; Hillebrand, 2014; Nandan & London, 2013; Wilton, 2014).

Addressing Graduate Employability Issues

Career success involves success in finding employment, success in carrying out job duties and job tasks in the workplace, and success in receiving promotions and in achieving career goals. However, the literature reviewed indicate that a significant gap may exist between skills required to be successful in the workplace and the skills new business graduates have. Innovative thinking, creative thinking, and critical problem-solving abilities of entry-level business graduates also seem to be less efficient, even though private and public sector employers consider these attributes critical to employee success in the workplace.

In some Business Management courses, the focus of learning is placed on understanding concepts and theories within individual courses, but, seem not to emphasize links between the content under study and the use thereof, in solving business problems. Another point of concern, educators in the United States may need to address, is a possible decrease in US employer satisfaction levels regarding graduate problem-
solving abilities over the past two years, reflected in the National Association of Colleges and Employers 2014 and 2015 survey results. Therefore, to enhance workplace preparedness of graduates and increase their chances of achieving career success, educators may need to address the areas of concern highlighted in the literature reviewed.

Using Knowledge Tools

Throughout their study program, students obtain, both, theoretical knowledge and an understanding of concepts and theories, contained in course content of each course, within the relevant program. However, in order to more fully utilize this knowledge in the workplace, students also need to be able to (a) recognize concepts and theories as units of information that can be used as guidelines to solving work-related problems; (b) link a specific issue faced to, both, academic knowledge tool solution alternatives and their desired outcomes or results, by randomly moving between mental categories to explore different ways in which the learnt’ concepts and theories can be utilized, to find the most appropriate way of addressing the particular issue or problem; and (c) visualize how the different solution strategy outcomes may affect other workplace operations, and identify possible ripple effects, before deciding on a solution that best fits within the bigger picture.

Academic knowledge tools, taught in courses such as Organizational Behavior, Total Quality Management, Marketing Management, Strategic Planning, Corporate Finance, and Corporate Governance (Besterfield et al., 2003, p. 317-319; Daft & Marcic, 2007, p. 449; Hirt, Block, & Danielsen, 2011, p. 39-40; Peter & Donnelly, 2011, p. 2; Scott, 2003, p. 3/15; Vagneur, 2004, p. 3/9, 3/10), can be used to resolve or prevent job-related problems. For example, in this paper, information on handling and resolving problems associated with graduate employability, was obtained by scanning the academic knowledge tool database to identify Hersey and Blanchard’s situational theory, the marketing concept, the disconfirmation of expectations diagram, and the QFD House of Quality concept as viable options capable of producing results that contribute to improving workplace preparedness and employability of graduates.

As a problem prevention tool, Agency Theory, which holds that principals (owners of publicly owned companies) and agents (company managers) may have conflicting interests because of an underlying tendency of humans towards self-interest, may be used by a practicing human resource manager when making remuneration package or performance bonus decisions (Vagneur, 2004, p. 3/9). In this case, by not linking personal performance to profit growth, a situation in which an executive may decide to reduce expenditure, which has the effect of increasing current profit at the expense of long-term competitiveness or possible costs incurred, can be prevented (Scott, 2003, p. 3/16).

The ability to think, strategize, and solve problems creatively is a combination of academic knowledge, workplace know-how, decision-making skills, and problem-solving competencies which should not be treated as stand-alone items. To be able to think out solutions to problems or find new ways of doing things, interrelationships between knowledge components, underlying thought processes, and the sequence and process of applying these items must be understood and practiced. Therefore, to benefit from knowledge obtained during studies, graduates will also need training on framing the big picture thinking and on mastering the art of borderless thinking within borders which involves both individual specialist and across discipline thought processes.

Thinking within borders (see Figure 1, Steps 1-3), involves identifying possible solutions to a problem within a particular field or discipline. Borderless thinking involves identifying possible problem solutions across two or more disciplines or areas of expertise. Borderless thinking within borders is, therefore, a thought process concerned with connecting relevant knowledge among disciplines to address a problem within a particular subject area. The concept of borderless thinking within borders can also be described as a combination of single disciplinary thinking, multidisciplinary thinking, interdisciplinary thinking, divergent thinking, convergent-integrative thinking, and design thinking elements (Cai & Sankaran, 2015, p. 39; Hardin, Westcott, & Berno, 2014; Myszkowski et al., 2015, p. 675).

Specialist thinking (see Figure 1, Step 1) is a mental search process involving the search for accurate information in the form of concepts, theories, or models, from an individual subject or discipline, which could provide guidance in solving a work-related problem. Across discipline thinking (see Figure 1, Step 2), on the other hand, is lateral thinking and specialist thinking carried out in more than one course, subject area, or business program to broaden the search for information to be used to inform decision-making regarding the selection of a solution strategy best capable of producing the desired outcome. The term specialist and across discipline thinking describes the mental process involved in the creation of
a mind based knowledge database from which the problem-solver draws information to be used to make decisions on problem-solving strategy and selection of the most appropriate solution option (De Bono, 1995, p. 14; Taiwo, 2001, p. 969).

Framing the big picture thinking (see Figure 1, Step 3), can be described as an evaluative multi-criteria decision-making thought process by which individual problem solution outcome alternatives, and how they might affect company operations, are visualized holistically to identify possible ripple effects of each solution strategy before making the final implementation decision (Čančer & Mulej, 2013, pp. 67-68; Taiwo, 2001, p. 969).

Figure 1. Borderless thinking within borders model.

Figure 1 is a depiction of the thinking processes involved in solving problems through use of academic knowledge tools. The Borderless Thinking within Borders Model provides an explanation of how thought processes are applied within the workplace to address job-task problems. Step 1 symbolizes thinking within specialized subject borders to identify relevant knowledge tools. Step 2 signifies removing subject boundaries to facilitate cross-discipline thinking to find the most appropriate mix of academic components in order to solve work-task problems. Step 3 symbolizes selection, choice, and implementation of the most suitable solution option which could be using a single knowledge tool, a combination of tools, or use of knowledge tool information as building blocks to create a new way to solve the problem at hand.

**Suggested Employability Enhancement Strategies**

Based on findings from the literature reviewed, the following guideline implementation strategies aimed at enhancing student skills in (a) integrating theoretical knowledge and workplace information through the use of academic knowledge tools embedded in business course curricula, (b) linking job tasks to relevant knowledge tools, and (c) strengthening their ability to apply specialist and across discipline thinking to workplace problems and decisions regarding problem solution options, are suggested:

- Include data from the current job description, competency framework, and applied business research findings in the information database to be used for business program and curriculum decision-making purposes. Job descriptions and competency framework documents
see Figure 2, Part 1), provide business school leaders, curriculum developers, and classroom instructors’ insight into job-task requirements and outcomes related to actual job positions that business programs are designed to target (Hawkes & Weathington, 2014, p. 191; Moskwa, 2016, p. 55). These documents also contain accurate and detailed information regarding specific job tasks, conditions under which these job tasks are to be carried out, skills and other competency requirements, and employer job-task outcome expectations of tasks listed under the relevant job titles (Verboncu & Zeininger, 2015, p. 604). As such, job descriptions and competency frameworks are a valuable information source which could be used to inform decision-making regarding business programs, labor market trends, business course curriculum, course learning outcomes, and in making decisions that are in alignment with current practice.

Knowledge obtained through applied business research activities (see Figure 2, Part 2), provide job specific information on how problems have been handled and solved in the past which graduates could make use of when having to make decisions regarding solution alternatives to problems faced in the workplace (Carter, 2008, p. 79). Including information specified in job descriptions, competency frameworks, and applied business research findings in course curricula, therefore, provides students the opportunity to obtain the necessary academic knowledge tools required for completing job tasks at hand.

- **Implement the micro-matching strategy.** The proposed micro-matching strategy (see Figure 2, Parts 1-2), is based on a combination of elements taken from (a) Hersey and Blanchard’s situational theory in which the need to match the leadership style of a manager to the readiness level of subordinates, in terms of education, skills, experience, etc. in a given situation, is emphasized (Daft & Marcic, 2007, p. 449); (b) the total quality and marketing concepts of achieving excellence through meeting the expectations and needs of those served (Goetsch & Davis, 2010, p. 6; Peter & Donnelly, 2011, p. 2); and (c) the opinion expressed in the literature that, for best results, strategies should be created that match the specific needs of an organization (Pisano, 2015, p. 46). Objectives of implementing a micro-matching strategy include (a) narrow the perceived gap between theory and practice, (b) integrate academic and work specific knowledge, (c) ensure that curricula are current and practitioner relevant, (d) ease transition of entry-level business graduates into the workplace, and (e) better prepare graduates for the world of work. Micro-matching activities are to be carried out by academics that are knowledgeable about the many theories, concepts, models, etc. that could provide guidance on how, when, and what to do to achieve the desired outcome when faced with a particular problem situation within the workplace. Information about actual job-task activities and their expected results are used to inform decisions regarding the selection of concepts considered most useful in the job positions under consideration and in deciding on which knowledge tools are to be included in the course curriculum. Matching activities involve linking job-task requirements specified in current job descriptions to the relevant concepts and theories, across courses in business program curricula, to create curricula that include the academic knowledge tools necessary to perform job tasks, related to job positions catered for in the respective business programs, according to employer expectations (Hillebrand, 2014, p.170-190).

- **Provide learning opportunities to strengthen thinking, problem-solving, and decision-making skills.** To provide students the opportunity to practice critical thinking and problem-solving competencies, the inclusion of simulated case study business problem scenarios in a capstone course, (Avramenko, 2012, p. 360; Bajada & Trayler, 2013, pp. 387, 392; He, 2015, p. 60), designed to strengthen students’ thinking, decision-making, and problem-solving skills through the use of academic knowledge tools embedded in the course curriculum (see Figure 2, Part 3), is suggested.

- **Stimulate thinking and problem-solving competencies of entry-level business graduates by teaching them how to use academic knowledge tools to solve job-related problems in the workplace.** The proposed methodology by which applied business research findings, in the form of academic knowledge tools, are used to solve business problems (see Figure 2, Parts 3-5), is based on a combination of elements taken from the following teaching approaches: (a) the problem-based approach, (b) the systems thinking approach, (c) the innovative thinking approach, (d) the lateral thinking approach, (e) the interdisciplinary approach, and (f) the multidisciplinary approach (Butler, 2010, pp.58-59; Cai & Sankaran, 2015, p. 39; De Bono, 1995, p. 14; Flood & Jackson, 2000, pp. xii, 1, 2; Gressgård, 2012, pp. 154-155; Reid & de Brentani, 2015, p. 249; Taiwo, 2001, p. 969).
Figure 2. Framing the big picture model.

Figure 2 is a depiction of the employability skill enhancement implementation strategy developed to provide guidelines for (a) narrowing the theory-practice employability skills gap, (b) embedding employability skills in business course curricula, (c) stimulating creative and innovative thinking and critical problem-solving competencies of business graduates, and (d) providing entry-level business graduates with the needed job-task know-how and skills necessary to achieve success in the workplace. However, successful implementation of this model is limited to the willingness and level of collaboration between employers and scholars, the ability of academics to identify and accurately link relevant knowledge tools, the relevance, detail, and the degree to which the simulation scenario replicates real workplace situations, and the currentness of information used. Framing the Big Picture Model demonstrates how (a) workplace information is micro-matched and linked to knowledge tools to be included in business course curriculum (Part 1 & Part 2); (b) simulation technology is utilized to provide students the opportunity to engage in creative thinking and critical problem-solving activities (Part 3); and (c) output of combined use of academic knowledge tools and thought processes contribute to the enhancement of job-task know-how, skills, and attributes required to solve job-task problems in the workplace, develop new ways of doing things, and ultimately achieve success in the workplace (Part 4 & Part 5).
Conclusion

There is a difference between being knowledgeable about concepts, theories, etc. and knowing how this knowledge can be used to generate alternative solutions to business problems. Teaching business students how to use knowledge tools in the workplace coupled with the opportunity to practice theory application could strengthen their ability to solve problems in any situation, not only the ones used in business school simulations and case studies. Also, by providing students learning opportunities to gain experience in identifying interrelationships between disciplines, anticipate possible strategy outcomes, and develop strategies that minimize adverse outcomes, innovative and creative thought can be stimulated.

Creative thinking and critical problem-solving competencies contribute to employee success in the workplace. Creative thinkers generate ideas and find new ways to do things by drawing upon their knowledge and practical experience. Research has shown that creative, innovative, and critical thinking skills can be taught. Therefore, teaching entry-level business graduates how to use academic knowledge tools combined with providing them the opportunity to practice their thinking and critical problem-solving skills, could enhance workplace-preparedness of business graduates and increase their chances of achieving both, workplace and career success.

References


Using Knowledge Tools to Prepare Business Graduates for Career Success

Dr. Jean-Mari Hillebrand

ACBSP Region 8 Conference
Dubai, UAE, 2016

Career Success

- Success in achieving career goals
- Success in receiving promotions
- Success in carrying out job duties & job tasks in the workplace
- Success in finding employment

Applied Business Research

Applied business research is research carried out in the context of real commercial application, with the dual objective of finding and diagnosing business problems, and finding ways of making the relevant organization operate more efficiently

(Hutt, 2008, p. 70; Roberts, Wallace, & O’Farrell, 2003, p. 4/3)

ACBSP Region 8 Conference, Dubai, UAE, 2016
Therefore,

To prepare graduates for the world of work, *Knowledge Tools* can be used to inform strategy decisions regarding employability, work readiness, and career success of entry-level business graduates.

Using Knowledge Tools

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**According to The Marketing Concept,**

“effective marketing starts with the recognition of customer needs and then works backward to devise products and services to satisfy those needs”

*(Peter & Donnelly, 2011, p. 2)*
Therefore,

Using this *Knowledge Tool* as a guideline to determine the most efficient and effective way of doing things, organizational decision-makers should first find out what suits the interests of those they serve.

According to the *Total Quality Concept*, to achieve success in the workplace, employees consistently need to *deliver superior value* by providing work that *meets the expectations* of their employers.

(Goetsch & Davis, 2010).

Therefore,

Using this *Knowledge Tool* as a guideline, *Employer Satisfaction* should be treated as key to achieving success in *finding employment* and in *carrying out job tasks* in the workplace.
Using Knowledge Tools

The disconfirmation of Expectations Paradigm implies a cognitive evaluation process between consumer expectations and perceptions of a service received.

(Cotru, 2013; Huang, 2015; Oliver, 1980).

Using this Knowledge Tool to inform strategy, Employer Satisfaction regarding knowledge, skills, and abilities of entry-level business graduates can be determined by measuring the extent to which new recruits meet employer expectations and job knowledge requirements in the workplace.

Therefore,

Job promotions, also important to achieving career success, will be dependent on the degree to which employee job performance exceeds employer expectations.
Using Knowledge Tools

Based on Total Quality and Disconfirmation of Expectations Paradigm principles, students should be equipped with knowledge, skills, and attributes necessary to satisfy employer need requirements.

Therefore,

To prepare graduates for career success, business schools will need to provide students learning opportunities and ongoing support to obtain the skills and competencies identified as important to employers.

Using these three Knowledge Tools to inform and guide research, the following research question was developed:

“What suits the interests of employers in the current labor market?”
Literature Review – The Current Situation

Research findings showed that both private and public sector managers consider critical thinking and creative problem-solving competencies key to employee success in the workplace. (Collier, 2013; National Association of Colleges and Employers, 2014; National Association of Colleges and Employers, 2015; Park, Song, Yoon, & Kim, 2014).

Indications from the Literature Reviewed

* A significant employability skills gap may exist which is believed to be the result of an inability among graduates to think creatively across disciplines, and a reason why many job vacancies remain unfilled. (Boyles, 2012; Charted Global Management Accountant, 2014b; Holter & Kopka, 2001; Monica, Codruta, & Adrian, 2011; Myers, 2015; Shokri & Nabhani, 2015).

Indications from the Literature Reviewed

* Employers seem satisfied with graduate competencies, however, employer satisfaction survey results indicate that employers in the United States are now less pleased with the problem-solving abilities of entry-level business graduates than they were in 2014. (National Association of Colleges and Employers, 2014; National Association of Colleges and Employers, 2015; Park, Song, Yoon, & Kim, 2014).
Indications from the Literature Reviewed

- Management learning appears to be more focused on the understanding of concepts and theory and less focused on critical thinking and problem-solving aspects.

(He, 2015, p.58).

Addressing Employability Issues

- To prepare graduates for career success, business school leaders will, therefore, need to devise strategies aimed at addressing these issues, by treating them as obstacles or possible areas for improvement/enhancement of employability and work readiness of their entry-level business graduates.

Proposed Strategy

- The use of academic knowledge tools, job description, and competency framework information, needed to gain insight regarding workplace practice and inform curriculum decisions, is recommended.
Informing Strategy Decisions

Job description documents are considered to be a valuable information rich managerial tool and, as such, useful during *management decision-making processes*.

These documents also include information regarding the competencies needed to carry out job duties in the workplace such as skills, expertise, and theoretical knowledge requirements.

(Forsyth & Maranga, 2015; Verboncu & Zeiningher, 2015)

Informing Strategy Decisions

Therefore,

Job description information could be used to assist academics in identifying theory and concepts potentially useful to entry-level graduates in *completing, enhancing, or developing new ways of carrying out specific job tasks* in the workplace.

Proposed Strategy

- To narrow the theory-practice employability skills gap

The implementation of a *Micro-matching Strategy* involving:

- The identification of knowledge tools relevant to job-task requirements, and

- The inclusion of these knowledge tools in business course curricula, is suggested.
Informing Strategy Decisions

To generate ideas and inform strategy decisions regarding the proposed micro-matching strategy, a

"Combination of Knowledge Tools"

were utilized. These included:

1. Hersey and Blanchard’s Situational Theory, in which the need to match the leadership style of a manager to the readiness level of subordinates in terms of education, skills, experience, etc. in a given situation, is emphasized


2. The Total Quality and Marketing Concepts of achieving excellence through meeting the expectations and needs of those served

(Goetsch & Davis, 2010, p. 6; Peter & Donnelly, 2011, p. 2).
3. The opinion expressed in the literature that, for best results, strategies should be created that match the specific needs of an organization.

(Pisano, 2015, p. 46).

Micro-Matching Strategy Implementation

- To inform decisions regarding the selection of concepts considered most useful in the job positions under consideration, information about actual job-task activities and their expected results, should be used.

Micro-Matching Strategy Implementation

- Micro-matching activities should also be carried out by academics that are knowledgeable about the many theories, concepts, models, etc. and their potential to provide guidance on how, when, and what to do to achieve the desired outcome when faced with a particular problem within the workplace.
Proposed Strategy

To:
• Stimulate creative and innovative thinking skills,
• Strengthen ability to think creatively across disciplines,
• Enhance student problem solving ability, and
• Emphasize problem solving in management learning

• Providing learning opportunities to strengthen thinking, problem-solving, and decision-making skills,
• Including simulated case study business problem scenarios in a capstone course or module designed to strengthen students’ thinking, decision-making, and problem-solving skills through the use of academic knowledge tools embedded in the course curriculum, and
• Stimulating thinking and problem-solving competencies of graduates, by teaching them how to use academic knowledge tools to solve job-related problems in the workplace, is suggested.

Utilizing Knowledge Tools in the Workplace

In order to more fully utilize knowledge in the workplace, students also need to be able to:

1. **Recognize** concepts and theories as units of information that can be used as guidelines to solving or preventing work-related problems.

Utilizing Knowledge Tools in the Workplace

2. **Link** a specific issue faced to, both, academic knowledge tool **solution alternatives** and their **desired outcomes**, by randomly moving between mental categories to **explore different ways in which the learnt concepts and theories are utilized**, to find the most appropriate way of addressing the particular issue or problem.
Utilizing Knowledge Tools in the Workplace

3. **Visualize** how the different solution strategy outcomes may affect other workplace operations, and identify possible ripple effects, before deciding on a solution that best *fits within the bigger picture*.

*For example,*

In this paper, information on handling and resolving problems associated with graduate employability, was obtained by

"Scanning the Academic Knowledge Tool database"

to identify Hersey and Blanchard’s Situational Theory, the Marketing Concept, the Disconfirmation of Expectations Diagram, and the QFD House of Quality Concept as viable options capable of producing results that contribute to improving workplace preparedness and employability of graduates.

Finding Solutions & New Ways of Doing

- To be able to think out *solutions to problems* or *find new or different ways of doing things*, interrelationships between academic knowledge components, underlying thought processes, and the sequence and process of applying these items must be understood and practiced.
Finding Solutions & New Ways of Doing

Therefore,

• To benefit from knowledge obtained during studies, graduates will also need training on framing the big picture thinking and on mastering the art of borderless thinking within borders which involves both individual specialist and across discipline thinking.

Creating New Knowledge Tools

Framing the big picture thinking is an evaluative multi-criteria decision-making thought process by which individual problem solution outcome alternatives, and how they might affect company operations, are visualized holistically to identify possible ripple effects of each solution strategy before making the final implementation decision.

Creating New Knowledge Tools

The concept of Borderless Thinking within Borders can be described as a combination of single disciplinary thinking, multidisciplinary thinking, interdisciplinary thinking, divergent thinking, convergent-integrative thinking, and design thinking elements.
Creating New Knowledge Tools

**Thinking within Borders** involves identifying possible solutions to a problem within a particular field or discipline, and

(New Knowledge Tool).

**Borderless Thinking** involves identifying possible problem solutions across two or more disciplines or areas of expertise

(New Knowledge Tool).

Creating New Knowledge Tools

**Borderless Thinking within Borders** is therefore, a thought process concerned with connecting relevant knowledge among disciplines to address a problem within a particular subject area.

(New Knowledge Tool).

Finding Solutions & New Ways of Doing

The proposed *Framing the Big Picture Model* demonstrates how

- Workplace information is *micro-matched* and *linked* to knowledge tools to be included in business course curriculum (*Step 1*),

- Simulation technology is *utilized* to provide students the opportunity to engage in creative thinking and critical problem-solving activities (*Step 2*), and

- Output of combined use of academic knowledge tools and thought processes, contribute to the enhancement of job-task know-how, skills, and attributes required to *solve job-task problems* in the workplace, *develop new ways of doing things*, and ultimately *achieve success* in the workplace (*Step 3*).
Finding Solutions & New Ways of Doing

Knowledge tools were also used to develop an implementation strategy to provide guidelines for:

- **Narrowing** the theory-practice employability skills gap,
- **Embedding** employability skills in business course curricula,
- **Stimulating** creative and innovative thinking and critical problem-solving competencies of business graduates, and
- **Providing** entry-level business graduates with the needed job-task know-how and skills necessary to achieve success in the workplace.

Conclusion

This presentation provided an explanation of how *applied business research findings* in the form of *academic knowledge tools* was used to:

1. Devise a different way of using *applied business research findings* and *knowledge obtained in the classroom* to solve *job-task problems* at work and strengthen *employability skills* of entry-level business graduates.

2. Broaden the *frame of reference* graduates draw upon during decision-making.

And

3. *Solve the employability problem* faced by entry-level business graduates through providing guideline strategies to enhance graduate *workplace preparedness*, smooth graduate *transition into the workplace*, and increase chances of achieving both, *workplace* and *career* success.
The Entrepreneurial Resilience of National Male and Female New Entrepreneurs in the U.A.E.

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Abstract
Entrepreneurship is the backbone of healthy economic development in any society and entrepreneurial resilience is a key factor that affects the pursuit of such entrepreneurial initiatives (Bullough, Renko, and Myatt, 2014). The aim of this study is to discover what the entrepreneurial resilience of national male and female entrepreneurs in the UAE is in their first three-years of business. The research method is quantitative utilising an on-line resilience measure that has already been tested for validity and reliability (Buang, 2012). Comparisons were made between 33 male and female new entrepreneurs that were purposively selected using a snowball sampling technique. Findings reflect an overall coping mechanism as new entrepreneurs are rating themselves as using the resilient traits of optimism, formulating, perseverance, social networking, problem solving, and fitness. This study also highlights gender differences in the psychological trait of resilience as there is a general tendency for females to rate themselves higher, on the Likert scales of items representing resilient traits, than males. In particular items related to optimism, fitness and perseverance, female respondents expressed better coping mechanisms than their male counterparts showing agreement with respect to statements of resilience unlike their male counterparts that expressed disagreement. This opens the doors for future gender-specific research utilizing longitudinal studies and larger samples as well as brings to the forefront the need for a holistic and multi-disciplinary form of support for new entrepreneurs.

Keywords: Emirati nationals; gender; entrepreneurship resilience; and new entrepreneurs.

Introduction
The UAE government promotes the entrepreneurial culture and supports SME development with the aim of being a competitive knowledge based economy. SMEs are regarded to be the backbone of the economy driving innovation, employment and investment (GEM, 2014). Entrepreneurship is a way for the government in the UAE to move from a resource and government based economy to an innovative and new business based economy. Innovation will be a fundamental element required for the UAE to become an active member of the knowledge economy (Gem, 2014)

Entrepreneurship is vital for the economic and societal development efforts of all nations (Cornwall, 1998; Schumpeter, 1934). In the UAE entrepreneurship is an important contributor towards job creation, innovation, and economic growth (Majumbar and Varadarajan, 2013). Notwithstanding there have been very few studies on entrepreneurship in the region (Majumbar and Varadarajan, 2013). Various factors lead to the success of entrepreneurs such as: risk taking behaviour (Caliendo, Fossen, and Kritikos, 2009; Kan and Tsai, 2006); creativity (Nystorm, 1979; Walton, 2003); innovative business behaviour (Amabile, 1997); need for achievement (Mc Clelland, 1961; Johnson, 1990); and motivation (Majumbar and Varadarajan, 2013). This study is a quantitative research study aimed at investigating a specific factor that leads to the success of entrepreneurs, namely the entrepreneurial resilience of national male and female new entrepreneurs. To date there has been no research on entrepreneurial resilience in the UAE and it has not received much attention in entrepreneurship research in general (Bullough, Renko, and Myatt, 2014).

The 2014 GEM report describes entrepreneurship from a developmental perspective stating that entrepreneurship is a process not an act and starts from an aspiring entrepreneur, moving on to the nascent entrepreneur (involved in setting up a business), to the new firm entrepreneur (up to 3.5 years), and finally ending with the established entrepreneur (more than 3.5 years). This study focuses on the new entrepreneur who owns or partly owns a business for the period of 4 to 36 months and has not paid salaries for longer than this time.
This study is set in a social-cognitive framework. Social cognitive theory (Bandura, 1986; Wood and Bandura, 1989) states that environmental factors, personal factors, and individual behaviours interact to affect individuals’ ultimate actions. These actions are regulated by forethought. When an individual plans to start a new venture, intentions are the first step in planning the course of action to achieving this goal. Social cognitive variables, such as self-efficacy, function in concert with other personal factors, such as business experience and resilience, and environments to affect career goals.

**Entrepreneurship Resilience**

Entrepreneurship is the creation of a new business opportunity that may start in any area of business. Entrepreneurs support the growth and health of a country’s national economy. Without entrepreneurs a country’s economy may lack innovation, employment and/or profits (GEM, 2014). The concept of entrepreneurship may be studied from an economic, psychological and social-behaviouristic approach. Entrepreneurial resilience is related to both the psychological and social-behaviouristic approach. Abouzeedan, Hedner and Klofsten (2011) describe entrepreneurial resilience as the willingness to take risks, the ability to learn from failure, and the belief that one has an influence over outcomes through one’s own abilities, effort, or skills.

Resilience emerges from ordinary processes that result from unique and unexpected dynamics (Masten, 2001; Sutcliff and Vogus, 2003) and can be learned over time and with experience. Such learning is made possible through an acceptance of reality, a deep belief that life is meaningful, and a remarkable ability to improve (Coutu, 2002). Bullough, Renko, and Myatt (2014) state that resilient individuals take action in the face of adversity. Entrepreneurial resilience is a key factor that affects the pursuit of entrepreneurial initiatives (Bullough, Renko, Myatt, 2014). It is an ability that develops particularly from persevering through environmental adversity (Tedeschi and Calhoun, 2004).

Resilience is an enduring and stable psychological trait (Block and Kreman, 1996). Individuals with a high trait of resilience have a greater ability to dynamically and appropriately self-regulate themselves than individuals with a low trait of resilience (Tugade and Fredrickson, 2007). Resilient individuals show more stability in the face of adversities (Bonanno, Wortman, and Nesse, 2004) and more flexibility when faced with changing demands, they are more open to new experiences and demonstrate an ability to self-regulate themselves under adversities (Block and Kreman, 1996; Fredrickson and Levenson, 1998). In so doing these individuals broaden their capacities. These are characteristics and aptitudes consistent with being entrepreneurial (Loh and Daheshihsani, 2013).

Entrepreneurship resilience in this study is being defined as the ability to cope with high levels of ongoing disruptive change of the surroundings towards the business; sustaining good health and energy when under constant pressure of various business problems; bouncing back the business with acceptable means from setbacks; overcoming business adversities; changing to a new way of working and managing the business when the other way is no longer possible and do all this without acting in dysfunctional or harmful ways (Buang, 2012).

The measure used in this study for entrepreneurial resilience is that developed by Buang (2012) for entrepreneurs in their first three years of business. The variables making up entrepreneurial resilience are: optimism; perseverance; fitness; competence; problem solving; social networking; and formulating. Carver, Scheier, and Segerstrom (2010) define optimism as an individual difference variable that reflects the extent to which people have auspicious expectancies for their future. Higher levels of optimism have been related to better subjective well-being in times of adversity or difficulty (such as is the start-up of a business). Perseverance, on the other hand, is defined for the purpose of this study as insistence with effort to pursue a long-term goal (Matthews and Kelly, 2007), this being the business goal and objectives. A definition of competence is working within one’s boundaries of formal education, training, supervision, and consultation, or other appropriate professional experiences as an entrepreneur (Nagy, 2005). Another variable is fitness which for the purpose of this study refers to physical fitness and psychological fitness to run a business such as the physical stamina and centeredness that helps in running a business.
Social networking is defined as being open to others, reaching out to others, and sharing with others. What the entrepreneur learns and how s/he experiences the business is influenced by people, employees, business partners, etc. that surround the entrepreneur (Sallis, Owen, Fisher, 2008). Lastly, formulating is defined by Buang (2012) as the ability to design a solution to a problem or just to formulate ideas in different situations.

**Entrepreneurship challenges and gender differences**

Research on female Emirati entrepreneurs has identified two groups, namely the traditional and the modern entrepreneurs (Haan, 2004). The traditional entrepreneurs are those elderly women who have received particular skills from previous generations whilst the modern entrepreneurs are the young and well-educated Emirati. Research on the specific challenges of female entrepreneurs in the UAE indicates that the challenges are: lack of capital (Haan, 2004); inadequate entrepreneurial capabilities and lack of business experience (Haan, 2004; Itani, Sidani, and Baalbaki, 2009); difficulties with formal procedures (Haan, 2004); low levels of support from husbands or family (Haan, 2004; Itani, Sidani, and Baalbaki, 2009); demand and marketing difficulties (Haan, 2004). In agreement Eorgul and Mc Crohan (2008) state that Emirati women face the difficulty of wishing to contribute to society yet society values their contribution primarily in their role as a wife and mother. They add that the main concern for female Emirati entrepreneurs is the combined responsibility of work and family. This is also confirmed by Kargwell (2012) and Dayan, Zacca and Di Benedetto (2013) who state that since women are responsible for maintaining the household the primary concern for many women is the combined responsibility of work and family.

Haan (2004) writes about personal and social factors that limit females in the UAE when mentioning shyness, challenges related to poor networking, lack of encouragement from family (Baud and Mahgoub, 2001), and other social and cultural factors. He concludes that there is need for gender-specific entrepreneurial support for women in the UAE. On the lack of encouragement from family Kargwell (2012) and Dayan, Zacca and Di Benedetto (2013) found differing evidence stating that Emirati female entrepreneurs are supported by family and that such support is greatly influential on the success of such females. This may be due to the fact that despite the strong influence of religion and culture, the role of Emirati women in the UAE society is undergoing significant changes with increasing number of female Emirati joining the labour market (Dayan, Zacca, Di Benedetto, 2013).

On differences between males and females with regards to entrepreneurial constraints Kargwell (2012) mentions that women are hesitant to borrow funds to go into business and their investment is less than male entrepreneurs. Also, males get more access to capital than women. Both males and female experience constraints related to acquisition of trade licenses, acquisition of capital, and the difficulty to recruit workers (Kargwell, 2012).

The majority of research has been written on female entrepreneurs and not enough comparative studies have been carried out. On the specific challenges of women the 2011 GEM report states that female entrepreneurs are less likely than their male counterparts to know someone who has started a business in the past 2 years and these role models are seen as an important part of the stimulus for budding entrepreneurs to make the leap from opportunity recognition to nascent entrepreneurship. In 2014 the GEMS report continued to differentiate between male and female entrepreneurs further confirming that female entrepreneurs are less likely than males to know someone who has started a business in the past 2 years. They are also much less likely to expect job creation. There seem to be more women making the leap into entrepreneurship that men when viewing the number of female nascent entrepreneurs. However local sociocultural norms still lay a part in enabling more significant participation of women in the workforce.

With these constraints and entrepreneurial challenges in mind this research takes a look at one of the factors that affects success in facing such challenges that have already been researched. Both men and women participated in this research study offering the opportunity to compare them in terms of their resilience in the first three years of business.
Methodology

A quantitative research method was selected for this study in order to reach out to as many participants as possible in the region. In deciding for a quantitative study other considerations that were made were the speed of data collection and analysis, statistical significance, and credibility of results.

Research participants

The research participants in this study are national male and female entrepreneurs in their first 3 years of business. Non-probability sampling was used in purposively selecting 33 new entrepreneurs (equally split between males and females). This sampling technique was considered to be useful in quickly accessing the targeted sample of new entrepreneurs considering that an official list of the population of new entrepreneurs in the U.A.E. is not available. This method of sampling was considered to be a good technique to get the opinions of the target population whilst keeping in mind the limitation of possibly over-weighting subgroups in the population that are more readily accessible, such as in the case of this study, those that receive assistance from organizations and universities offering business incubation services to new entrepreneurs. A snowball sampling technique was used as the organizations and universities contacted where willing to share the questionnaires with their clients/members and also recommended other organizations that provide similar services of support to entrepreneurs.

Materials

The measure of entrepreneurship resilience utilised in this research study is that developed and used by Buang (2012). The variables in this measuring tool, composed of 42 items, that are scored on a Likert scale, are: Optimism which is operationalised using items 1, 5, 9, 13, 18, 24, 27, 32 and 37; Perseverance, operationalised using items 2, 6, 15 and 35; Fitness which is measured using items 3, 7, 10, 11, 16, 22, 33 and 41; Competencies, operationalised using items 4, 8 and 12; Formulating, measured using items 17, 20, 28 and 42; Problem Solving which is operationalised using items 19, 25, 26, 29, 34 and 38; and Social Networking which is measured using items 21, 30, 31, 36, 39 and 40. This tool has already been tested for content validity and reliability. The control variables of gender, age, and number of years in business were added to the resilience measure.

Scores ranging between the lowest and lower middle indicate that the business is probably a struggle for the entrepreneur and there are difficulties in handling the business pressure well. The entrepreneur may be feeling hurt, helpless and hopeless (Buang, 2012). On the other hand high scores indicate that the entrepreneur is taking up the business challenges very well and is bouncing back from business setbacks. The entrepreneur has taken the right steps and strategies to sustain the business and is learning new ways to help the business grow (Buang, 2012).

The seven variables mentioned above are indicators of the three main components of entrepreneurial resilience. Buang (2012) concludes that resilience has the components of ‘self’, ‘cognitive abilities’, and ‘business social relational abilities’. Optimism, perseverance and fitness are indicators of the ‘self’ which refers to emotional strength, mental strength, physical strength and moral stand. Competence, problem solving and formulating are indicators of cognitive abilities that refer to meta-cognitive abilities such as planning, and, critical and creative thinking. Finally, social networking is an indicator of business social relational abilities that refer to the ability to form attachments, empathy, awareness, communication and openness to different ideas.

Procedure

Invitation letters explaining the aim of the research study were sent to organizations and universities offering business incubation and other forms of support services who in turn distributed the anonymous questionnaires amongst their beneficiaries who fit the criteria of new entrepreneurs. Full confidentiality was guaranteed as questionnaires are anonymous and no details were attained of the new entrepreneurs it was sent to.
Results

Participants

33 participants filled in the on-line questionnaire. The gender of respondents was mainly male as 15 participants were female and 18 participants were male. With regards to the age of participants, 48.5% are within the age bracket 35-44 years of age, 45.5% are in the age bracket 25-35 years of age, and the remaining 6% are equally split between the age groups 18-24 and 45-54. Therefore participants do not fall in the extreme age brackets. All participants are in their first three years of business meaning that all participants fit the definition of new entrepreneurs.

Optimism (items 1, 5, 9, 13, 18, 24, 27, 32 and 37)

The frequency tables for the nine items representing optimism show that respondents mainly show agreement towards statements denoting a sense of optimism in their experience as entrepreneurs. When results are analysed using an Independent Sample t-test that differentiates the group on the basis of gender the results (shown in Table 1) show that females are on the whole more in agreement with the optimistic statements than their male counterparts (where a score of 4 represents Agree and a score of 3 represents Agree Less).

In items 9 (I know when the time is right to act, when change in strategy is inevitable) and 18 (I even become more strongly motivated if I have not yet achieved success) females result to be more optimistic than their male counterparts as females are in agreement (score of 4) whilst males are in disagreement (score of 2). The independent sample t-test results for item 9 (Table 2) show that there is a significant difference in the scores for item 9 for men (M=2.86, SD= 1.21) and women (M=4.25, SD= 0.51) conditions; t(11)=2.75, p = 0.02. Similarly, the independent sample t-test results for item 18 (Table 2) show that there is a significant difference in the scores for item 18 for men (M=2.87, SD= 1.36) and women (M=4.67, SD=0.52) conditions; t(12)=3.05, p = 0.01.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Optimism Q1</th>
<th>Optimism Q5</th>
<th>Optimism Q9</th>
<th>Optimism Q13</th>
<th>Optimism Q18</th>
<th>Optimism Q24</th>
<th>Optimism Q27</th>
<th>Optimism Q32</th>
<th>Optimism Q37</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Female</td>
<td>Female</td>
<td>Female</td>
<td>Female</td>
<td>Female</td>
<td>Female</td>
<td>Female</td>
<td>Female</td>
</tr>
<tr>
<td>Mean</td>
<td>4.71</td>
<td>4.00</td>
<td>4.33</td>
<td>4.33</td>
<td>4.67</td>
<td>4.67</td>
<td>4.67</td>
<td>4.40</td>
<td>3.37</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>0.50</td>
<td>0.89</td>
<td>0.52</td>
<td>0.52</td>
<td>0.52</td>
<td>0.52</td>
<td>0.52</td>
<td>0.55</td>
<td>0.74</td>
</tr>
<tr>
<td>Std. Error Mean</td>
<td>0.18</td>
<td>0.36</td>
<td>0.21</td>
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<td>0.21</td>
<td>0.21</td>
<td>0.21</td>
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<td>0.26</td>
</tr>
<tr>
<td>Male</td>
<td>3.12</td>
<td>1.46</td>
<td>4.12</td>
<td>3.50</td>
<td>2.87</td>
<td>4.12</td>
<td>3.75</td>
<td>4.00</td>
<td>3.37</td>
</tr>
</tbody>
</table>

ACBSP Region 8, Dubai 2016
The frequency tables for three of the four items representing perseverance show that respondents mainly show agreement towards statements denoting perseverance in their experience as entrepreneurs. When results are analysed using an Independent Sample t-test that differentiates the group on the basis of gender the results (shown in Table 3) show that females are on the whole more in agreement with items 2 (I tolerate the pressure to grow my business further within the limited resources) and 6 (I am willing to work long hours for the sake of my product/s quality) than their male counterparts (where a score of 4 represents Agree and a score of 3 represents Agree Less), however still within the range of agreement therefore not showing a considerable difference in experience.

Table 3: Perseverance – group statistic split by gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perseverance Female</td>
<td>4.1429</td>
<td>0.69007</td>
<td>0.26082</td>
</tr>
<tr>
<td>Male</td>
<td>3.2857</td>
<td>1.38013</td>
<td>0.52164</td>
</tr>
<tr>
<td>Perseverance Female</td>
<td>4.3333</td>
<td>0.81650</td>
<td>0.33333</td>
</tr>
<tr>
<td>Male</td>
<td>3.7500</td>
<td>1.16496</td>
<td>0.41188</td>
</tr>
<tr>
<td>Perseverance Female</td>
<td>3.8333</td>
<td>0.75277</td>
<td>0.30732</td>
</tr>
<tr>
<td>Male</td>
<td>3.4286</td>
<td>1.51186</td>
<td>0.57143</td>
</tr>
<tr>
<td>Perseverance Female</td>
<td>4.1667</td>
<td>0.75277</td>
<td>0.30732</td>
</tr>
<tr>
<td>Male</td>
<td>2.7143</td>
<td>0.75593</td>
<td>0.28571</td>
</tr>
</tbody>
</table>

Table 2: Independent sample t-test: items 9 and 18

**Perseverance (items 2,6,15 and 35)**

The frequency tables for three of the four items representing perseverance show that respondents mainly show agreement towards statements denoting perseverance in their experience as entrepreneurs. When results are analysed using an Independent Sample t-test that differentiates the group on the basis of gender the results (shown in Table 3) show that females are on the whole more in agreement with items 2 (I tolerate the pressure to grow my business further within the limited resources) and 6 (I am willing to work long hours for the sake of my product/s quality) than their male counterparts (where a score of 4 represents Agree and a score of 3 represents Agree Less), however still within the range of agreement therefore not showing a considerable difference in experience.
Levene’s Test for Equality of Variances
t-test for Equality of Means

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>Sig.</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>Std. Error Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Upper</td>
<td>Lower</td>
<td>Upper</td>
<td>Lower</td>
<td>Upper</td>
<td>Lower</td>
<td>Upper</td>
</tr>
<tr>
<td>Perseverance Q35</td>
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<td>0.80</td>
<td>3.46</td>
<td>11</td>
<td>0.005</td>
<td>1.45</td>
<td>0.42</td>
</tr>
<tr>
<td></td>
<td>Equal variances not assumed</td>
<td></td>
<td></td>
<td>3.46</td>
<td>10.71</td>
<td>0.006</td>
<td>1.45</td>
<td>0.42</td>
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</tbody>
</table>

Table 4: Independent sample t-test: item 35

**Fitness (items 3, 7, 10, 11, 14, 16, 22, 23, 33, 41)**

The frequency tables for the ten items representing fitness show that respondents mainly show agreement towards statements denoting physical and psychological fitness. When results are analysed using an Independent Sample t-test that differentiates the group on the basis of gender the results (shown in Table 5) show that females are on the whole more in agreement with the fitness statements than their male counterparts (where a score of 4 represents Agree and a score of 3 represents Agree Less).

<table>
<thead>
<tr>
<th>Gender</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness Q3 Female</td>
<td>3.86</td>
<td>1.07</td>
<td>0.40</td>
</tr>
<tr>
<td>Male</td>
<td>3.50</td>
<td>1.07</td>
<td>0.38</td>
</tr>
<tr>
<td>Fitness Q7 Female</td>
<td>4.67</td>
<td>0.52</td>
<td>0.21</td>
</tr>
<tr>
<td>Male</td>
<td>3.50</td>
<td>0.76</td>
<td>0.27</td>
</tr>
<tr>
<td>Fitness Q10 Female</td>
<td>3.83</td>
<td>0.98</td>
<td>0.40</td>
</tr>
<tr>
<td>Male</td>
<td>3.12</td>
<td>1.46</td>
<td>0.51</td>
</tr>
<tr>
<td>Fitness Q11 Female</td>
<td>4.67</td>
<td>0.52</td>
<td>0.21</td>
</tr>
<tr>
<td>Male</td>
<td>2.75</td>
<td>1.16</td>
<td>0.41</td>
</tr>
<tr>
<td>Fitness Q14 Female</td>
<td>4.83</td>
<td>0.41</td>
<td>0.17</td>
</tr>
<tr>
<td>Male</td>
<td>3.00</td>
<td>0.92</td>
<td>0.33</td>
</tr>
<tr>
<td>Fitness Q16 Female</td>
<td>4.33</td>
<td>0.82</td>
<td>0.33</td>
</tr>
<tr>
<td>Male</td>
<td>3.57</td>
<td>1.62</td>
<td>0.61</td>
</tr>
<tr>
<td>Fitness Q22 Female</td>
<td>4.33</td>
<td>0.52</td>
<td>0.21</td>
</tr>
<tr>
<td>Male</td>
<td>3.37</td>
<td>1.30</td>
<td>0.46</td>
</tr>
<tr>
<td>Fitness Q23 Female</td>
<td>4.83</td>
<td>0.41</td>
<td>0.17</td>
</tr>
<tr>
<td>Male</td>
<td>3.87</td>
<td>1.36</td>
<td>0.48</td>
</tr>
<tr>
<td>Fitness Q33 Female</td>
<td>4.33</td>
<td>0.82</td>
<td>0.33</td>
</tr>
<tr>
<td>Male</td>
<td>3.50</td>
<td>1.07</td>
<td>0.38</td>
</tr>
<tr>
<td>Fitness Q41 Female</td>
<td>4.00</td>
<td>0.63</td>
<td>0.26</td>
</tr>
<tr>
<td>Male</td>
<td>3.62</td>
<td>1.302</td>
<td>0.46</td>
</tr>
</tbody>
</table>

Table 5: Fitness – group statistic split by gender
In item 11 in Table 5 (*I am healthy and fit most of the time ever since I run my business*) females result to be more fit than their male counterparts as females are in agreement (score of 4) whilst males are in disagreement (score of 2). The independent sample t-test results for item 11 (Table 6) show that there is a significant difference in the scores for item 11 for men (M=2.75, SD=1.165) and women (M=4.67, SD=0.52) conditions; t(12)= 3.73, p = 0.003.

<table>
<thead>
<tr>
<th>Levene’s Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Lower</td>
<td>Upper</td>
</tr>
<tr>
<td>Fitness Q11 Equal variances assumed</td>
<td>2.16</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>4.14</td>
</tr>
</tbody>
</table>

Table 6: Independent sample t-test: item 11

*Competencies (items 4, 8, 12)*

The frequency tables for the three items representing competencies show that respondents mainly show agreement towards statements denoting competency in their experience as entrepreneurs. When results are analysed using an Independent Sample t-test that differentiates the group on the basis of gender the results (shown in Table 7) show that females are on the whole more in agreement with items 4 (*I usually formulate a series of steps to close the gap between the current position of my business and the desired goal*), 8 (*I will revise my product/s based on the feedback I receive*) and 12 (*I keep studying the market trends of my product/s to adjust my strategy*) than their male counterparts (where a score of 4 represents Agree and a score of 3 represents Agree Less), however still within the range of agreement therefore not showing a considerable difference in experience.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Competencies Q4</th>
<th>Competencies Q8</th>
<th>Competencies Q12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. error Mean</td>
<td>Std. error Mean</td>
</tr>
<tr>
<td>Female</td>
<td>4.50</td>
<td>0.58</td>
<td>0.29</td>
</tr>
<tr>
<td>Male</td>
<td>3.37</td>
<td>1.30</td>
<td>0.46</td>
</tr>
<tr>
<td>Female</td>
<td>4.17</td>
<td>0.41</td>
<td>0.17</td>
</tr>
<tr>
<td>Male</td>
<td>3.12</td>
<td>1.25</td>
<td>0.44</td>
</tr>
<tr>
<td>Female</td>
<td>4.83</td>
<td>0.41</td>
<td>0.17</td>
</tr>
<tr>
<td>Male</td>
<td>3.43</td>
<td>0.79</td>
<td>0.30</td>
</tr>
</tbody>
</table>

Table 7: Competencies – group statistic split by gender
**Formulating (items 17, 20, 28, 42)**

The frequency tables for the four items representing the formulating variable show that respondents mainly show agreement towards statements. When results are analysed using an Independent Sample t-test that differentiates the group on the basis of gender the results (shown in Table 8) show that females are on the whole more in agreement with the formulating statements than their male counterparts (where a score of 4 represents Agree and a score of 3 represents Agree Less).

In item 42 (*I persist in discussing with my partner/s any decision even though its difficult*) females score higher than their male counterparts as females are in agreement (score of 4) whilst males are in disagreement (score of 2). The independent sample t-test results for item 42 (Table 9) show that there is a significant difference in the scores for item 42 for men (M=2.87, SD= 1.25) and women (M=4.17, SD=0.75) conditions; t(12)=2.24, p = 0.04.

<table>
<thead>
<tr>
<th>Gender</th>
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<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
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<td>4.17</td>
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<tr>
<td></td>
<td>Male</td>
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<td>1.38</td>
</tr>
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<td>Formulating Q20</td>
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<td>4.33</td>
<td>1.21</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>3.50</td>
<td>1.31</td>
</tr>
<tr>
<td>Formulating Q28</td>
<td>Female</td>
<td>4.33</td>
<td>0.82</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>3.28</td>
<td>0.95</td>
</tr>
<tr>
<td>Formulating Q42</td>
<td>Female</td>
<td><strong>4.17</strong></td>
<td>0.75</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td><strong>2.87</strong></td>
<td>1.25</td>
</tr>
</tbody>
</table>

Table 8: Formulating – group statistic split by gender

<table>
<thead>
<tr>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Lower</td>
<td>Upper</td>
</tr>
<tr>
<td>Formulating Q42</td>
<td>Equal variances assumed</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>2.40</td>
</tr>
</tbody>
</table>

Table 9: Independent sample t-test: item 42
Preparing Students for Career Success

Table 11: Social Networking – group statistic split by gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Network Q21</td>
<td>Female</td>
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<td>0.52</td>
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<tr>
<td>Male</td>
<td>3.67</td>
<td>1.50</td>
<td>0.61</td>
</tr>
<tr>
<td>Social Network Q30</td>
<td>Female</td>
<td>4.00</td>
<td>1.22</td>
</tr>
<tr>
<td>Male</td>
<td>3.37</td>
<td>1.19</td>
<td>0.42</td>
</tr>
<tr>
<td>Social Network Q31</td>
<td>Female</td>
<td>4.80</td>
<td>0.45</td>
</tr>
<tr>
<td>Male</td>
<td>3.37</td>
<td>1.30</td>
<td>0.46</td>
</tr>
<tr>
<td>Social Network Q36</td>
<td>Female</td>
<td>3.80</td>
<td>0.84</td>
</tr>
<tr>
<td>Male</td>
<td>3.12</td>
<td>0.99</td>
<td>0.35</td>
</tr>
<tr>
<td>Social Network Q39</td>
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<td>4.50</td>
<td>0.55</td>
</tr>
<tr>
<td>Male</td>
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<td>0.71</td>
<td>0.25</td>
</tr>
<tr>
<td>Social Network Q40</td>
<td>Female</td>
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<td>0.55</td>
</tr>
<tr>
<td>Male</td>
<td>3.75</td>
<td>1.03</td>
<td>0.37</td>
</tr>
</tbody>
</table>

Discussion and Conclusion

Results in this study reflect an overall coping mechanism as new entrepreneurs who face the challenges of starting off a new business are rating themselves as using and having the resilient traits of optimism, formulating, perseverance, social networking, problem solving, and fitness. This augurs well for new Emirati entrepreneurs as entrepreneurial resilience has been correlated with overall success in the business environment (Coutu, 2002; Ayala and Manzano, 2014; Ovans, 2015).

This study also highlights the presence of a gender difference. Overall both men and women rate themselves as coping well and rated items fairly similarly, however there is a general tendency for females to rate themselves one score higher on the Likert scales of items representing resilient traits than males. In particular items related to optimism, fitness and perseverance, female respondents expressed better coping mechanisms than their male counterparts showing agreement with respect to statements of resilience unlike their male counterparts that expressed disagreement. Research has been carried out on gender differences and resilience, however not in the business field. Such research also shows psychological resilience varies by gender, culture, group, context and time (Harvey & Delfabbro, 2004; Allan, McKenna, Dominey, 2013). The need for gender specific support to new entrepreneurs together with the more generic support is evident in this research study.

Research limitations

A methodological limitation of this study is the snowball sampling method and the relative small sample which limits the generalizability of the results to the broader population. Participants were at the time of the research receiving some form of support or service from an institution and this may have influenced results. Future replication studies should attempt to obtain a larger sample with broader representation of demographic subgroups. The cross-sectional research design further limits the ability to explain cause and effect relations between the variables. Longitudinal studies could investigate how resilience influences the success of entrepreneurs over time. Future replication studies with larger samples should also assess for common method var-
Recommendations

Coaching the new entrepreneur

Coaching unquestionably has a role to play in the first years of entrepreneurship. It is generally defined as a support structure based on a close interpersonal relationship leading to learning and the development of potential, often within a context of change (Audet and Couteret, 2012). Isolated entrepreneurs risk lacking the tools and support (influencing resilience) needed to build a successful business (Gibb, 2000). The coach can play the role of facilitator and catalyst enhancing the resilience of entrepreneurs; this implies a personalized approach to coaching, focusing not on the business but on the entrepreneur as an individual. Coaching addresses the limitations of “classic” support measures predicated on passive absorption of knowledge and ready-made formulas in a lecture-type context where entrepreneurs are told what they “must” do, without being given the opportunity to really become involved. (Audet and Couteret, 2012).

Barrett (2004) writes about coaching for resilience stating that coaching for resilience needs to address five characteristics, namely, positive, focused, organized, proactive, and flexible. This entails coaching for positive characteristics (positive), clarity of purpose (focused), organization in one’s actions (organized), action in the face of adversity taking calculated risks and the ability to draw effectively on a wide range of internal and external resources to develop creative, pliable strategies for responding to change (proactive). A critical element of resilience is the ability to construct diverse solutions and to alter them if necessary (flexible). Coaching takes place within a cultural context and also needs to be sensitive to differences related to culture and gender.

Business incubators

Business incubators have a lot to contribute to the success of entrepreneurship. Such incubators may offer a holistic support framework to new entrepreneurs. Whilst addressing all aspects related to the business, the psychological and social behaviouristic aspects also need to be taken into consideration. Amongst the psychological and social behaviouristic aspects to be addressed are resilience, persuasive skills, need for achievement, locus of control, and risk taking behaviour to mention a few. Business incubators may be run by multi-disciplinary teams offering support from different perspectives.

Recommendations for future research

This research has brought to the light the need for further research in the field of entrepreneurship, gender, and culture. Research exploring the correlation between challenges and resilience of new entrepreneurs analysing the variables of gender and culture is recommended, together with using a longitudinal methodology.

Conclusion

In conclusion, this research study has explored the resilience of Emirati entrepreneurs in their first three years of business. Entrepreneurial resilience is an important predictor of business success and is found to be present amongst Emirati entrepreneurs in their first three years of business. There is, however, scope for further research as this research uncovers the presence of gender differences in resilience. To date there has been more emphasis on the challenges of female entrepreneurs in the UAE resulting in a need for research that addresses both genders. This research does not explore the challenges but the coping mechanism of resilience of entrepreneurs showing that females, although better represented in research on the challenges of entrepreneurs, are seemingly coping better in their self-appraisal of resilience. This opens the doors for future research utilizing longitudinal studies and larger samples.
Problem Solving (items 19, 25, 26, 29, 34 and 38)

The frequency tables for the six items representing problem solving show that respondents mainly show agreement towards statements. When results are analysed using an Independent Sample t-test that differentiates the group on the basis of gender, the results (shown in Table 10) show that females are on the whole more in agreement with items 25 (I evaluate all new evidences that come with my business problem/s), 34 (I make an effort to understand a problem first so I can define it), and 38 (I search information on how to strategically allocate my limited resources for efficiency) than their male counterparts (where a score of 4 represents Agree and a score of 3 represents Agree Less), however still within the range of agreement therefore not showing a considerable difference in experience.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Problem Solving Q19</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>3.00</td>
<td>1.55</td>
<td>0.63</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td>3.00</td>
<td>1.15</td>
<td>0.44</td>
</tr>
<tr>
<td></td>
<td>Problem Solving Q25</td>
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<td>0.52</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td></td>
<td>3.25</td>
<td>1.16</td>
</tr>
<tr>
<td></td>
<td>Problem Solving Q29</td>
<td>Female</td>
<td>3.80</td>
<td>1.30</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td></td>
<td>3.50</td>
<td>1.07</td>
</tr>
<tr>
<td></td>
<td>Problem Solving Q26</td>
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<td>4.67</td>
<td>0.52</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td></td>
<td>4.00</td>
<td>1.19</td>
</tr>
<tr>
<td></td>
<td>Problem Solving Q34</td>
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<td>4.33</td>
<td>0.52</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td></td>
<td>3.50</td>
<td>1.07</td>
</tr>
<tr>
<td></td>
<td>Problem Solving Q38</td>
<td>Female</td>
<td>4.67</td>
<td>0.52</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td></td>
<td>3.12</td>
<td>1.12</td>
</tr>
</tbody>
</table>

Table 10: Problem Solving – group statistic split by gender

Social Networking (items 20, 30, 31, 36, 39, 40)

The frequency tables for the six items representing social networking show that respondents mainly show agreement towards statements. When results are analysed using an Independent Sample t-test that differentiates the group on the basis of gender, the results (shown in Table 11) show that females are on the whole more in agreement with items 21 (I believe in working as a team with my business partner/s or employees to accomplish a task), 30 (I can accept other people’s vies about my business), 31 (I keep giving assistance or encouragement to support my staff when resolving conflicts), and 39 (I stay involved with the people and events around me during critical times) and 40 (I am willing to spend my time and energy to help my business partner/s or employees in need) than their male counterparts (where a score of 4 represents Agree and a score of 3 represents Agree Less), however still within the range of agreement therefore not showing a considerable difference in experience.

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References


Seven Classroom Scenarios to Promote Student Career Success

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University American College Skopje

Abstract:

Today much of the business curriculum informs students about yesterday’s corporate functions and activity. Yet Employers tell us they are seeking graduates who are on the lookout for tomorrow. So, today’s instructors need to provide a curriculum attuned to understanding change and scenarios which invent future solutions to market place uncertainty. The consistent demand by industry and the professions for future focus thinking skills requires new scenarios within which students can learn the art of re-visioning corporate functions and activity.

This paper is written to provide for a forum for the introduction of seven new curriculum ideas. The authors seek scrutiny of the ideas by our peers and invite critique of these new in-classroom approaches. The paper provides the framework of seven scenarios of learning which have been identified in the current business career literature. For each of seven scenarios the demands from industry and the professions are identified. Taking a Kiplingesque approach the paper provides scenarios for undertaking approaches to understanding these demands and providing classroom content that can offer opportunity to challenge established transmissive learning and replace it with transformative learning.

Special focus is on the future world marketplace and the uncertainty that spawns innovative new ideas and new products. The paper provides innovative scenarios, with examples, which may provide business faculty members with transformational approaches to generate the knowledge and skills that 21st century industry now demands of graduating undergraduates. A wide range of practical materials, not found in today’s business academic texts, is included for reader/conferee discussion and understanding. These scenarios are being tried and tested by the authors and colleagues. Because there is no one-size text to cover 21st century business situations the authors believe supplementary scenarios may best beget an understanding of the raw nature of our real business world. We seek scrutiny and critiques from our peers and look for a Future Focus opportunity to survey adopters of these new scenarios.

Key words: Student career success, New business scenarios, business curricula change, discredited economic theory, transformative education.

Practical Application: The paper outlines approaches to educational change in the classroom focused on preparing students for career success. Examples of materials which may be used are in the Appendices and the ideas for innovation in business learning are provided throughout the paper. The text and the appendices provide tools for instructors on which to build continuous improvement in learning and a transformation from transmissive functional and informational learning to the excitement and imagination that must accompany business innovation in times of market uncertainty.

Seven Classroom Scenarios to Promote Student Career Success

Business schools the Economist (2014) tells us face “make-it or break-it” moments, and “traditional models of many business schools are being questioned” (Lorange et al, 2014). The real need “is to change from transmissive towards transformative learning” (Sterling, 2016). The change needed requires challenge to the contemporary business education paradigm, realization that increasing complexity and interdependence act as catalysts, so metastasizing to the world market-place. Global economic pressures are seen to sideline many traditional business school curricula models and so “when the game gets tough,” the Boston Consulting Group advises “Change the game” (Lindgardt et al, 2009).

Free market economics “rooted in ideology rather than (market place) evidence” (Madrick, 2015) and once seen as “intellectual breakthroughs,” need to be reviewed. So “the accepted theory” now needs its limitations to be exposed and their hypotheses re-considered. The “invisible hand” (Smith, 1776) is
now subject to myriad government regulations; real world buying and selling opportunities remain constrained; and so many market failures expose the hypothesis of general equilibrium. “The myth of expansionary Austerity” (Demopoulos and Yannacopoulos, 2012) has been exposed and “the myth of the rational market” (Fox, 2011) has been debunked by Euro financing and the continuing series of market crashes (Minsky, 2008; Shiller, 2015). The need for transformation of the business curriculum must be seen, at least in the United States, in the context of the coming student debt bubble “explosion” itself potentially a “very big impediment to growth over the next decade” (Farr, 2014)

The business teacher, preparing students for a 21st century career, needs to discredit the theory of the free market, recognizing that this once “accepted theory” is today no more than hypothesis. Just as 10th century Oxford, the oldest English-Speaking university, asks “are the underlying assumptions of your organization feasible?” and provides a “Scenarios Programme” so this paper hope to contribute to an understanding of the complex task of preparing students for career success.

**Purpose of paper:**
In addressing the task of preparing students for success in the 21st century workforce we start with an examination of recent literatures which considers some of the most important skills that business is seen to look for when recruiting. We note that the need for change has been recognized at the program and even course level.

However, we also note that there is an absence in the literature of articles which address the in-classroom changes that may be needed to provide a more appropriate foundation for program and course curricular changes. Change recognized at the Administrative level may prove to be best implemented by classroom instructors, we are there where the rubber hits the road. The purpose of this paper is therefor to provide and generate innovative in-classroom activity which may lead to best-practice program and course changes.

So, the paper gives consideration as to how educators might reinvent the approach they take better to provide students with the now established competency requirements. Seven subject scenarios are considered as tools for innovative approaches to changing the everyday business curriculum. These are tools which are tried and true. They also offer opportunities for continuous improvement – so that they are start-ers in the mind of the authors. We hope that at presentation we may expect significant interaction with our audience so that the process of innovation continues.

**Literature:**
The literature on new scenarios at business schools is limited. The Chartered Association of Business Schools (CABS) has tried to investigate future possibilities and recognized that “best-case” scenario would improve the quality of business graduates and confirmed the need for changes to be made in the business curriculum (Wilson et al, 2014). Ideally the CABS article recognized the need for improved pedagogy and real-world management focus. These demands are echoed in articles demanding better prepared business students in the current business literature. However, at this stage the search is for new scenarios, the incentive which has generated this paper. This paper is looking beyond the “Flipped Classroom” (Bergman, 2012).

The Said Business School at Oxford has an “Oxford Scenarios Programme.” The Association to Advance Collegiate Schools of Business has published a list of “ten hypothetical Scenarios and Challenges Facing Management Education (AACSB, 2013). In both cases the approach is at the macro course level rather than in in-classroom curriculum. Our paper choses to start in the classroom and to seek methods for moving from transmissive learning to transformative learning.

Academic recognition of the need for change compliment thus compliment the demands for change coming from the business world. Representatives of those demands are covered in our introduction to the paper.
The demands for better students from the business world are also echoed for the authors at meetings they have held with their Colleges’ Business Advisory Councils and at professional conferences where they have heard the academy facing this same criticism. From current business literature, we identify seven characteristics, let’s call them scenarios, which appear to identify significant gaps between the knowledge transferred and absorbed at university and the competencies and skills which employers expect to find in graduates.

**Knowledge Transfer:**

The transfer of knowledge between generations in the workplace is “crucial” (Moore, 2016) so that development of the processes and traditions within an industry can continue “to better life for the consumer.” Recognition of the “changing role of companies in society” (Anderson, 2015) explains what entrepreneurial revolution made the IKEA catalogue “twice as widely distributed as the bible;” why phonographs and gramophones morphed into MP3 (Library of Congress, 2016); when the electric car “will beat the combustion engine into oblivion” (Reid, 2014). The demand is for those who think “outside the box” (Economist, 2016); who have acquired “the soft skills managers want” (Schawbel, 2013); and for students with self-assurance. So, business continues to look for those who have learned to “γνῶθι σεαυτόν.” Those who have recognized that career success comes from the recognition of one’s talents, the need to “know thyself” (Delphi, 4th century BC).

**Future Focus:**

“The Future cannot be predicted, but futures can be invented” wrote Denes Gabor (1964) noting that “man’s ability to invent” is the creative force which provides for the continuous development of our society. “The unhappy experience at Xerox” (Ries, 2005), “Sears’ Long Sad Fall” (Rosenbloom, 2014); and the Fall of Pan Am (Gandt, 2012) are stories from the literature of companies that failed to provide sufficient “future focus”.

The inventory of modern successful corporations provide but a brief history of companies that have to date enjoyed sufficient future focus to sustain their operations. The focus at Sony, Wal-Mart, and Delta, confirm the need for a focus more perhaps on change than mere continuous improvement. New scenarios are needed to provide the initiative to focus student attention on this aspect of sustaining corporate success.

**Complex Thinking:**

In his Treatise of Human Nature, Hume (1748) notes that a great philosopher (Berkeley) asserted that “all general ideas are nothing but particular ones, annexed to a certain term, which gives them a more extensive significance, and makes them recall upon occasion other individuals, which are similar to them.” Russell (1945) notes that a common concept such as CAT “is just as unreal as the universal CAT is.” We generate complex thoughts, we can imagine a winged horse or walking on water, without seeing either of them, yet the concepts are derived from impressions which we mix together in our minds.

From a recent survey, we learn that current employers “recommend a 21st century liberal arts education” (AAC&U Survey, 2013) to satisfy the demand for minds that are able to manage, not just handle essential business techniques. Yet many consider that “liberals have killed the liberal arts” (Thielman, 2015). The Liberal Arts (Cicero, 62 BC) focused on robust thinking about critical problems, preparing the youth of Roman citizens for service in the Empire. Today the “liberal arts” have as Thielman notes been eroded by “political correctness” and “hyper-sensitive grievance mongering.” Further at university they are seen as protected disciplines and so separated from the business curriculum. So, in the classroom we must demonstrate how, as Peter Drucker wrote (2010) “Management is a Liberal Art” and bring the humanities to the classroom where they belong.

Recognition of the practicality of a degree in (say) philosophy is lost when the emphasis in college is placed on jobs without counter-balancing technical skills with the essential thinking skills that came to American higher education “because Americans moved constantly” (Zakaria, 2015). We forget the context of Roman Law and “caveat emptor” (let the buyer beware) which demanded liberal arts thinking. Today in the United States, students live in a consumer society where “Nanny-like” regulation on sellers has so overwhelmed domestic manufacturing that shoes, clothing, and a broad range of consumer products must be
made abroad where the old Roman laws still apply. The danger is that we teach and learn protected from the realities of the rest of the world. Globalization means that “if companies don’t change they’re not going to be around” (Nadella, 2016).

**Vocational Elements**

Vocations, callings, relate to the professions or trades that may appeal to students, capture their fascination, and encourage them in learning of the history and development of that particular calling. Yet, as taught, our history, which began with the discovery of written records “demonstrably a product of intensified growth” (Edward, 1970) is limited to short excerpts which fail to tell the full story of the obstacles overcome to establish our protected consumer society. On campus we tend to “follow someone else’s dream” (Hagy 2012) when our student’s need to test opportunities in part-time activity, as interns, or discovering charitable activities as part of classroom learning.

To a great extent we are comfortable with limited reflection on the advances of the last hundred years. We do know that “those with historical understanding of past scenarios are likely to be better at visualizing what’s to come” (Ferguson, 2016). When we learn what motivated those who discovered

**STEM (Science, Technology, Engineering and Math)**

The focus of science, technology, engineering and math is largely to model our social activity. The idea is to simplify activity to key areas, to key performance indicators. An illusion is assumed that “this time is different” (Reinhart and Roggoff, 2011) and so to limit the real complexity of a situation we seek a hypothesis, even some models we dare call a theory. One example would be continuing instruction on the “free market,” in spite of the fact that we have yet to find one. Many examples may be found in diet where we provide models for diets without reflecting on the complexity of the components of the human frame.

There are pros and cons of STEM instruction. Clearly there are benefits to be gained but there are dangers if STEM is no more than “the latest educational trend” (Wujick, 2016).

**Teamwork:**

The demand for teamwork cannot be met in school by simply putting students in groups in classes. Teamwork requires time and “students need to be taught the skills they will need” (TLL, 2016) for when the leave college and become members of a real-world work team.

The instincts of teamwork may be found in college athletic teams, particularly when successful. As on the soccer field the value of teamwork is “when everyone is working together smoothly” (Half, 2016). In the global marketplace “there is no clearer divide than that between an employee and a team member” (Demetriou, 2016). Employees work from day to day content with their situation, team members share the company vision and “they are always thinking about the future.”

**Imagination:**

“At the heart of the historian’s enterprise is the imagination” (Ferguson, 2106). The interest requires reconstruction of events and often the “what if?” scenario imagining what might have happened if circumstances had been different. There is a whole world imagined around what might have happened if Julius Caesar had followed his wife’s advice on the Ides of March. We learn of a “semantic economy” (Bachhuber, 2010), a virtual world where all information is available for making profitable decisions by generating profitable new information products for which others will pay. These ideas “imagine” and that is why “imagination is the most important business skill” (Satell, 2014).

**Methods: (The Seven Scenarios)**

These then are the seven scenarios identified by industry. The purpose of this paper is to consider how we can bring these issues into the classroom and broaden the campus perspective on career success. So potential methods of bringing the scenarios to the classroom follow. The purpose is to share new ideas and secondly, to generate scrutiny and critique of our ideas, and then through interaction with our audience to generate new and improved ideas. We believe this is an area where continuous improvement in the mat-
ters we bring to the classroom will generate continuous improvement in the approach our students take to strengthening the foundations upon which their future careers will be based.

1. **Transferable knowledge** (not just knowledge transfer)

   When I was in Middle school I had no choice but to take Latin and the reward for doing well at “construe” (Webster, 2016) was the luxury of understanding ancient Greek. I was never going to use these translation skills directly in business but they do provide a rich foundation for Life, not to mention the English language, our literature and grammar. Reading Caesar’s Gallic War (in Latin) provided the experience of real-time history, Ovid, Homer and Horace perspectives on the poetries of composition and the imagination. Plato and Aristotle provided a firm foundation in ethics and philosophy. Lifetime benefits include the ability to read the Slavic alphabet, helpful when abroad, an understanding of art and architecture for pleasure all over Europe. From an understanding of the meaning of being a Roman citizen, particularly under the Antonines (Boatwright, 2014), recognition of the lifetime wealth diverse cultures may provide.

   So to bring transferable knowledge to the classroom class we discuss historical events employing the Six honest serving men questions (Appendix 1, Kipling, 1902). The choice of events will depend on the nature of the class we instruct. We can read of the death of Socrates (Plato, 399 BC) for some background in ethics; War & Peace (Tolstoy, 1869) provides a number of real world issues which can be seen in context; or the impact of bankruptcy provides an interesting background in Vanity Fair (Thackeray, 1847). For some cases video and film support may add student fascination to the written word and in this manner contribute significant understanding and knowledge transfer.

2. **Future focus** – more analysis of the past

   The challenge with future focus is to provide students with a context for their imagination. So an Instructor may provide students with a short history of changes in my lifetime along the lines in Appendix 2 (Future Focus Report) and then ask them to match each one with expected developments they can imagine being enacted in their life time. Once student responses are collected they can provide excellent seminar discussion.

   The “Six honest men” questions may also be applied in class to explain unusual examples of social transition such as

   - The Industrial Revolution (s)
   - Flight
   - Fracking

   In each case expecting students first to research the timeline of development, then to present their reflections and, for discussion, and more important to provide a narrative on what comes next – asking them (sometimes in groups) to invent the future.

   Guest lectures can be used to challenge conventional thinking. One example might be Professor Niall Ferguson and his 6 killer-aps which challenge “accepted” economic thought (Ferguson, 2011).

   Serious articles can also provide reasons “why Economists cling to discredited ideas” (Madrick, 2015) and students can be drilled, contrasting theory with hypothesis, so to discover why so many economic so-called “theories” are proved to be no more than “hypotheses.” This leads to recognition of “the practical failures of “free-market” economics” and confirms “the myriad ways in which people depart from the fictional creatures that populate economic models” (Thaler, 2015). In the real world as Amartya Sen (2000) notes, echoing Aristotle in the Nicomachean ethics, (2000) “wealth is not the good we are seeking; for it is merely useful and for the sake of something else.”

3. **Complex thinking** – (What goes wrong?)

   We use case studies when we want students “to explore how what they have learned applies to real world situations” (BU, 2016). Too often the case studies we use in class have been doctored to simplify complex issues.
Yet History provides us with cases ancient and modern for complex thinking in what went wrong. Examples which might be used in class include:

- British High Command and Gallipoli, first world war mistake – based on (Anderson, 2013)
- The graveyard of Empires,” the losses sustained by Britain, Russia, and the United States in Afghanistan.
- Space Shuttle Challenger disaster

Instructors will have their own selections. The key is to focus on the detail of why decisions were made and why they should not have been made. With the benefit of hindsight identifying the complexities that were missed provide important preparation for future decision-making.

Indeed, the historical perspective provides depth for learning. Take the idea of the division of labor and specialization noted by Xenophon in the Cyropedia (371 BC) which appears consistently in the works of the Arab Scholars. Thus Al-Ghazali elaborated these concepts in his needle factory (Illya, Vol II, 119) seven centuries before we read of the well-known Pin Factory related by Adam Smith (Wealth of Nations, Book 1 Chap 1-4). Good to have students research, read about and present their conclusions on themes like “the invisible hand” in context. This provides a forum for class reflection on the meaning of workplace risk, tax, and regulation changes which have impacted upon the idea of economic and comparative advantage since 1776.

4. Vocational elements: – the 21st apprenticeship

Undergraduate students have the experience of a changing routine as they change from High School to University. The change elements that they have encountered can be subject for one or more classes. Once the key changes have been written down students can consider how their daily routine will again be subject to change when they graduate. This then becomes the subject of a written report wherein they consider their future routine. This can then be tested against the report of intern experiences, questions to their selected advisers, and the experiences of recent graduates in the field. Local businessmen are also willing to share their experiences of the transition from college to full-time employment.

One area rarely introduced in the business curriculum is an appreciation of the need for an understanding and respect for cultural differences that impact business decision-making in the real world. There are invisible boundaries that can divide us. Two examples are illustrated by considering the Anglo-Dutch Translation guide (Appendix 2) and the Culture Map (Appendix 3) both taken from Erin Meyer’s The Culture Map (2014). Class application of the culture map certainly generates discussion and can be used to ask students to provide appropriate research support for their findings.

5. Stem (Science, Technology, Engineering & Math)

In their study on “the benefit of STEM Skills to Individuals, Society and the Economy” Ian Walker and Yu Zhun confirm the findings of many other studies that “the earnings premium for a degree has risen” in the United Kingdom as in the United States. They note that “the most convincing explanation for this is that skill biased technical change (SBTC) has proceeded at a faster rate than the rising supply of graduates.” This is confirmed as the demand for accountants and engineers grows and survey findings that MBA graduates with degrees in accounting and engineering “are most likely candidates to be in management positions as their career progresses” (Walker and Zhun, 2013).

STEM elements come together “when the greatest decisions of all time” (Nisen, 2012) are made. In particular we learn that “Decision-making is not about consensus. It depends on conflict” (Harnish, 2012). Conflict and debate are real, “major decisions are never made with unanimous agreement, the leader makes the decision and “there is always some disagreement in the air.” One way to bring this conflict to class is for the class to read Harnish’s text and then be set task of identifying key conflict issues and reflecting upon them in seminar. Another is to work through the Space Shuttle Challenger case written by Hugh Harris (2014).
Whenever possible students should visit a manufacturing plant to see the links between science, technology, engineering and math and after seeing them reflecting upon them.

6. Teamwork
So in class we read and discuss examples of great decisions, debate the best answers, and learn “how to put aside disagreement and work together for the success of the enterprise” (Harnish, 2012). We also consider the make-up of groups and the “eight ways to build collaborative teams” (Gratton and Erickson, 2007.1 and see Appendix 5) and debate each of the eight ways and generate disagreement with the views of professors from Harvard.
In particular focus on “the signature experience” (Gratton and Erickson, 2007.2).
Teamwork in the classroom – for preparation:
- Notes to presented before class – submitted to an Editor – Edited version required for presentation to the class.
- Discussion to take pace – subject elements allocated within the group
- Group graded on audited participation (by instructor, visiting judge, or perhaps by the whole class).

7. Imagination
Imagination is a key to innovation. Einstein told us that “imagination is more important than knowledge” (1929). Knowledge is after all limited to what we know while imagination provides a framework for new knowledge. Our students can share the vision of Anand Mahindra on imagination. They can share the vision of others. Then another test of the imagination, used by the authors, is to see different versions of the same Shakespeare Play and then expect the students to identify
- Scenery, costume, accent, color differences and discuss their impact
- Note the transitions
  - Black & white to color
  - Clothing
  - Female parts and the gender playing them
  - Text additions and deductions and the meaning of words
  - Time period for the play setting.
- Then provide a narrative for a new version of the play.

Then a Museum visit with a museum docent can trigger the imagination since they provide students with an understanding of the composition of a painting and some insight into the imagination of the painter.
Most important is to expect an imaginative submission from students – first in a draft so that the ideas can be discussed and the imagination stretched – then in a class presentation so that the class gets to think about their own and others imaginative powers.

Results:
“At the heart of all learning” (Cox et al, 2016) is the approach we take to understand our experiences. Thus experiential learning needs a broad array of experiences for our students to enjoy. Such a broad array will rarely come from a text book if only because by nature textbooks are out-of-date. So we need to bring to the classroom experiences which might otherwise be found in the workplace. From such experience foundations our students may build more than the seven scenarios they need for career success.
The authors employ these seven scenarios in their classes with success. The success is measured by the interest and enthusiasm of the students who find the in class approach (often without a text) attention
getting. They encounter contrast with the traditional curriculum, they find the nature of scenario classes is different and they enjoy the gentle competition in bringing ideas to class and welcome the fact that it is encouraged.

In this context I am reminded almost every class by the array of electronic activity that had I suggested in class that one day I might be able to telephone my parents without a landline, indeed without wires, and see them and their faces and they could see mine – that I would have been at best treated kindly and asked to sit down and perhaps come up with an idea more likely for the then real world. A number of such ideas are coming into my classes and I welcome comment on their likelihood in tomorrow’s real world.

Discussion:

This paper is written to capture the theme of the ACBSP (Accreditation Council for Business Schools and Programs) conference in Dubai. Here is an opportunity to challenge the traditional business education paradigm. A modernist approach seeks newer educational prototypes that take account of the broader social and cultural paradigms that transform market places as the pace of international trade accelerates.

The paper provides seven beta stage scenarios. And the purpose is to identify as yet unknown bugs and to expand beyond these present ideas with the help of those to whom these ideas are presented. Thus we expect to provide a framework for continuous improvement in the nature and the wealth of ideas that we together may bring to our students to sustain these seven scenarios and perhaps others as we try to keep up with the changes seen everyday in global business practices. So yes, that is quite a vision, and we are confident our readers and our audience will add perspective.

Research Opportunities:

The scenarios in this paper are new. The use and implementation of these scenarios is being tested and tried by the authors and other faculty in this the beta-stage for these scenarios. As the use of these scenarios is varied and increased, there will be significant research opportunities to compare the details of implementation by different instructors and to survey the impact students find the scenarios have on their transition from academic life to the real world of business.

Let us remember that the future managers we prepare for success will need to understand that management is a liberal art so they need to be able to bring their learning from history and economics, philosophy and psychology, electronics and the physical sciences, into their scenarios. Knowledge of the humanities are fundamental to success in business and in the real world they are not considered a disciplines which are separate from successful business.

We are not aware of any literature which takes the seven ideas here expressed and translates them into in-class scenarios. This then is an initial attempt to do so.

We expect these scenarios will be improved by the scrutiny with which our colleagues and business advisers will provide and by the critiques provided by you, our readers and audience, for which we thank you.

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Appendices

Appendix 1

The Six Honest Serving Men

I KEEP six honest serving-men
(They taught me all I knew);

Their names are What and Why and When

And How and Where and Who.

I send them over land and sea,

I send them east and west;

But after they have worked for me,

I give them all a rest.

The Elephants Child, Rudyard Kipling, 1902
Appendix 2:
Future Focus Report

Past 50 years Initiatives

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**Communications:**

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<td>2003</td>
<td>Skype released</td>
</tr>
<tr>
<td>2007</td>
<td>iPhone</td>
</tr>
<tr>
<td>1974</td>
<td>HP-65 Programmable calculator</td>
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<td>IBM Personal Computer 5150</td>
</tr>
<tr>
<td>2010</td>
<td>iPad</td>
</tr>
<tr>
<td>1969</td>
<td>ARCA connects 4 universities</td>
</tr>
<tr>
<td>1972</td>
<td>Email by Ray Tomlinson</td>
</tr>
<tr>
<td>1982</td>
<td>Word “Internet” used for first time.</td>
</tr>
<tr>
<td>1998</td>
<td>Google opens office</td>
</tr>
</tbody>
</table>

**Transport:**

**Air:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976</td>
<td>Concorde – 1st supersonic passenger flight</td>
</tr>
<tr>
<td>1993</td>
<td>Ticketless travel initiative</td>
</tr>
<tr>
<td>2001</td>
<td>TSA established – security enhanced</td>
</tr>
</tbody>
</table>

**Rail:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1979</td>
<td>High-speed trains introduced in France</td>
</tr>
<tr>
<td></td>
<td>Speed at 330 mph.</td>
</tr>
<tr>
<td>2004</td>
<td>Maglev (magnetic levitation) in China</td>
</tr>
<tr>
<td></td>
<td>Speed at 268 mph.</td>
</tr>
</tbody>
</table>

**Auto:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>Honda &amp; Toyota introduce hybrid engines</td>
</tr>
<tr>
<td>2009</td>
<td>Active park assist</td>
</tr>
<tr>
<td>2009</td>
<td>Uber and first commercial electric cars</td>
</tr>
<tr>
<td>2015</td>
<td>Auto-pilot Tesla</td>
</tr>
</tbody>
</table>

Students and faculty free to add other areas.
## Anglo-Dutch Translation Guide

<table>
<thead>
<tr>
<th>What the British say</th>
<th>What the British mean</th>
<th>What the Dutch understand</th>
</tr>
</thead>
<tbody>
<tr>
<td>With all due respect</td>
<td>I think you are wrong</td>
<td>He is listening to me</td>
</tr>
<tr>
<td>Perhaps you would think about ... I would suggest ...</td>
<td>This is an order. Do it or be prepared to justify yourself.</td>
<td>Think about this idea and do it if you like.</td>
</tr>
<tr>
<td>Oh, by the way</td>
<td>The following criticism is the purpose of this discussion</td>
<td>This is not very important</td>
</tr>
<tr>
<td>I was a bit disappointed that ...</td>
<td>I am very upset and angry that ...</td>
<td>It doesn't really matter.</td>
</tr>
<tr>
<td>Very interesting</td>
<td>I don't like it</td>
<td>He is impressed</td>
</tr>
<tr>
<td>Could you consider some other options?</td>
<td>Your idea is not a good one</td>
<td>He has not yet decided</td>
</tr>
<tr>
<td>Please think about that some more.</td>
<td>It's a bad idea. Don't do it.</td>
<td>It's a good idea. Keep developing it.</td>
</tr>
<tr>
<td>Im sure it's my fault</td>
<td>It's not my fault</td>
<td>It's his fault</td>
</tr>
<tr>
<td>That is an original point of view</td>
<td>Your idea is stupid</td>
<td>He likes my idea!</td>
</tr>
</tbody>
</table>

*Source: Nanette Ripmeester in Erin Meyer's TheCulture Map*
## The Culture Map

### 1. Communicating
- Low Context
- High-Context

### 2. Evaluating
- Direct negative
- Indirect negative
- Feedback

### 3. Persuading
- Principles first
- Applications first

### 4. Leading
- Egalitarian
- Hierarchical

### 5. Deciding
- Consensual
- Top-down

### 6. Trusting
- Task-based
- Relationship based
7. Disagreeing

| Confrontational | . | . | . | . | . | . | Avoids Confrontation |

8. Scheduling

| Linear Time | . | . | . | . | . | . | Flexible Time |

Source: Meyer, 2014 page 17 (For conference link in USA and UAE.)

Appendix 5

Collaborative Team Building

Success Factors:

- Signature relationship practices
- Modelling behavior
- Creating a “gift culture”
- Ensuring the requisite skills
- Supporting strong sense of community
- Task and relationship leadership
- Building on heritage relationships
- Understanding role clarity and task ambiguity

Collaborative Conundrums:

- Size
- Virtual participation
- Diversity
- Education levels

Source: Gratton and Erickson (2007)

-------Ends.
Consider submitting your article and publishing in the ACBSP Transnational Journal of Business
Virtual Reality: A Literature Review

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Abstract
Virtual Reality (VR) technology, sometimes called Virtual Environments (VE) has drawn much attention by researchers and companies in the last few years. Virtual Reality is a term that applies to computer-simulated environments that can simulate physical presence in places in the real world or in imaginary worlds. With virtual reality, we can experience the most threatening and exhausting situations by playing safe and with a learning perspective. Virtual Reality has been a promising technology applicable in various domains of application such as medical care, health care, education, scientific visualization, training simulators, and entertainment industry. In recent years, the application of Virtual Reality technologies has greatly increased. However, very few people really know VR. This purpose of this paper is to find new knowledge from existing literature on Virtual Reality and use this scrutiny to recognize research gaps that may stimulate future research.

Keywords: Virtual Reality, Virtual environment, training simulators, applications

1. INTRODUCTION
Virtual reality represents both the hope and the hysteria of computer science. reality (VR) is a technology that uses computer graphics to mimic or replicate an environment, frequently using sensory stimuli (visual, auditory, tactile, etc.) to lead users to perceive an simulated environment as real (Bailenson and Blascovich, 2005). Virtual Reality (VR) is a computer-based technology that provides visual, aural and tactile stimuli of a virtual world generated in real time. This is usually achieved by isolating the user from the sensorial signals of the real world, thus creating the immersion effect. Virtual Reality technology permits users to intermingle with three-dimensional data, providing a theoretically influential interface to both static and dynamic information (Bailenson and Blascovich, 2005).

It can take many forms ranging from simple computer graphics of 3-dimensional shapes to greatly interactive, totally immersive, multisensory environments in a laboratory. The last type of virtual reality is generally denoted to as immersive virtual reality (IVR). VR experiences are wide-ranging and can be passive permitting users to watch as simulations pass by (Bamford, 2011), or they can be energetic allowing users interact with representations of real objects by using and rotating them to different orientations with a handheld device (Bailenson and Blascovich, 2005; Lee & Wong, 2014).
Virtual Reality (VR) is a popular system for simulating reality using computer technology that makes the user indulged in the environment. Virtual Reality (VR) is defined as an interactive computer generated environment with three-dimensional objects and locations that can simulate both planned/designed models and real world scenes. It makes the world be real enough to believe, using enormous computing power. Using VR makes the user feel complete immersion. Virtual Reality embraces a diverse amount of field applications, such as the military, educational, medical, entertainment fields, among others (Bailenson and Blascovich, 2005; Bamford, 2011).

The VR technology comes from more than forty years of development in areas such as computer science, electronics and psychology. From the beginning, VR has been used for simulation and training, mainly in the military arena. Therefore, the use of this technology was justified not because of its added value as an educational tool but mainly because military VR simulators allow to test different situations without putting extremely expensive material and personnel in high risk situations. Due to cost reasons, the use of VR technology was associated in the beginning with scientific military visualization, and entertainment. Other applications were only made possible with the decrease in equipment costs in the past few years. Other areas of VR applications are medicine and education (Bailenson and Blascovich, 2005; Lee & Wong, 2014).

This paper will focus on giving the reader not familiar with virtual reality technology a fundamental understanding of virtual reality, its devices, briefly passing through the history and evolution of the field and giving special attention to technical information regarding currently available technology. First, we define the nature of virtual reality and virtual environments. All components of VR application and interrelations between them are thoroughly examined. New research directions, technological frontiers and potential applications are pointed out.

2. Virtual Reality: Literature Review

2.1 History of VR

In the late 1970s, the term "virtual" began to be used to refer to extremely interactive environments, such as "virtual cockpits" for flight simulations or other distinctive types of "virtual workstations," also defined as "virtual worlds" or "virtual environments." The chief characteristic of these environments was that the physical interface between operator and computer was no longer restricted to keyboard and screen. The expression "Virtual Reality" (VR), launched in 1989 by Jaron Lanier, first scientist and chairman of the board of VPL, a major manufacturer of VR, has been intensely promoted by mass media. It has conveyed substantial public attention toward a research area covering a comprehensive range of rather diverse experiences (Biocca, 1992). An early approach to the construction of interactive synthetic worlds was "Artificial Reality" (AR), developed from the mid-1970s forwards by Myron Krueger (Krueger, 1991). AR was proposed as a technology permitting full-body contribution in computer events which were supposed to be "so compelling that they would be accepted as real experience" (Krueger, 1991). Subsequently, AR was self-supporting in its domain of application and free from the need to conform to the physical reality of daily life.

The "cyber" viewpoint is more modern and more aspiring. The term, developed by William Gibson, became prominent through the science fiction cult book "Neuromancer" (1984) which encouraged the dream of a new kind of social interaction (Gibson, 1984). Cyberspace is "a parallel universe created by the world's computers and communication lines. A world in which the worldwide traffic of knowledge, secrets, measurements, indicators, entertainments, and other-human agency takes on form" (Benedikt, 1991, p. 1).

In spite of the unusual highlighting placed on technology, Lanier complains that people are extremely reliant on technological models and objects of the "horrible substitution of information for human experience." He believes that this happens because "technology has been so overwhelmingly successful that it serves for most people as the most creative metaphor for what they are" (Lanier & Biocca, 1992). This reflection, stressing the latent danger of the prevalence of technological metaphors, is somehow discrepant with respect to the precedence accorded to the technological side of VR.
Currently, "the focus of VR is technological, rather than experiential. The locus of VR is a collection of machines" (Steuer, 1992, p. 73). Speaking of VR means tempting the image of a computer capable of real-time animation, controlled by a set of wired gloves and a position tracker, and linked to a head-mounted stereoscopic display for visual output. Stress on technology is comprehensible, as the quality of VR experiences still leaves much to be preferred and hopes of real enhancements rely on technological research, but inspecting VR merely as a technological object is barely acceptable by researchers in behavioral sciences who are interested in VR as a communication environment.

Wan et al. (2013) pointed out virtual reality (VR) as to create an environment through the simulation of computer equipment and add real or virtual pictures in the simulated situations to comprehend the situation. Such an environment presents extremely genuine interaction, permitting the users viewing the pictures produced by computers, operating and interacting with the objects through the man-machine interface, easily moving in the space for the senses of immersion and participation, and further experiencing personally on the scene (Wan et al., 2013).

In current years, Virtual Reality (VR) engendered both interest and misperception. The first healthcare applications of VR started in the early '90s due to the need of medical staff to visualize complex medical data, mainly during surgery and for surgery planning (Chinnock, 1994). These factors are obvious in the wide-ranging material published in both scientific and popular press, and in the feasibly unrealistic expectations held by healthcare professionals (Riva, 2002). Since 1986, when Jaron Lanier (1987) used the term for the first time, VR has been commonly designated as a pool of technological devices: a computer capable of interactive 3D visualization, a head-mounted display and data gloves equipped with one or more position trackers (Lanier, 1987). The trackers sense the position and orientation of the user and report that information to the computer which updates (in real time) the images for display.

Rubino (2002), McCloy and Stone (2001), Székely and Satava (1999) in their reviews share the same vision of VR: “a collection of technologies that allow people to intermingle proficiently with 3D computerized databases in real time using their natural senses and skills” (Burdea, 2003; Brooks, 1999). Virtual reality (VR) was initially perceived as a digitally created space that humans could access by donning sophisticated computer equipment (Lanier, 1992; Rheingold, 1991; Sutherland, 1968). Any definition of VR is further confounded by a declaration that it is not a technology, but other set of evolving phenomena which are enabled by another set of fast developing technologies and informed by yet another complex set of socio-cultural influences. VR is a set of fast developing computer-generated phenomena in search of a definition.

2.2 Definition of VR

The term Virtual Reality (VR) was defined differently by many authors. Rouse (2015) defined VR as an artificial environment that is created with software and presented to the user in such a way that the user suspends belief and accepts it as a real environment. On a computer, virtual reality is primarily experienced through two of the five senses: sight and sound. Research has proven that hearing is arguably more relevant than vision to a person’s sense of space and human beings react more quickly to audio cues than to visual cues. In order create truly immersive Virtual Reality experiences, accurate environmental sounds and spatial characteristics are a must. (Fowler, 2015).

There are some to whom VR is a definite collection of technologies (i.e. Head Mounted Display, Glove Input Device and Audio Device). Others stretch the term to comprise movies, games, entertainment and imagination. Virtual Reality is a way for humans to envision, use and interact with tremendously complex data in a diversity of immersive environments. A computer is used to create visual, auditory or other sensual outputs to the user. The user can interact with the virtual world and directly use objects within it. Some worlds are animated by other processes such as physical simulations or simple animation scripts. Interaction in an immersive environment is possibly the utmost stimulating part of virtual reality. In conventional human-computer interaction, humans stay "separated" from the computer environment. In VR, humans are completely immersed in the visualization-based world. They have the capability to manipulate and interact with the objects scrutinized just as they do in the real world. Virtual Reality is regularly
denoted to by other terms, such as Augmented Reality, Synthetic Environments, Cyberspace, Artificial Reality, Simulator Technology and Immersive Environments. All of these terms in fact refer to the same thing - Virtual Reality (VR). VR remains the most used term by the media.

In conclusion, Virtual reality is the creation of a virtual environment presented to our senses in such a way that we experience it as if we were really there. It uses a multitude of technologies to attain this goal and is a technically multifaceted feat that has to account for our perception and cognition. It has both entertainment and serious uses. The technology is becoming cheaper and more prevalent. We can presume to see many more advanced uses for the technology in the future and definitely a vital way in which we communicate and work.

The simplest form of virtual reality is a 3-D image that can be explored interactively at a personal computer, usually by manipulating keys or the mouse so that the content of the image moves in some direction or zooms in or out. More sophisticated efforts involve such approaches as wrap-around display screens, actual rooms augmented with wearable computers, and haptics devices that let you feel the display images. Jackson on 2015 provided a new definition of VR which is about the use of computer technology to create a simulated environment. Unlike traditional user interfaces, VR places the user inside an experience. Instead of viewing a screen in front of them, users are immersed and able to interact with 3D worlds. By simulating as many senses as possible, such as vision, hearing, touch, even smell, the computer is transformed into a gatekeeper to this artificial world. The only limits to near-real VR experiences are the availability of content and cheap computing power.

Experts and authors have divided VR into two categories (Fuchs, Moreae, and Guitton, 2011; Fowler, 2015). These are the simulation of a real environment for training and education. And the development of an imagined environment for a game or interactive story. Dredge, (2016), Fuchs, Moreae, and Guitton, (2011); and Fowler, (2015) have focused on Virtual Reality technology as most immediately recognizable component is the head-mounted display (HMD). With a multiplicity of emerging hardware and software options, the future of wearable is unfolding but yet unknown. Concepts such Google Cardboard, Samsung Gear VR and Epson Movario are leading the way but there are also players like Meta, Ave-gant Glyph, Daqri and Magic Leap who may surprise the industry with new levels of immersion and usability. Whomever comes out ahead, the simplicity of buying a helmet-sized device that can work in a living -room, office, or factory floor has made HMDs center stage when it comes to Virtual Reality technologies.

3. Characteristics of VR

Virtual Reality is a concept that can be defined as simulation of a space or world allowing a participant to interact and move inside of that world. While virtual devices have existed in different forms, it has now seen a rise in application mainly due to the advances in digital technology. Current VR devices take advantage of Stereoscopy which translated from Greek means “firm” (stereo) and “see”. Stereoscopy is the concept of using two images to create the illusion of three dimensions. The brain is tricked into thinking that a three dimensional space is being viewed (Staples, 1986). This is due to the relationship between what the eyes see and how the brain interprets colors and light and tries to derive meaning from what it sees. The brain determines what is close and what is far away. Stereoscopy recreates this effect in a close-to-real way (Staples, 1986).

Starting with stereoscopic cards, 3D viewing has been in use since the mid 1800’s. Like motion pictures it was viewed as a novelty and could be accessed in entertainment spaces. Since then it has evolved cards into the VR of today. In the timeline of 3D viewing there are some definitions and milestones that are shown in the table on the following page.

The leap between cards and digital VR began in 1985 when Jeron Lanier coined the term “Virtual Reality”. Lanier worked on several devices including the Data Glove which was later marketed as the Power Glove. The Power Glove was expensive and did not work well. From this point up until today the main focus for VR was still entertainment, particularly video games. Gaming and software companies were experimenting with various solutions and over next 20 years VR was seen as the next step after 3D, but without any successful products. However, the digital revolution has made technology more affordable and easier to use. This has in turn enabled faster processing power, more memory and better screens.
That brings us to today where the first VR headsets will be available as consumer products (DeMichele, 2016).

Table 1: Definitions and Milestones

<table>
<thead>
<tr>
<th>Side-by-side</th>
<th>Freeviewing</th>
<th>Freeviewing is viewing a two almost identical images side-by-side without using a viewing device (Network, 2009).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autostereogram</td>
<td>This also works without a device. The autostereogram works by looking at a single image and relaxing the eyes so that do not focus on the same spot.</td>
<td></td>
</tr>
<tr>
<td>Stereographic cards</td>
<td>Two almost identical images. Different angles are used.</td>
<td></td>
</tr>
<tr>
<td>Transparency viewers</td>
<td>First used in the 1800s on glass this technique was brought back in the 1950’s and 60’s by product such as the View-Master.</td>
<td></td>
</tr>
<tr>
<td>Head-mounted displays</td>
<td>Instead of cards two LED screens are used inside a head mount.</td>
<td></td>
</tr>
<tr>
<td>3D Viewers</td>
<td>Works by using a pair of electronic glasses that shut off the right eye lens and then the left one in sync with the images on screen. Many modern TVs use this technique.</td>
<td></td>
</tr>
<tr>
<td>Passive viewers</td>
<td>There are many passive viewer devices on the market today. These include 3D for TV, Polarization systems, Anaglyph 3D which are the famous red and green glasses from the 50’s, ChromaDepth</td>
<td></td>
</tr>
<tr>
<td>VR</td>
<td>Head-mounted displays Standalone devices set be launched in 2016 by companies such as Oculus, Samsung, HTC and Sony.</td>
<td></td>
</tr>
<tr>
<td>“Card-board” headsets</td>
<td>Mainly launched by Amazon these devices use a standard smart phone loaded with the required app. It is even possible to make a card-board head set using a pizza box and two lenses.</td>
<td></td>
</tr>
</tbody>
</table>

Adopted from Bailenson and Sackman, (2014)

The VR headsets which are due to launch in 2016 use a combination of visual and audio stimuli. Some companies are planning to add a handheld device so that touch is also possible, pushing, grabbing and lifting virtual objects. For these headsets the main focus is still on gaming and entertainment. The card-board device launched by Google comes with a free demo which includes a cartoon animation, Google maps, a virtual archeology exhibition and a tour of Versailles (Luckey, 2015; Dredge, 2016). How close the experience to the level of reality is perceived by the user depends to some extent on the technology. The higher amount of computer, the higher the level of detail is allowed in the visuals and audio. The top level devices can evoke strong emotions in the users, such as fear and joy. Although most forms of VR utilize audio and video stimuli, some developments are being made that allow touch and even smell. Haptic feedback occurs when active touch is allowed so that users can interact with virtual objects in a way that feels real (Tiest, 2010). Allowing to touch and feel objects as if there were actually in the same space as
the user would certainly have benefits in the obvious fields of medicine and engineering. There is also the space itself. The user walking in a space and touching objects that are not real. Some developers are working on treadmill-like device allowing the user to stay in one spot while exploring are larger virtual space (Tiest, 2010). In an immersive digital environment the user is part of an artificial, interactive, computer-created space or "world" (Nechvatal, 2009). The key word for VR is “immersiveness”, meaning how well the VR space imitates or simulates a space that the user recognizes or believes in. The more the technology is pushed forward the more the immersive the experience will be (Nechvatal, 2009).

Actual ways to add the final two senses, smell and taste, is yet to be seen, but one can again look to entertainment in order to predict where the technology might be headed. Some cinemas now have 4D where the audience experiences motion, smoke, moisture, and wind while watching a movie. As with the rest of VR, these features remain unexplored when it comes to the uses in education. One of the negative effects of VR is Simulation Sickness, or simulator sickness, is similar to motion sickness and can be exhibited when watching 3D movies or playing video games (Nechvatal, 2009).

Finally there is the danger that VR will simply be a fad. The latest revival in 3D has yet to catch on and without sustained consumer interest, the entertainment side of VR may fade away. The Segway was to be the new way of transportation but has remained a niche product. If the momentum of VR slows down there is a danger that the technology will not evolve into scientific applications and that the uses for VR in education will not be fully explored (Dredge, 2016).

4. Application of VR

As with many new technologies, the question must be raised about VR’s potential beyond entertainment. So far, not many applications are being developed in the field of education. With the advent of VR many artists are embracing this new medium as a tool of expression.

Some applications can be described as infotainment when it concerns a tour of a famous palace, a museum or a map. In terms of higher education there are obvious uses, when it comes to studying something in detail and a virtual place which would normally be too expensive, too dangerous, too distant or otherwise impractical to study. The parameters can be summed up as:

- Overcoming Obstacles
- Enhancing Pedagogy

There various boundaries between what a person wishes to experience and the reality of a situation. If it is possible to dissolve this boundary and make possible an experience which would otherwise not be possible, this the opens up new avenues of exploration. VR can overcome some obstacles that previously used to make an experience either impossible or impractical. The table below shows the advantages that VR has when overcoming learning obstacles (Korolov, 2015).

<table>
<thead>
<tr>
<th>Obstacle</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human risk</td>
<td>Open heart surgery, Construction site, Combat training</td>
</tr>
<tr>
<td>Distance</td>
<td>Museum field trip, Marine biology</td>
</tr>
<tr>
<td>Complexity</td>
<td>Mechanical engineering (car engine), Architecture</td>
</tr>
<tr>
<td>Financial cost</td>
<td>Space travel</td>
</tr>
<tr>
<td>Therapy</td>
<td>Overcoming fear of heights</td>
</tr>
<tr>
<td>Engagement</td>
<td>Accounting, Law</td>
</tr>
</tbody>
</table>

Adopted from Korolov, 2015

One study showed that some medical personnel were able to dissect a gallbladder 29% faster than a normal group because VR had been used for training (Surg, 2012). In this case the use a VR was able to enhance the learning of the student. There is also the probability that VR can improve the learning
experience by making it more fun. This would allow VR to be a tool for enhancing the pedagogy aspect of education. If engagement is increased then so is the effectiveness of the learning session (Korolov, 2015).

The concern for a new technology like VR is how big of an impact it will have in actual pedagogy. How will VR be able not only to replicate a learning experience but to enhance it? Will a virtual field trip to a warehouse be a better learning experience or merely a hi tech version of the same experience? The danger is that the medium overshadows the learning objective and that the delivery of education is lost or diminished (Fowler, 2015).

The digital revolution has been rapidly entering education in the past ten years. This goes beyond using computers. At an increasing number of institutions this trend has been felt in a number of ways. Institutions introduced the paperless cloud-based learning environment. BBLearn is being used for eBooks, slides, exams and report submissions. Education is becoming increasing digital (Fowler, 2015).

Over past ten years there has been a continuous trend of investment in education. This is true for the most industrialized countries. This trend is not set to slow down. Many college students still prefer paper textbooks (Derla, 2015). However, it is fair to assume that the younger generation now growing up with digital devices will expect their learning media to be predominantly digital in some form.

For most college and university courses the transition from tangible to digital is fairly easy. If the course requires a textbook and presentation materials, these can be transferred to a digital platform with the help of suppliers such as BBLearn and publishers. This has been gradually happening over the past five years. But for some courses there may be a practical element which makes the digitalization more challenging. In engineering, media and medicine students need to observe and study tangible objects a specific environment (Kumparak, 2015).

VR may also become a useful tool in itself for the graduating students. The stakeholders for students include industry and employers. The question is how these parties view new technology as a way to enhance business, communication or other areas of the organization. The first computers were used for the science and then for business. When Personal Computers were made in the late 70’s no one was quite sure on the applications. The marketing campaign for the first Apple Personal Computer featured a housewife with a Mac in her kitchen using the device to store recipes (Kumparak, 2015). Only later were the advantages of the computer as a calculator, typewriter, textbook and calendar discovered by the users and the developers. This is likely to happen in the same way for VR (Kumparak, 2015, and Wojcicki, 2015).

5. Future of virtual reality:

Further research in virtual reality is required to develop and improve the instructional practices and technological tools. Dredge on (2016) raised questions concerning the future of virtual reality. Earlier many authors have discussed future of VR as a key challenge since it is between the introduction and growth stages of its life (Fucks, Moreau, and Guitton, 2011; and CCRA, 2012). Dredge had questioned whether 2016 is the year that virtual reality (VR) finally makes its breakthrough as a mainstream technology? Authors such as Fowler (2015), and Dredge (2016) are concerned to what extent of mainstream is virtual reality really going to be? There is evidence that key technology world players such as facebook, and sony’ play station will invest heavily in virtual reality in the near future (Zuckerberg, 2015). “One day, we believe this kind of immersive, augmented reality will become a part of daily life for billions of people,” wrote Zuckerberg in March 2014, when he announced the acquisition. Facebook sees VR as the next big computing platform, but that will depend on it becoming a really conventional device (Zuckerberg, 2015).

6. Conclusion

All indications are that computer-generated technology, such as virtual reality, will continue to become a much greater part of organizational operations and training methods in the future. Virtual reality is the creation of a virtual environment presented to our senses in such a way that we experience it as if we were really there. It uses a host of technologies to achieve this goal and is a technically complex feat that has to account for our perception and cognition. It has both entertainment and serious uses. The technology is becoming cheaper and more widespread. We can expect to see many more innovative uses for the technology in the future and perhaps a fundamental way in which we communicate and work thanks to the possibilities of virtual reality.
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Quality Management System in Education Organizations: Literature Review

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Abstract

The QMS has become a communal choice of strategic management tools in the higher education setting. Consequently, implementation of QMS is critical in confirming the effective and efficient implementation of work process and procedures to achieve the college goal to provide the educational services to various stakeholders. ISO 9001 is a management system that shapes the minimum requirements for educational organisations to follow for Quality Management Systems (QMS).

This paper presents comprehensive description of the process of implementation quality management system according to ISO 9001: 2008 standard, which has the noteworthy impact on improving the quality of education. This paper reviews the literature on the ISO 9001 and QMS in order to help colleges/universities in implementing the Quality Management System (QMS).

The purpose of this paper is to find new knowledge from existing literature on QMS and then use this scrutiny to recognize research gaps that may stimulate future research. It also contributes to an ongoing discussion on the content and implementation of a quality system version related to ISO 9001 QMS, known as ISO 9001:2008. This paper will help the universities in implementing the Quality Management System (QMS).

**Keywords:** QMS; ISO 9001:2008; implementation, developing, higher education.

INTRODUCTION

Presently ISO 9000 Quality Management System “QMS” is a prevalent interest in the ISO 9001:2000 QMS due to the standardization and requisite of quality objective. The ISO 9000 emphases on designing and establishing a quality management system to meet and improve the requirements of the customers, organizations and other interested parties. Though quality management system has its origin in the manufacturing industry, it is now more international in scope and pervades through all sectors of the economy including universities. The QMS has become a common choice of strategic management tools in the higher education setting. Consequently, implementation of QMS is critical in confirming the effective and efficient implementation of work process and procedures to achieve the college goal to provide the educational services to various stakeholders. This literature review examines the previous studies on quality management system, ISO 9001 QMS, its principles, implementation of ISO 9001 QMS, the relationship between motivation for ISO 9001 certification and implementation effort of ISO 9000 QMS, the relationship between implementation effort of ISO 9000 QMS and organizational performance, and the effects of organization size and length of ISO 9000 implementation.

The education and educational organizations are experiencing extraordinary changes in established systems and delivery technologies, customer needs, and also government prospects (Ismail et. al., 2006). In the perspective of higher education, a perceptible trend has been that of increasing competition among universities and higher education institutions to attract students from across the globe. “Quality” has arose as a theme employed as they compete with each other. Competitive forces have forced colleges to look for alternate strategies. (Sohail et al., 2003).
In response to globalisation and augmented customer prospects, many organisations around the world have been using quality management systems (QMS) under the ISO 9001 standard. Bestowing to the latest survey of the International Organisation for Standardisation (ISO, 2009), at least 982,832 ISO 9001 certificates have been dispensed in 176 countries up to the end of 2008, signifying 5.9 times higher over 2002. The ISO 9001 is an international standard belonging to the ISO 9000 series that states a set of minimum provisions for applying QMS (Goetsch and Davis, 2002), normally signifying the first step towards implementing a total quality management (TQM) philosophy (Anderson et al., 1999; Gotzamani and Tsiotras, 2001; Martínez-Costa et al., 2009).

In 1987, the International Organization for Standardization (ISO) established a set of quality standards acknowledged as ISO 9000 as a model for quality assurance and quality management for organizations intricated in design, development, production, installation and service. Remarkably, however, there is a dearth of empirical research about the implementation of ISO 9000 in educational institutions. Some authors (Peters, 1999; Labarre, 2000) debate the relevance of ISO 9000 to education. Others (Stimson, 2003; Bae, 2007) study whether ISO 9000 helps to improve student accomplishment.

This paper empirically examines the implementation of ISO 9000 in educational institutions through a case study strategy. In particular, it focuses on the benefits and success factors of the adoption of ISO 9001:2000 in educational institutes. It is trusted that its findings may contribute to the constant debate on this area and, thus, may help other colleges, universities and teachers to maximise benefits, anticipate issues and develop strategies towards a firm implementation of this standard.

2. LITERATURE REVIEW

ISO 9000 QMS standards is broadly known as the international standard of quality management (Lee et al, 2009). The ISO 9000 series of quality standards have been available for approximately two decades. They serve as strategies for any organization keen to launch or improve its quality management system (QMS). A review of relevant literature is presented in this section.

2.1. ISO Background

ISO 9001:2008 is the standard instructing requirements for the certification of a quality management system in the profit and non-profit organizations. This standard stipulates the fundamental principles for handling quality concerns of the activities of organizations under the following five requirements: Quality Management System; responsibilities of leadership; management of resources; building quality management system according to ISO 9001:2008 standards will help and support organizations to create standard techniques to control activities, and allocate the right task for the right employee while managing organizations. Quality management system will support employees work exactly right from the start and persistent-ly improve the work via active monitoring and administering. A good quality management system not only helps improve quality, operation effect and bring satisfaction for customers but also helps train new employees to approach work more rapidly.

The ISO 9000:2000 standards are a set of interconnected ideas, principles and rules. The purpose of this series is to assist organisations to implement and maneuver effective QMS. The basic idea of the ISO 9001:2000 is to necessitate an organisation to efficiently use and implement its QMS (Tsim et al., 2002). Since its introduction in 1987, the ISO 9000 standards have received widespread acceptance; the number of organizations certified for ISO 9001 has grown immensely. According to a survey conducted by ISO in 2009 (ISO Survey, 2009) the total number of certifications at the end of 2009 surpassed one million. With respect to the Arab countries, almost all of them have certified organizations for ISO 9001; nonetheless, the Arab countries were not the early adopters of ISO 9001 as was the case with the European countries.
ISO 9001: 2008 Standard ISO stands for ‘International Organization for Standardization’. It defines its standard as, “ISO 9001:2008 is the standard that affords a set of standardized requirements for a quality management system. ISO 9001:2008 is appropriate to all organizations, businesses with their not counting for scope, scale, products or services. These criteria/standards are used for the purpose of certification, as required by the client, management organization or basically improve the quality and operation influence of the organization or business. 9001:2008 affords a system experienced internationally/ in a global scale so as to implement systematic management methods for processes in an organization, thereby creating a product that meets the requirements and expectations of customers stably. The following benefits will be achieved when implementing effective quality management system in accordance with ISO 9001:2008 standards:

- Assist organizations build standard processes to implement and control tasks;
- Preclude errors, reduce redoing thereby improving productivity and work efficiency;
- Plainly define the responsibilities and authorities in organization;
- Documents accomplished qualitatively are means of training, sharing knowledge and experience;
- Assist improve the quality of processes and products frequently;
- Create the underpinning for building a working environment skillfully and effectively;
- Boost/ Build reputation/ esteem and image for organizations

The ISO 9000 is nowadays a sequence of standards valid to any organisation, irrespective of size, type and activity, consisting on a set of requirements for QMS (ISO, 2000). Since its inception in 1987, the ISO 9000 is periodically revised so as to incorporate user feedback and to keep it updated with advances in management practices (Hoyle, 2006). The first revision was issued in 1994 (ISO, 9000:1994), which comprised minor adjustments and clarified some aspects of the 1987 version. Yet, users criticised the ISO 9000:1994 for, amongst other faults, having an incomplete and disjoint treatment of TQM practices and for being too focused on industry (Zhu and Scheuermann, 1999; Martínez-Costa et al., 2009). In 2000, the ISO 9000 experienced a major revision with the purpose to address these weaknesses (ISO, 9000:2000). The ISO 9001 is the only standard within this series alongside which an organisation can be certified by an independent registrar (ISO, 2010). This standard was slightly reworded in 2008 (ISO, 9001:2008), but no other requirements were added. This research focuses on the ISO 9001:2000 standard.

Previous research on the implementation of ISO 9000 in education can be categorized in four categories: the significance of ISO 9000 to education (Welch, 1998; Peters, 1999; Waks and Frank, 1999; Labaree, 2000); benefits and disadvantages of ISO 9000 (van den Berghe, 1997; Moreland and Clark, 1998; Peters, 1999; Waks and Frank, 1999; Zuckerman and Rhodes, 2000; Ayudhya, 2001; Chan and Lai, 2002; McAdam et al., 2002; Sohail et al., 2003; Stimson, 2003; Bevans-Gonzales and Nair, 2004; Singh and Sarreen, 2006); implementation issues of ISO 9000 (van den Bergh, 1997; Moreland and Clark, 1998; Peters, 1999; Zuckerman and Rhodes, 2000; Ayudhya, 2001; Sohail et al., 2003; Shutler and Crawford, 1998; Stimson, 2003; Thonhauser and Passmore, 2006); and the relationship between ISO 9000 and educational outcomes (Waks and Frank, 1999; Stimson, 2003; Bae, 2007). Beyond this, there is a considerable body of prescriptive, anecdotal literature providing advice to practitioners on what to do and on how to do it.

Overall, there is a paucity of empirical studies about the implementation of ISO 9000 in educational institutions. Moreover, most of the existing empirical studies refer to the 1994 version of this standard, although there are a few exceptions (Singh and Sarreen, 2006; Thonhauser and Passmore, 2006). This research is a further development to understand the benefits and success factors of ISO 9000 in educational institutions. Following Boynton and Zmud (1984), a success factor is defined in this paper as a significant aspect that will ensure a successful implementation of ISO 9000.
2.2. Motivation for ISO 9000 Certification and Implementation Effort of ISO 9000 QMS

Motivation for ISO 9000 certification is one of the factors that can influence the implementation of ISO 9000 QMS and the performance of ISO 9000 certified organizations (Sun, 2000; Huarng et al, 1999; Singels et al, 2001; Gotzamani and Tsiotras, 2001; Boiral and Roy, 2007; Prajogo, 2011). Some researchers (Escanciano et al, 2001; Zaramdini, 2007; Lee, 1998; Dissanayaka et al, 2001) listed all the necessary motivation factors in their studies. However, some researchers further classified the motivation factors into different types in their studies. Table 2.1 shows the classification of ISO 9000 motivation factors from the different studies.

Table 1: General Motivation Types

<table>
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<th>Studies</th>
<th>Motivation Types</th>
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<tr>
<td>Singelset al (2001)</td>
<td>Internally motivated, externally motivated true quality improvement motives, motives focused on external pressure</td>
</tr>
<tr>
<td>Gotzamani and Tsiotras (2002)</td>
<td>Internal reason, external reason</td>
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<td>Lo (2002)</td>
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Adopted from Wang Hang Min1 and Kanagi Kanapathy, 2014

Based on the literature reviewed, the motivation for ISO 9000 certification can be categorized into internal motivation and external motivation. When an organization really feels that it is needed or there are internal forces pushing to implement ISO 9000 QMS for operational improvement, such as quality improvement, cost reduction and process efficiency improvement, the motivation is referred to as internal motivation. When an organization gets certification just because of external pressure such as customers’ requirement, desire to increase market share, governmental regulation and pressure from certified competitors, the motivation is referred to as external motivation (Llopis and Tari, 2003; Zaramdini, 2007; Jang and Lin, 2008; Sampaio et al, 2009; Prajogo, 2011).

External motivation for certification can only bring external benefits such as competitive advantage from a good image and an improvement of market penetration from certification requirement (Kemenade et al, 2011). However, internal motivation for certification can bring both external and internal benefits (Zaramdini, 2007). Studies by Singelset al (2001), Gotzamani and Tsiotras (2002), Llopis and Tari (2002), William (2004), Terziovski and Power (2007), Zaramdini (2007) and Feng et al (2008) showed that internally motivated ISO 9000 certified organizations will gain greater benefits than externally motivated certified organizations. Internal motivation for certification can provide a favourable context and internal improvement focus for an organization to implement ISO 9000 QMS effectively (Prajogo, 2011). Internal motivation for certification is more likely to motivate the top management and employees for the full commitment of ISO 9000 implementation (Leung et al, 1999; Williams, 2004; Jang and Lin, 2008; Kemenade et al, 2011).
The findings of Jang and Lin (2008) and Prajogo (2011) showed that there is a positive relationship between internal motivation for certification and the implementation of ISO 9000 QMS. On the other hand, some studies (Lee, 1998; Lo, 2002; LlopisandTari, 2002; Ahmed et al, 2005; Terziovski and Power, 2007) found that external motivation is the main motivation for their sampling organizations to get ISO 9000 certification. Most of the studies showed that external motivation for certification had no or less impact on the performance of the ISO 9000 certified organizations.

2.3 The Quality Management System: Theory and Practice

Quality Management is "the quality of management" which contains leadership, communication, team work and ability to change and improve and pleasing the customer. It includes the ongoing search for opportunities to improve” (Laszlo, 2000). The base of modern quality management theory is made by researches of Walter Shewhart, Armand V. Feigenbaum, W. Edwards Deming, Joseph M. Juran, Kaoru Ishikawa. In works of these “quality guru” conceptual ideas and concepts, reflecting the evolution of approaches to the quality management are presented: “PDCA cycle”: Plan - Do - Check - Act is the cycle of continuous technological changes, based on statistical control of quality (Shewhart, 1986); “cost of quality” and “global control of quality”, that includes design, support and improvement of quality (Feigenbaum, 1983); “fourteen principles” of quality management (Deming, 1994); “trilogy of quality”: quality planning, quality improvement and quality management (Juran, 1988); “quality cycle”, where quality is not only defined as product quality, but also includes after-sales service, management quality, company and human life (Ishikawa, 1985).

Though QMS implementation doesn’t require obligatory certification, QMS of the company can be certificated; as a result of this procedure the third party in a written conclusion confirms conformity of the system to the specific requirements (Wiele, Brown, 1995), which are fixed in the ISO 9000 standard. The fact of QMS certification passing is called to show company’s ability to provide and continuously improve management quality to external environment.

![PDCA Cycle Diagram](image)

**Figure 1: The Four Stages of the Quality Improvement Cycle**

2.4 Ten Characteristics of Quality management systems

Quality management systems can become cumbersome and bureaucratic if not properly developed, implemented and maintained. Effective quality management systems have ten common characteristics that I have discovered in my consulting practice over the past couple of decades. These common denominators of quality management, when properly implemented, can improve your organization’s ability to satisfy customer and manage your processes and products more effectively.
1. A process is in place to ensure the needs and expectations of customers and other interested parties are clearly defined.

2. The quality policy and quality objectives are defined, deployed throughout the organization and understood by employees at all levels.

3. Processes are documented in simple to use procedures that are up to date and controlled while responsibilities of personnel are established and followed up on to achieve objectives.

4. Resources to meet objectives are identified and provided. Resources include people, processes, equipment and infrastructure.

5. Metrics are established and monitored for each process. The old adage, "If it is not worth measuring, it is not worth doing," is certainly true for business processes. When a process is not monitored and measured, how can leaders know if it is producing the desired outcomes? Many organizations fail to establish criteria for monitoring and measuring processes and as a result inefficiencies are rampant and it is very difficult to implement corrective actions that really work.

6. Management is committed to using the metrics for process improvements and for communications within the organization as well as for holding people accountable for their performance. Accountability is dependent upon two factors: 1) the people know what is expected and 2), the leaders follow-up to insure people do what is expected.

7. A process is in place for preventing non-conforming services and in the event non-conforming the situation is documented and corrective actions taken. In the case of non-conforming product, the process provides for identification and segregation to prevent it from getting to a customer.

8. Continual improvement is a priority and simple approaches are implemented to involve people throughout the organization in identifying continual improvement opportunities.

9. A framework for verification of processes and products is in place and functioning as planned. This includes internal audits of the processes as well as product quality verification at various stages of production.

10. Management is involved in the system and reviews the entire system at appropriate intervals to insure the system is functioning as planned, is effective for the business and is being maintained.

A quality management system built on these ten foundational principles will give your business a competitive advantage and should not be a bureaucratic nightmare.

2.5 Benefits of QMS

The ISO-QMS offers a framework to create a quality system in teaching and learning in educational organisations. An organisation will benefit from establishing an effective quality management system (QMS). The main thrust of a QMS is in defining the processes, which will result in the production of quality products and services, rather than in detecting defective products or services after they have been produced.

**Building Trust**

In the global industry, students are becoming more demanding and seeking assurances on the services we provide them. By getting accreditation, our students will have confidence in the quality of inspections that we provide. This will enable us to build trust between ourselves and students.

**Minimizes Risk**

Accredited organizations reduce the risk of providing unreliable test/inspection results and are able to meet student’s expectations.

**Demonstrate Credibility**

No organization wants inspection reports or certificates that has not been issued by an organization that is accredited and has demonstrate competence to issue the reports and certificates through a sound quality management system and the use of trained and competent personnel.
In conclusion, a fully documented QMS will ensure that two important requirements are met:

- The students’ requirements – confidence in the ability of the organisation to deliver the desired service consistently meeting their needs and expectations.

- The organisation’s requirements – both internally and externally, and at an optimum cost with efficient use of the available resources – materials, human, technology and information. These requirements can only be truly met if objective evidence is provided, in the form of information and data, to support the system activities, from the ultimate supplier to the ultimate customer. QMS enables an organisation to achieve the goals and objectives set out in its policy and strategy. It provides consistency and satisfaction in terms of methods, materials, equipment, etc, and interacts with all activities of the organisation, beginning with the identification of student requirements and ending with their satisfaction.

3. Conclusions

ISO 9000 implementation within educational organisations is a remarkable effort and should be appreciated. The care about the quality of education by the educational organisations is one of the basic processes, which forms the present market of educational services. The quality of education becomes the foundation to working out and implementing the strategy of the development of educational units. It is worth mentioning that in continuing the quality journey and ensuring quality of the highest creditable and standards, the educational organization is constantly improving its teaching and learning effectiveness and competence by embarking on benchmarking projects with renowned education institutions to ensure it is of a world class standard. The findings from this paper can be employed by managers in educational organisations as a guideline in their attempt to implement real quality programmes.

References


Factors affecting Women leadership in STEM educational path and careers in UAE

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Abstract

Women in general face barriers to climbing up the ladder to higher managerial positions across the world. But UAE being a very young country in terms of corporate growth and philosophy it is interesting to note that the government has made great strides in developing and empowering their women leaders. In fact it is government agenda to have more women in top management and boardroom positions by 2015. It is also interesting to note that well before the target date MDG- (millennium development goal)- tracking monitor shows that UAE has achieved the UN goal (United nations, 2007) to promote gender equality and women’s empowerment. It is therefore interesting to look into some interesting figures related to women and development into leadership roles in UAE, as well as the strategies that have helped them reach the goal and to strive for more in the coming years. The paper looks into some existing statistics about male and female in general in UAE and Emirati women in particular. The aim of the current research is to understand factors that enable and facilitate STEM (Science, Technology, education and math) education and career interests among Emirati female and male nationals in UAE. Relevance of the paper is identification of those factors which prevent women reaching STEM leadership positions and working towards these based on the study choices at educational institutional levels, perceptions of female Emirati students and Emirati male students about STEM areas. The paper ends with some suggestions and areas of improvement that may facilitate female Emirati students in STEM education and careers.

Key words: STEM education, women, Emirati students

Introduction:

Women in United Arab emirates ( UAE) is important for the work force of UAE, and their employability in the right domains of economy and industry would lead the country to higher levels of growth and sustainability. United Arab Emirates as a country has transformed itself into a very fast development oriented country and managed to take a distinctive position in the world economy in the recent past. Among the gulf countries, United Arab Emirates had taken bold strides in positioning itself as a country which is safe and easy for investments as it moved away from its oil dominated economy to more focused development of other industries and innovations for the economic development. This strategic move can achieve its right momentum only with their human resource that gets trained and develop employable skills in areas of science, technology and engineering. Farther more UAE government strategic focus for 2015 is innovation. This can be done only if their nationals are focused on the STEM education spheres so as to enable them to understand STE innovations across the world and equip them to evaluate and develop new innovations of their own in the region.

According to recent researchers in the field of gender and women development, UAE ( United Arab Emirates) need to focus more towards building a strong knowledge base in the areas of STE- Science,
technology and engineering (Samulewicz, D; Vidican, G. & Aswad, G. N., 2012). There has been studies in other areas like IT (Marzouqi, A. and Foster N; 2011) on why Emirati women graduates do not reach leadership positions in the field of IT. Some Emirati fathers do not allow their daughters to pursue certain careers, and others still do not permit them to work in mixed-gender workplaces (Erogul and McCrohan 2007; Mostafa, 2005). However, as more women have entered the labor market and succeeded in their professions and careers, it has already become evident that these traditional views are evolving and changing, as are the self-beliefs and ambitions of young Emirati women (Moore and Forster, 2009). In fact, most Emirate families now actively encourage their daughters to be part of the economic development of the UAE, and an increasing number are providing financial and personal supports to help them create their own businesses (Abdulrahman et al., 2009; Erogul, 2008).

**Women in UAE and their educational choices**

Women make up more than half of the total graduates (58%) in UAE. They make more than half of all programs except engineering (16 %) and law (42%). This shows a continuing gender equality in educational choices among female students in UAE. But it has been noticed that women make the greater number or percent enrolled in tertiary educational programs in UAE (Ministry of economy, UAE, 2007). It is interesting to note that 45% (3709) of the choice of women are in business and they form 60% of the business graduates in the region. This shows that their employment choices will be more dominated in managerial and business careers. Preference for medicine and health sciences have come down (8 percent) indicating that there will be less number of females in these careers in future. There is around 89% female graduates already graduated from health sciences and medicine and may continue in health professions. There were only 324 students studying in engineering which is an indication of less number of career women from Emirati female population in those domains of employment. Engineering has a lower percentage of female graduates (16 percent), similar to the global phenomena where high percentages of females study health, humanities and education, leaving engineering, manufacturing, and construction mainly to male students (OECD, 2011).

Female students’ choice of study and graduation is thus more in business, humanities, education, and somewhat moderate choice in health science and IT. It can be noted that despite high rankings in educational attainment, in the global gender gap index the UAE is ranked fairly low at 107/135 countries (WEF, 2012).

In 2013-14 UAE national Bureau of statistics report (2015) there is a drastic change in the scenario mentioned above. The number of students going for engineering and stem subjects among Emiratis in United Arab Emirates federal institutions changed to a total number of 4620 students going for engineering. This is a big leap from 1149 students going for engineering in 2012-13 report.

**Research question and statement of the problem**

In the year 2014 UAE as a country had made major strides of growth and achieved a dominant position in the global competitiveness report 2014- 2015. (WEF, 2014-15 report). Health and primary education (49 to 38th position) and higher education and training (29 to 6th rank position) were areas where UAE made great leaps from year 2013. UAE moved up drastically in these two domains which is an indication of competitiveness. But it is yet to reap the benefits of the change which can be done through strate-
logic policies that government make in ensuring right placement of the young Emirati educated population in the right streams and industries in UAE. UAE, jumped 12 ranks in overall competitiveness, from 19th rank in 2013, to 12th rank in 2014.

Emirati women in the recent past has shown highest enrollment in the federal universities and is completing their higher education in a much better manner than their male counterparts. Hence their role in the society and economic domains are critical for the development of the country. But unfortunately it is seen that majority of the Emirati women show a preference to work in public sector than in private sector according to studies (Forstenlechner & Rutledge, 2010; Godwin, 2006). This is a critical domain to focus and plan for farther changes so as to bring more Emirati women into other domains of occupational opportunities. The reasons that women take public sector jobs are due to negative perception about the private sector by Emirati students( Al Hasimi, 2002); The negative perception private sector employers have about Emirats (Al –Waqfi & Forstenlechner, 2010); WEF, 2007 and finally the perception of misalignment of skills, knowledge and experience sought by employers lacking in the graduates (GAD, 2009).

According to (Samulewicz, D; Vidican, G. & Aswad, G. N.;2012) there is a need for effective collaboration among UAE government, universities and industry to exchange information on labor market demand and subsequently inform prospective students about jobs in STE fields.

The present research question therefore is

1. What are the dominant socio economics factors among female Emirati graduates and students in choosing STE (Science, technology and engineering) areas for education and career

Assumptions

1. Educational practices to encourage and improve employability of Emirati female student in STEM areas are less compared to other domains

2. Public sector compensation and attractiveness encourage more women to go into careers available there and hence educational choices are based on that employment and career growth and mobility.

Background of the study and justification for research:

United Arab Emirates education scenario has grown at a fast pace in last decade. UAEU (United Arab Emirates University) was established around four decades ago in 1976. It had nine colleges and is considered as the leading teaching and research institutions in UAE. Recently in 2015 -16 world university rankings, UAE university got 501 rank (Teaching 18.8; international outlook- 95;research- 14.8; industry income-30.1; and citations-21.7) along with American University of Sharjah 601 rank with teaching-12.4; international outlook-95.6; industry income-33.3; Research-10.6 and citations 13.3. The other federal universities in the region are 17 colleges of Higher Colleges of Technology and Zayed University. (Times Higher education- world university rankings2015-16).

Consisting of nine colleges, UAE university was considered by the UAE government to be the leading teaching and research institution in the country. More than 14,000 students were enrolled at UAEU in. Soon after than in the first semester of the academic year 2006–7, the total number of UAE national students have increased for each academic year since 2008-09 in both federal and private institutions. In fact,
their number increased from 52,577 in 2008-09 to 67,852 in 2011, an increase of 29% in four years. Female UAE nationals prefer to enroll in federal institutions: 65% of them are enrolled in the federal institutions whereas this percentage is only 39% for male students. (CHEDS, 2012).

“The distribution of students by area of specialization show that there is a higher number of students going for business studies and other areas of study as against engineering and medicine in United Arab Emirates “(CHEDS, 2012).

It is evident from this report that on the whole there are more students going for business studies (7637 male Emiratis + 11319 female Emirati students) than for engineering and science (male-5098+87; female-3753+580) subjects. The number of UAE national female students in engineering is less than that of male students. At the same time there are very few male Emirati students in science (87) as against female Emirati students (580) as of 2012 data report of CHEDS.

**Literature Review:**

Women are underrepresented greatly in STEM field professions (Beede, Julian, Langdon, McKittrick, Khan, & Doms, 2011) in United States as well. Under representation of women has been an issue in STEM education since the study of science and math began. There has been various attempts to document the same by different researchers in the past and solutions to ensure more women participation were tried, but still men became dominant in stem education and careers (Xie & Shauman, 2003; Eccles, 1994; Roberts & Ayre, 2002).

In United States which is a developed country, Men hold 76% of STEM jobs and women only hold 24% of STEM jobs (Szelényi, Denson, & Inkelas, 2013). There has been an increase in the number of women entering into education year on year, but at the same time women entering stem careers remained the same (Beede et al, 2011). Another important factor that is preventing more women entering stem careers is the concept of sexism in stem profession where the women feel a chilly environment working among the dominant male stem professionals. (Johnson, 2007; Hall & Sandler, 1982). (Nnachi, and Okpube. 2015) confirms to the same view in his research work focused on psychosocial determinants related to gender prejudice in STEM. The study found that females underrepresentation in stem fields are connected to gender stereotypes, differences in spatial skills, hierarchical and territorial segregations and discrimination in job allocation. Lack of socio psychological interventions, role models and self-affirmation were also reasons for having lower number of women in stem education and careers (Nnachi, and Okpube. 2015).

With the advent of technology and its touch on our daily lives it is important to have more women participating in engineering, math and science field which would enhance innovation in countries. Biologically men have larger brain than women, but at the same time studies have shown that men and women have approximately the same number of brain cells (Boaler, 2008), meaning that they are equally intelligent. Brizendine (2006) in his study states that during pregnancy male foetal brain cells pertaining to communication centers tend to get damaged due to rush of testosterones. This explain the advantage women have in language and communication (Boaler,2008). These findings naturally have a tendency to deduct that women would shine more in communication related careers and men could be better in stem areas. But evidence of achievement speaks a different language about the same. Guiso et al. (2009) in his study on 15
year olds proved that gender gap and gender equality perception is related and hence achievement scores vary in different countries based on this gender equality perception.

A diminishing achievement gap was seen with diminishing gender gap. For example, Turkey was given one of the lowest scores for gender equality, and also found to have one of the largest gender gaps at the expense of women. However, Iceland which received one of the highest scores for gender equality, and testing showed that girls outperformed boys in mathematics. Sweden was found to have the highest equality scores, and though women underperform compared to men, the gap is almost absent and not significant. This study supports the idea that cultural factors impact math achievement more than biology. Ceci et al; (2009) also confers Guiso et al (2009) study stating that several socio cultural factors need to be assessed to identify factors that can affect achievement or gender gap in stem education.

Dumas (2011) in his study identified some fashion and media signals and advertisement lines that triggers the thought that women are not good with maths. His examples of forever 21 making T shirts having lines saying Allergic to Algebra; Jc penny’s T shirt saying , I am too pretty to do homework so my brother do it for me and $112 silk blouse looks fine until the consumer read the lines “Just because you failed 11th grade math class doesn’t mean you can’t bring some geometry into your life with this Tetris print blouse” (Dumas, 2011) clearly points to the stereotypes and impressions that is being created in society about girls to be away from maths.

By middle school, and carrying through high school, students’ parents’ tend to believe that boys have greater math ability than girls (Gunderson, Ramirez, Levine, & Beilock, 2011). Educators also unconsciously seem to give more importance to boys in maths.

The pervasive stereotypes about women in society can have a negative impact on their math and science achievement, and cause them to underperform (Spencer, Steele, & Quinn, 1999); this is the consequence of stereotype threat. Stereotype threat is a term defined by Steele and Aronson (1995) as “being at risk of confirming, as self-characteristic, a negative stereotype about one’s group”. This forces women to underperform. Therefore, “women bear the extra burden of having a stereotype that alleges a sex-based inability” (Spencer, Steele, & Quinn, 1999), whenever they are exposed to a situation requiring math skills.

Johns, Schmader, and Martens (2005) in their study proved that stereotype threat if addressed properly in women’s math classes, can reduce their perception of anxiety and in turn trigger their ability to achieve more in maths. If there are policies that include paid parental leave, flexible schedules, and time working at home (Glass, Sassler, Levitte, & Michelmore, 2013) it could benefit both men and women who want to dedicate time to their families and not just to work. Even when these accommodations are provided, women however feel more than men that they will be under scrutiny of being seen as less dedicated and less motivated to succeed in their field (Glass et al., 2013). Some other dissatisfaction that affected women’s decision to exit jobs were lower salary and lack of advancement prospects (Glass et al., 2013; Roberts & Ayre, 2002).

Scholars (Camp, 2002; Giirer & Camp, 2002; Margolis & Fisher, 2002) have identified numerous barriers to the success and persistence of women in STEM curricula, which includes lack of viable mentors, low self-efficacy, and the glass ceiling effect. Morganson et. al (2010) in their study demonstrated the importance of coping among women students to continue their education in STE major.
It is important to increase young women’s exposure to successful female scientists, mathematicians, and engineers which can strengthen female students’ self-identification with STEM and enhances positive attitudes, feelings of self-efficacy, and motivation to pursue STEM majors and careers. (Stout, J. G., Dasgupta, N., Hunsinger, M., & McManus, M. A. 2011). They also concluded that interaction with a female peer with expertise in math resulted in more positive attitudes towards math, greater identification with math as well as in increased effort on a difficult math test.

Compatibility between chosen educational major and environment is critical in developing an interest and identity for the stem education has been proved in many studies (Rosenthal et al, 2011). Drawing primarily from social identity theory from social psychology, importance of STEM women perceiving compatibility between their gender and their STEM fields. Social identity theory (Hogg and Abrams 1988; Roccas and Brewer 2002; Tajfel and Turner 1979) suggests that people develop multiple, nested social identities based on their group affiliation (e.g., identities related to their careers, gender, race, socioeconomic status), and that different social contexts (STEM classes) elicit thoughts, goals, and behaviors consistent with these identities (Exline and Lobel 1997).

Garmezy (1991) suggested that the support received from family members serves as a protective factor in academically challenging environments. Social support resources can also come from within the academic environment, including mentoring relationships that provide exposure to exemplars of the STEM identity (e.g., women in the same fields undergraduates are pursuing), and support groups that boost comfort and sense of belonging within STEM environments (Taylor and Lobel 1989). The presence of sufficient external coping resources reduces stress-related impediments to engagement in STEM and other academic fields (Dunkel-Schetter and Lobel 1990; Lazarus and Folkman 1984; London et al. 2005). Cho, S., Goodman, M., Oppenheimer, B., Codling, J., & Robinson, T. (2015), in their study of images of women in stem fields on eight grade students found that students perceived stem field women images as more intelligent, creative, but less attractive as against non-stem field women images shown to them. This explains why many women do not want to go to stem education careers in spite of them being rated as creative and intelligent. The stereotypes affecting an eighth grade student can determine the choice of education stream and careers that move them away from stem in this case.

Women student’s background factors enable them to retain interest and engagement in stem education and careers. Previous research on background characteristics included gender (Astin, 1993; Leppel, 2002; Stage & Hossler, 1989), race/ethnicity (Fischer, 2007; Pascarella & Terenzini, 1983), academic success (Cabrera & La Nasa, 2000; St. John, Hu, Simmons, & Musoba, 2001), financial situation (Olenchak & Herbert, 2002), parents' education (Pascarella, Pierson, Wolniak, & Terenzini, 2004; Ting, 2003), and family structure (Desimone, 1999). Students' previous educational experiences (Astin & Oseguera, 2005) and social interactions (McDonough, 1994; Reason, Terenzini, & Domingo, 2007) also are among the relevant background characteristics. Thus previous education and GPA, financial standards, parents’ education, student’s previous educational experience and social interactions are important factors other than gender that may affect choice of stem education, retention in stem education and future careers in stem for women. There are several factors, like culture, role models, career advancement, gender perception and achievement etc that is discussed and researched about women in stem education in the review above.
Methodology:

The present research is exploratory in nature and hence will use primary as well as secondary data to understand the existing scenario of women participation in areas where there is less number of women Emiratis.

A sample of 69 respondents with Emirati female respondents (33) and male respondents (36), from UAE were chosen to explore the reasons why Emirati students face challenges to take STEM education careers. Questionnaires and interviews were used to collect data.

As the aim of the study is to identify the reasons and factors leading to less number of employed Emirati female employees in STEM (science technology, engineering and math) occupations, the sample chosen is justified to understand more about the same.

The study tried to understand the influence of various socio, economic and cultural factors that relate to STEM education and employment choices of Emirati female students that can enhance policy decisions that need to be taken in future to improve the socio cultural domains of the country to incorporate more female women in STE areas in private and public sector organizations in UAE.

The researcher used interviews and questionnaires to collect primary data from sources mentioned above. Questionnaire had 16 statements focused on understanding the cultural, social and contextual factors that create challenges for Emirati female students for enrolling into science related career s and educational options. It was given to 50 male and 50 female Emirati students to understand both the population views on the above factors. 40 male students and 35 female Emirati students completed the questionnaire and was returned to the researcher. Out of the same only 36 male and 33 female students returned completed forms that were used for analysis. Demographical data related to their parents’ education, students ‘gender and age were also collected.

Findings and analysis

The findings will be discussed based on the data received on the 16 relevant questions related to the challenges related to stem educational options and career choices among Emirati students in UAE (United Arab Emirates).

1. First question is whether students take maths because it is forte of intelligence. Male respondents made an average response of 3.18 and female respondents gave an average response of 3.06. This shows that there is a general agreement among Emiratis that students who chose maths and science are considered to be intelligent than others. This is true in many countries too.

2. Students generally chose business when they see family and friends and known circle of Emirati girls and boys enjoying the university. Only 2.24 is the mean for male students and female student responses the mean value was 3. The result suggest that Emirats do not agree to a great extent that they choose business courses because others are enjoying the same in the university. They disagree on a great extent to this statement.

3. My parents do encourage me to study math and science related courses so that I can be a scientist or doctor or engineer which are considered to be prestigious. Male students mean was 4.08 and female students mean were 3.21. Female do not agree much to the statement as they do not think students take math and science because of prestige reasons. They do not think that their parents encourage them to study science and math as it is prestigious.
4. I have been a student who scored very high on math and science subjects throughout my school days and did want to study farther in those subjects. Female- 3.82 and male 2.01. This shows that female students of this sample scored well in math and science than male at school level.

5. I had great resistance from my family when I chose science and technology field for my studies. Female 3.86 and male 2.09. This is a very interesting result that female face more resistance from family to take science at school level than male.

6. I have passion to become innovative and become tomorrow’s Newton, or Steve jobs and other Nobel Prize winners of scientific discoveries. Female- 3.18 and male 2.1 which shows lower passion among male students to become more successful as newton.

7. For the question on more orientation towards science is required at school levels the answer showed high agreement among both the male and female respondents of the study. Boys gave an average score of 3.83 and girls gave an average score of 3.78.

8. Science and math jobs are more demanding question elicited a similar average from the girls and boys which are 3.03 and 3.38 respectively.

9. Cultural aspect of a day job being more appealing had a more higher average scoring from female students(3.8) as against male students which was 2.78. This shows that female considers science jobs more demanding and more time exceeding office hours to be a negative reason for not taking science related jobs. To the question whether studying business courses get one to have a job faster and easier , both the groups had a similar average of 3.15 for girls and 3.62 for boys. The question about having not many role models in science and technology jobs gave a very sharp difference of agreement between female and male respondents with female average scoring very high (4.75) and male (2.9) scoring low. This shows a lack of female role models and hence having a negative effect on science and technology career paths among women candidates.

10. The question on whether parents and family discourage girl students from taking media and related courses, 3.63 was the average score made by female respondents and 4.5 was the average score of male respondents. The work timings being a negative factor in taking stem jobs was agreed more by female respondents (3.87) than male respondents (3.24). This is another negative factor affecting stem career decisions among women in UAE. To the statement, as Emiratis, we can do a business course to manage science and technology manpower and hence we don’t have the motivation to study science and technology. There was greater agreement among female students (3.06) on this than the male students (2.83).

11. Science and technology jobs are occupied and dominated by other nationalities with experience that it takes long time for us to become leaders in that field. To this item , both the male and female students agreed to a very high extent scoring above 4, which shows their demotivation in taking up stem career paths. They understand that promotions and positions take long time in stem careers. The pay in business related jobs are higher than science and technology jobs. On this item also there was a high average score of 4.1 and 4.06 by male and female students.
Discussion:

This section is very important to relate the current research findings to the earlier research done on women in stem education in UAE as well as world over. Certain questions pertains more to the culture and ethos of UAE community as well as gulf region and it may not have much relation with other countries and their studies on women development. It is interesting to note that the first few questions where family encouragement and interest in female students taking math and science showed lower score as against male students. But in the fourth question where female students say that they score higher than male students in math and science proves that Emirati female students have ability in these subjects. Also family showed higher resistance for female students taking stem subject as against male students taking math and science. This is a cultural factor that make stem field less attractive to the female students.

It is also an encouraging sign that female students showed higher mean score in their interest in reading and showing an aspiration to be one of Nobel prize winners as against male students. This shows that with proper socio cultural support UAE can create and guide more stem students and professionals in future. While interest and ability are major considerations in students choosing a STEM major, Takruri-Rizk et al. (2008) found that having family members in the engineering or technology industry also played an important part in students' degree choice. Takruri-Rizk et al. (2008) reported that female students were more comfortable in smaller, practical sessions than in large lecture situations. Felder, Felder, Mauney, Hamrin, and Dietz (1995) found that women in engineering entered the program academically as strong as men, but with greater anxiety and less self-confidence. These studies are almost in line with the findings of this study.

General social climate and culture were focus of some studies that fall in line with present findings that female need more parental support, role models and guidance in STEM education and careers. Some studies have focused on why female students who enroll in STEM fields are not retained in those disciplines. Some suggest the decline might be due more to the climate in the academic setting, or what students perceive as the climate in the subsequent work setting. Blickenstaff (2005) saw a "sex-based filter," with no one issue being found to cause the non-retention. Erwin and Maurutto (1998) found through longitudinal interviews of undergraduate women that it was not ability or achievement, but rather social-psychological variables and a chilly climate that led to women's departure from the sciences.

Cultural aspect of higher day job appeal among women is a finding that points to the fact that they want to show more of their stereotypical role which is communal rather than being more agentic (Freisen and Kay, 2011). This falls in line with the following earlier research findings. Women students background factors enable them to retain interest and engagement in stem education and careers. In the year 2001 Freisen and Kay found that job advertisements for male-dominated careers tended to use more agentic words (or words denoting agency, such as “leader” and ‘goal-oriented”) associated with male stereotypes. The female employees are assessed and judged incompetent than the male employees in jobs unless they are clearly successful in their work.

For instance, when a woman is clearly competent in ‘men’s’ job, she is considered to be less likeable. (Freisen and Kay 2011). They suggested that if individuals are given information about a perspective student’s gender, that may infer that he or she possesses traits consistent with stereotypes for that gender Social role theory states that men are expected to display agentic qualities and women to display communal
qualities. agentic qualities like being more creative and investigative. These expectations can influence hiring decisions. Madera, Hebl, Martin (2009) found that women tended to be described in more communal terms and men in more agentic terms in letters of recommendations. Study done on emirate graduates by Samuelvicz, Vidican and Aswad (2012) found that women in UAE like to do challenging stem jobs along with higher financial and social status that they gain in these stem professions. But at the same time they have barriers like mental perception of public jobs being easy than private jobs, familial bias against working on an STEM job, working in mixed gender environments and lack of role models and lack of alignment between university programs and labor market demand.

The concept of having a role model in science and technology was supported by both genders with female students admitting that there were less role models is an important finding of this study. Role models can encourage these female students to take up careers in stem field. Many earlier findings do support this as well. Introducing role models is one of the approaches that can help in alleviating gender stereotype threat. Drury, Siy and Cheryan (2011) in their study found that women who took a mathematics test that was administered by a female experimenter did not suffer a drop in performance when compared to women whose test was administered by a male experimenter. Lack of socio psychological interventions, role models and self-affirmation were also reasons for having lower number of women in stem education and careers (Nnachi, and Okpube. 2015). The importance of role models for encouraging young female students for stem careers have been studied by Stout et al (2011) in their studies too.

The last few questions pertained to work timings, pay, comparison with other expats were all other factors that prevented or are seen as barriers to Emirati entering into stem professions. This has been earlier studied by many regional researchers as well and the findings fall under the same scenario in this study as well. This finding is also similar to factors affecting dissatisfaction that affected women’s decision to exit jobs, which were lower salary and lack of advancement prospects (Glass et al., 2013; Roberts & Ayre, 2002).

**Summary and conclusion.**

The study points to the fact that male Emirati students and female Emirati students lack role models in stem careers. There is also a negative perception on the time demands of science and technology jobs. At the same time both male and female students find that they need more orientation towards science and math to generate more interest in the subject.

Another negative factor that is perceived by Emirati male and female nationals is that there is a long time required to get higher salary and rewards in STEM jobs due to expats in the country who are more skilled than them. They also understand that longer years of skill development is appreciated in science and technology jobs.

Both the men and women agreed that media and related studies are not culturally acceptable in their families. Resistance from family was high for girls than boys in choosing science subjects. Business is considered to be easy to get into managerial jobs by both male and female. But the most interesting thing is that female scored high in science and math at school level than men in the sample. At the same time cultural aspect of having a day time job is more appealing to female due to family and cultural limits set on them. There is also a prestige perceived by male emirate students’ parents for taking science engineering and math subjects than female students.
Limitations and recommendations.

The study could be done only on a very limited sample. This may not be a representation of all Emirati students in UAE. In the changing scenario of government that focus on innovation more and more Emiratis do take STEM careers. Hence a school level study with large sample size may yield a different results to support or negate this research finding. It will good if future researchers do a meta-analysis on the existing data from ADEC- Abu Dhabhi education council and analyze cultural and familial data with regard to each student to understand and predict more stem career opportunities and challenges for the future generation.

It will be also good if an analysis of current mathematical scores of eighth graders on mathematics and science is collected from different schools of public and private domains and analyze mathematical and science capability of students on a common examination of stem skills. A gender analysis on this data will enable one to understand potential capability among students and then schools scoring high and low on this can be given specific action plans and strategies to encourage more female students into stem education.

An integrative curriculum with more Emirati women in stem careers interacting with students on a continuous planned manner can encourage more female students to take up stem education and careers in future. A controlled experiment on the same can yield result of effect of role models on stem education among female students in UAE. It will be important to make young generation understand that like in any other career stem career also includes number of years of professional practice to move towards higher positions and more earning levels. Competing with expat is a skill that these students will have to learn as years pass on and more opportunities to learn among expats with the opening of public school system to expats need to be taken as a policy decision in United Arab Emirates in future.

Finally in order to close gap between practice and theory it is imperative for researchers to look into all these factors together and see their effect on each other and their covariance using more variables and statistical analysis for confirming that these factors affect women in stem education in UAE. This will enable policy makers to develop an action plan to implement to enhance stem education and career among students in UAE and reach Millennium development goal of having more women in STEM higher level jobs. It is also important to look for missing men in stem careers in UAE as well. The future researchers should look into that area too.

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Dialogic Classrooms: Preparing Students for Career Success

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Abstract
Dialogic classrooms, a relational understanding of the educational process, might inform and transform university teaching and lead students to succeed in their careers as relational learners and workers. This article offers philosophical ideas behind relational learning and an exhaustive review of understanding the educational process as a transformative one though dialogic learning, known also as dialogic classrooms. The paper illustrates the discussions with reflections form dialogic business teaching of the author, from secondary research, as well as from primary research undertaken by the author with 25 own graduates who learnt business through dialogic classrooms.

21st century competencies, such as cross-cultural communication, critical thinking, creativity, innovation, collaboration and dialogic skills are first forged and refined perhaps in schools. Dialogic teaching can forge those skills as it calls for students giving their opinion, innovating with ideas, leading and collaborating in the discussions.

Dialogic Learning process is important and can be seen as enhancing community, building social capital and leading to act in ways that make for justice and human flourishing. Dialogic classrooms, as holistic and transformative educational processes, then attend to the fullest development of learners including their characters, understandings and skills, and particularly prepare them for their career success.

Keywords:

Relevance to the conference Theme
This is a topic that is directly linked and feeds to the conference Theme. It is also a great case of Research and Applied Education. Learning and consequently succeeding at careers is something teachers help create with their students. In this article, I present my daily lived dialogic classrooms approach as a process by which both teachers and students are transformed and, subsequently, students become prepared for their career success.

Dialogic teaching harnesses the power of talk to stimulate and extend students’ thinking and advance their learning and understanding. It helps the teacher more precisely to diagnose students’ needs, frame their learning tasks and assess their progress. It also empowers the student for lifelong learning and active citizenship. From my secondary and primary research and my daily dialogic teaching experience, it is particularly observed that dialogic teaching empowers students and strongly contribute to their career success.

Introduction
Education, within a postmodern perspective, is a creative engagement in social transformation, not only understanding the world in which we live (McNamee & Moscheta, 2015). Postmodern education attempts to create practices whereby people become authors of their stories, develop reciprocal relations with others, and act in transformative ways (Freire, 1970). This leads to engagement and success in relationships and particularly at work. I principally advance that a truly transformative educational process takes place when educators are relationally engaged with their students (McNamee & Moscheta, 2015).
Therefore, learning and, consequently succeeding at careers is something teachers help create with their students. In this article, I present my daily experienced dialogic classrooms approach as a process by which both teachers and students are transformed and subsequently students become prepared for their career success.

The purpose of this article

The purpose of this article is to explore how dialogic classrooms or learning by conversations ‘Prepare Students for Career Success’. The article argues that dialogic classrooms, a relational understanding of the educational process, might inform and transform university teaching and lead students to succeed in their careers as relational learners and workers.

For this purpose, I offer philosophical ideas behind relational learning and an exhaustive review of understanding the educational process as a transformative one through dialogic learning.

I also illustrate my discussions with reflections form my daily dialogic business teaching and, from my own research that I have undertaken with 25 of my graduates from the last few years. I have used appreciative inquiry in-depth interviews, asking my graduates about their highlights, reflecting about our dialogic classrooms times, subsequently their readiness to be interviewed and work at time of their graduation due to our dialogic classrooms and, ultimately, our dialogic classrooms impact on their success at work after they got employed. I was inspired by listening to my graduates tell their stories of when they were most engaged with learning. Their examples include discussions and interaction with teachers and students, challenging other’s ideas and practices, and doing meaningful work that can be implemented in real world settings. Their stories support the dialogic classrooms teaching philosophy and methodology identified later in this article and reaffirm the notion that students are most excited about learning when they are actively involved in the learning process.

Philosophical ideas behind relational learning - dialogic classrooms

Relational nature

Everyone has some type of spirituality, some ultimate horizon of meaning which motivates each of us to get up in the morning and shapes the way we live (Bennet & Dreyer, 2006). For me, it is the relational aspect of my life. In this way of understanding spirituality, every aspect of our academic lives can be viewed from a spiritual perspective.

In his Liberal Learning as Conversation (2001), John B. Bennet expressively writes how human understanding comes in accepting this ongoing, uncompleted conversational array of riches as presenting a variety of different ways of understanding self and the world.

For him, it provides an extraordinary mirror of human achievements in which to recognize oneself. The conversation into which we are invited is an endless unrehearsed intellectual adventure. Bennett (1997) also suggests that we are beings that live to relate; connectivity being basic to our humanity. Palmer (2004) describes our relational nature as our “true self”. Relational connectedness therefore emphasizes holistic relationship rather than the space between two relating objects (Giles, 2008).

For Anderson (1997) this relational philosophical stance is a way of being, an attitude in which we orient ourselves to respond, and act with another person. It invites the other into shared engagement, mutual inquiry, and joint action; it is the process of generative and transforming dialogue.

Relational being - multi-being

Kenneth Gergen (2008; 20011) sums it in his concept of the self as multi being; our participation in relational process leaves us with potentials to be the other, to be a certain kind of self, and a form of self/other choreography. From these three sources, we emerge with enormous possibilities for being. For him, he elaborates, as we engage in relationships, both significant and superficial, we are continuously absorbing potentials for action. Every relationship provides three points of origin for these potentials. First, others' actions serve as models for what is possible. As we observe others in action they fill our consciousness, thus providing a first step towards incorporating their actions into our own repertoire. In my academic life,
I have witnessed my students and graduates repeating my dialogical patterns while they are currently teaching as fresh graduates, as teachers in training.

Yet, for Gergen (2008; 2011), the traditional view of modelling does not take us far enough. Within any relationship, we also become somebody. That is, we come to play a certain part within the relationship itself. With my students, I come into being as teacher; with my children I come into being as a parent, and with my husband a partner. Each relationship will bring me into being as a certain sort of person, and the actions that I acquire will enter the repository of potentials for future use. I reflect on this and say I treat my students like my kids and this relational attitude has brought me closer to understand their learning needs.

Gergen K. (2008; 2011) follows it by the third residue of Multi-being. Multi-being is also constituted by a third residue of relationship, the interactive scenarios that we perform together. Sure the dance is important but also the coordinated activity of the dance itself.

For Gergen (2008; 2011) also, when we learn to dance, we acquire the ability to move our bodies in the prescribed way; we also watch our partners, and possibly could imitate them as well. This was my case, I learnt over the year to dance with my students; in this metaphor I meant to speak, relate, encourage, mentor and of equal importance, I learnt the coordinated activity of the dance itself, how it goes when I move in one direction, for example how they respond when I am following a dialogic approach or when I am just being a simple lecturer with few slides to share. In the same way, I learn what it is to participate in the give and take of an argument, the coordinated action of mentoring.

For Gergen (2011), our participation in relational process leaves us with potentials to be the other, to be a certain kind of self, and a form of self/other choreography. From these three sources, we emerge with enormous possibilities for being (Gergen, 2011).

**Multi-being, interconnection, wholeness and linking with others-my students and myself**

I had deep thoughts, reflecting on my role with my students over the last 17 years teaching business, and what we have created together. Have I remained the same person?

Every relationship will bring me into being as a certain sort of person. In my classes I have become the moderator, the mother, the sister for those young women I have been teaching, in order to facilitate our co-learning and co-creation of knowledge.

Multi-being is also constituted by a third residue of relationship. We draw from a form of co-creation itself, we perform within our various relationships interactive scenarios continues Gergen (2011). I carry with me myriad ways of speaking. I am no longer isolated; I am socially embedded with my students, fully engaged in the flow of the relationship mentor mentees.

**Relationships and challenges, respect and reversing the authoritative role**

All meaningful relationships depend on coordination. The challenge is to find a way to fly together (Gergen, 2011). How did my students and I fly?

The first step is to generate viable conversations and implement trust. These were common inside my classrooms. Beyond understanding my students, I can consider myself fruitful in generating talks that they feel connected to. I use examples from their daily lives, hint to them my ‘motherhood’ relation to them; ‘I am like your mother’ is a common word I have used and also ‘Bravo’- well done, with genuineness. I also turn the roles and continuously open up the floor for their ideas; it is coming from them, I am listening, I am learning from them. We co-create our scenarios, unsure of its ultimate direction, and in doing so the wings of multi-being may be spread (Gergen, 2011). Hence, they feel secure expressing their views and feel they are given the chance to voice their opinions, they feel comfortable and being accepted.

This was further highlighted by Gergen (2011). In many relations, one’s identity may shift rapidly he marks; for example, because I am a professor teaching my women students, I may be treated as an authority. However, I also realize that if I become authoritative, the other will be positioned as listener; my authority will silence the other. So I reverse the authoritative role, and question the other, my women student, about her ideas. I ask her to relate her story, her video, her pictures, her ideas and to come up with ideas for debates.
Adler (1982) suggests, part of the curriculum devoted to the development of an enlarged understanding of ideas and values that the exploration of ideas and values should occur through Socratic questioning within the structure of a seminar. Within the seminar, primary documents in all areas of study, literature, and works of art become the focus for questioning and discussion among participants.

For Freire (1970), dialogue in itself is a co-operative activity. The process is important and can be seen as enhancing community and building social capital and leading to act in ways that make for justice and human flourishing. Paulo Freire’s insistence on situating educational activity in the lived experience of participants has opened up a series of possibilities for the way educators can approach practice and relationally be with their students.

**Relational learning: Dialogic Classrooms**

*What is Relational Learning?*

Perhaps, Professor Kenneth Gergen (2011) sums it all in his ‘Relational Being, Beyond Self and Community’ when he proposes that “…the primary aim of education is to enhance the potentials for participating in relational processes, from the local to the global” (p. 243). For him, Education, in a relational key, is critical to the global future.

From earliest times, the central thrust of education has been the fullest development of students’ characters and understandings (Giles & Sharon, 2008). The development was seen as a holistic formation; the interactions between the teacher and students provide the context for this transformative experience wherein the purpose and process of education was understood to be intentionally interactive and transformative (Bennett, 1997).

“Holistic and transformative educational processes, then, attend to the fullest development of learners including their characters, understandings and skills - described in current literature as focusing on the head, heart and hands” (Kuk 1993, Loup & Koller 2005; cited in Giles & Sharon, 2008 p.466).

Conceivably, the best definition of relational learning I have encountered is the one that also highlights my observed empirical experience with my students over the last years. Relational learning is a way of being with students from a social constructionist perspective where those involved in education - students, mentors, and professors - learn from each other through the sharing of ideas and together create the learning and teaching world.

*What are Dialogic Classrooms?*

Relational learning comes in many forms; from dialogic classrooms to other types such as links with industry, these are practices that invite both students and teachers - professors to enter into a dialogue about learning. This involvement of multiple parties in the task of learning deconstructs the hierarchy within the traditional teaching relationship and opens space for more collaborative experiences.

Based on my observations as an educator myself, I sometimes question why and how many faculty continue though using only lecturing as a way to impart information. For Wurdinger & Rodolph (2009) also, information delivery in many classroom settings continues to rely on the lecture format as the dominant teaching approach because it is efficient in providing students with large amounts of information in short amounts of time. Students, however, become quickly disengaged when educators do most of the talking and do not allow them to actively participate in the classroom. While lecturing is necessary sometimes, its effectiveness may be limited; it is also questionable how much learning actually can occur when educators do all of the talking and do not provide opportunities for students to apply information (Wurdinger & Rodolph, 2009).

Dialogic teaching harnesses the power of talk to stimulate and extend students’ thinking; it also advances their learning and understanding. It helps the teacher more precisely to diagnose students’ needs, frame their learning tasks and assess their progress and it empowers the student for lifelong learning and active citizenship.
For Robin Alexander (2016) Dialogic teaching is not just any talk. It is as distinct from the question-answer and listen-tell routines of traditional teaching as it is from the casual conversation of informal discussion. It requires: “

- **interactions** which encourage students to think, and to think in different ways
- **questions** which invite much more than simple recall
- **answers** which are justified, followed up and built upon rather than merely received
- **feedback** which informs and leads thinking forward as well as encourages
- **contributions** which are extended rather than fragmented
- **exchanges** which chain together into coherent and deepening lines of enquiry
- **discussion and argumentation** which probe and challenge rather than unquestioningly accept
- **professional engagement with subject matter** which liberates classroom discourse from the safe and conventional
- **classroom organization, climate and comfort to share” (Robin Alexander, 2016)

For Bowers (2005), in a dialogic classroom everyone is a student and intellectual growth is mutual. However, such mutuality does not necessarily suggest or ensure consensus. Consensus is not the objective. Authentic discussion is. Authentic discussion takes place only when intimidation is abolished and mutual exploration is encouraged. Such exploration credits students from the outset as people with knowledge to share, thereby challenging certainties of power, privilege, and institutional academic investment. Certainly, this will help students flourish (Bowers, 2005; Bejjani, 2015).

**Relationships are at the heart of educational encounters**

Relationships are at the heart of educational encounters. When a teacher stands in front of students, talks, moves and sits, they relate. When a student meets with a teacher, they relate. Remembering teacher-student experiences brings back memories of feeling inspired, bored or perhaps overlooked. “Curricula, lesson plans and learning outcomes are long forgotten, but the impact of relationships lives on” (Giles, Smythe & Spence, 2012, p.215).

While an increasing concern for the centrality of the teacher-student relationship is apparent, how this relationship is conceptualized, theorized, and practiced varies considerably (Giles, 2008).

For some, “the essential aspect of the teacher-student relationship is what happens between the teacher and student, as if the relationship comprises an interpersonal space across which the teacher and student traverse” (Hartrick Doane 2002; Metcalfe & Game 2006; cited in Giles & Anderson, 2008, p.466). What lies between those relating is variously described as a space, or an opening, which allows room for relational happenings. Interactions occur as transactions exchanged from one person to the other. For others, relationship speaks about a connectedness that exists, a connectivity that is basic to our humanity (Bennett 1997).
John Dewey was intrigued by the relationship between the individual and society. For him, ‘education is a social process’ (cited in Gergen, 2011, p. 262). Firmly committed to a democratic outlook, Dewey considered the school a laboratory to test his notion that education could integrate learning with experience.

For Bakhtin (1982), the word is born in a dialogue as a living rejoinder within it; the word is shaped in dialogic interaction with an alien word that is already in the object.

Miller & Nakagawa (2002) elaborated that educational processes that value relational connectedness seek to nurture the wholeness of students through a genuine concern for the teacher-student relationship (Miller & Nakagawa, 2002).

In this way, Individuality has a relational nature; learning is relational. For McNamee & Moscheta (2015, p. 26), “one important implication of this perspective is that it requires that we replace our emphasis on individuals and their internal motivations, and perceptions with an emphasis on the coordinated activities of people engaging with one another”. For both researcher, the process of teaching, as well as the teaching relationship, takes center stage. “Once knowledge is viewed as a collaborative construction, it is seen as a relational achievement, not a private, cognitive process” (McNamee & Moscheta, 2015; p.27).

**Dialogic teaching calls for a collaborative approach to learning, a facilitation style for a co-creation of knowledge and a critical self-examination of teacher expertise stance, still though does not deny teacher expertise in a subject matter**

Dialogic teaching does not simply refer to engaging students in dialogue, but opening the space for students to question ideas and opinions from their peers, teachers or textbooks, so that there is a greater negotiation and construction of knowledge, rather than knowledge being transmitted unilaterally from teacher or textbook to student (Alexander, 2008). This is an approach that draws on dialogue, with its emphasis on bi-directionality, interactivity and, most crucially, egalitarianism, as a tool for learning.

For Gergen (2011), we become sensitized to community differences and the way knowledge differs from community to the other. We begin to ask whose voices are present in the educational process and whose are absent or silenced. In all these contexts, interest shifts from the excellence of a bounded unit, to the potential inherent in coordination.

Further, McNamee & Moscheta (2015) never ignore the expertise of the teacher. They are rather inviting the teacher to give the students the space to dialogue, in other terms to co-create collaborative efforts. They also highlight that they are not diminishing the importance of the content delivery when they are appraising the dialogic way to delivery; “this is not to say that content does not matter; of course it does—particularly in the world of education” (McNamee & Moscheta, 2015, p.32). They just take a pause to highlight rather the process.

Dialogic teaching is, after all, an approach that not only challenges and stretches students' understanding, but also demands teachers to have a firm enough grasp of the subject matter in order to remain unfazed by students' questions (Teo, 2016).

It is exactly this confidence in subject knowledge which allows teacher to step back and relinquish their authority in order to give more freedom and discursive space for students to maneuver and explore the topic under discussion, without fear of their ignorance being exposed and their authority undermined (Teo, 2016). But the strength in a dialogic approach is not only the expertise but particularly the facilitation and dialogical style expertise. Therefore, it is the teacher’s expertise in a topic, yet being reflective and accepting to relinquish power, accepting that students are also experts in their own ways particularly with technology nowadays, embracing a collaborative approach to learning that the teacher creates a comfortable, trusting, ‘cool’ environment for dialogic teaching to happen (Bejjani, 2015).

For Bower (2005), Facilitation does not either suggest abdication of responsibility. Teachers who announce their abolition of authority in the classroom and declare themselves merely to be kindly facilitators of ideas involve themselves in a distortion of reality, a kind of pedagogical bad faith. Freire and Bakhtin, Bower (2015) explains, would both agree that a teacher should be “dialogically authoritative as opposed to monologically authoritarian” (Bower 2015, p. 375).
Dialogic Classroom and its potential to prepare successful graduates at work and beyond

Relational Learning as an educational process transcends traditional cognitive engagement of its participants

Relational Learning, in our case dialogic classrooms, as an educational process transcends traditional cognitive engagement of its participants, therefore it is also referred to as transformative (McNamee and Moscheta, 2015).

Further, it is the transformation necessary for addressing the active involvement of all participants in the production of knowledge understandings. The second form of transformation is the move toward recognition that the knowledge that emerges from coordination among educators and students creates an understanding whereby the world can be seen a new. “Education is a transformative process to the extent that people are transformed as they relate (coordinate) and, at the same time, their processes of relating transform the way they understand the world. This orientation to education differs significantly from traditional orientations toward and practices within education” (McNamee and Moscheta, 2015, p.27).

Educators are called to become relational architects

Further, for McNamee & Moscheta (2015), educators are called to take their place as relational architects. Teachers can no longer just give information. In fact, information is widely available on the internet to the students. The teacher has to become a facilitator of a learning dialogue, of conversations in class about the topics at hand.

In her presentation at the 21st Century Education, Bejjani (2015) stressed that you can bypass a regular teacher with the internet, therefore the teacher has to embrace facilitation and orchestration of classroom dialogues. McNamee & Moscheta (2015) eloquently address this issue and insist that in a world of increasing access and never-ending information offerings, technology has far more power in proliferating ideas than any teacher could ever have. Thus, “educators must be challenged to go beyond the simple delivery of information and knowledge and embrace what technology is still very limited in proposing” (McNamee & Moscheta, 2015, p.25).

Conversations and dialogue are central to learning, development and success at work

For Bakhtin (1982), dialogic expression is always incomplete and productive of further chains of responses; meaning is never closed and always oriented toward the future. Therefore, Dialogic classrooms are productive of further chain of learning, it is a generative process.

Gergen (2011) refers to this generative process of learning and development and further emphasizes how much the attention shift from the mind of individual students to the kind of relationships out of which mutual knowing can emerge. We focus on relational processes within the classroom, between the classroom and community, and educational system throughout the world.

Dialogue teaching facilitates communication and cross-cultural communication especially at work

21st century competencies, such as cross-cultural communication and collaboration skills and critical and creative thinking are first forged and refined perhaps in schools (Wan & Gut, 2011). Dialogic teaching can forge those skills as it calls for students giving their opinion and leading and collaborating in the discussions (Bejjani, 2015).

Students are expert in their own ways too, contrary to common beliefs that students come ignorant and we need to feed and load their brain with information (McNamee & Moscheta, 2015; Bejjani, 2015). The teacher needs to be facilitating the dialogic teaching, taking care not to fall in the trap of being the expert who ignores the expertise of the students. McNamee & Moscheta (2015) reflected on this point; they invited the reader, into an ongoing inner dialogue where to continually try to challenge the own tendency to fall into professional and competency trap, a trap of being the expert who ignores the expertise of those with whom he or she is engaged.
Dialogue classrooms prepare students to face the local, national and international context and to succeed at work

According to the dialogic Society in the United Kingdom (2015), the global situations require a dialogue among civilizations, to resolve existing conflicts of ownership, of power and of worldview, to help prevent future ones and to facilitate fruitful collaboration on shared challenges. Equally at the national and local levels, increasing cultural and religious diversity necessitate dialogue. Such diversity is capable of promoting a culturally rich, open-minded society able to draw on a wide range of perspectives in confronting social, economic and political challenges. The need to address such challenges and the aspiration to achieve a thriving diversity demands dialogue to increase interaction and understanding between different sectors of the community.

In their ‘Learning and Social Difference’ book, Borg and Mayo (2006) also explore how global changes affect education today, in the classroom and in local, national, and international contexts, and the future of education’s capacity for effectiveness in multicultural and multilingual contexts.

Some of my Graduates quotes from my own appreciative inquiry research as illustration of all above

As stated earlier, I have used Appreciative Inquiry (AI) in-depth interviews, asking my graduates about their highlights, reflecting about our dialogic classrooms times, subsequently their readiness to be interviewed and work at time of their graduation due to our dialogic classrooms and ultimately, our dialogic classrooms impact on their success at work after employment. I was inspired by listening to my graduates tell their stories of when they were most engaged with learning. These are few examples of their multiple stories, illustrating ideas discussed above.

“... Before I was fearful, to talk and meet people. Through dialogic learning, I got more confident, I have become more social and less fearful and less scared of expressing myself at work. The dialogues have helped me a lot to become more confident” (K., Graduate of 2009 class).

“The comfort that we used to feel during the class time, as there was no stress of having a boring time listening to the lecturer. Class discussions were made with fun and joy and I remember how we used to work on projects; and how we tried to find information related to the projects through interviews or visiting companies or organizations. This has led to great learning on all levels, whether it is business, soft skills or even at personal levels, feeling more confident, more ready for the working life and less scared of social encounters at work especially for me as a working woman with men” (M., Graduate of 2010 class)

“We interviewed McDonald manager. He told us about the key success factors for McDonald. After this project, I have felt much more confident and inspired as I met the manager of one of the most successful business in the world. I also learnt more as I linked the dialogic lesson in the class with real life business” (S., Graduate of 2010 class).

“I remember that I was shy at the beginning of the semester. I don't like to participate in the classroom because sometimes I used to think that my answer may be wrong. This dialogic style of teaching made me feel more confident to participate more, not only in classroom but later at work too; this also helped me in my personal life; with my husband” (F., Graduate of 2010 class).

“Dialogues in classroom and links with industry empowered my skills, attitudes, my way of thinking and enhanced my decision making skills. Within my job now, I can handle much stuff in one time, for instance I am the team leader for creativity and exhibitions that it happens annually” (A., Graduate of 2010 class).

“I recall many amazing time that we spent in the class. Classes that were based on dialogues, firstly we got to read articles before coming to class that was the homework for us, and after reading, we got to discuss what we read and to see the point of view from each other, we had a lot of arguments in the class; each students wanted to make her point of view, and we got to argue and collect information to show that our point of view matters. This way of learning is the best for the students” (A., Graduate of 2011 class).

"It was the perfect connection between the teacher and the student in addition to the professional way in delivering the information to us that mattered most... from my point of view, I have learned everything important in the subject through dialogue..., which gave me the confidence in my career and life through applying the knowledge that I gained. I was ready to face the work life” (H., Graduate of 2011 class).
“I learnt how to work as a team, communicating with all team members and how to present our final project in a formal way. I also gathered listening skills as well which helps me in my current job, such listening to the complaints from customers or end users. As a female graduate, I feel comfortable now discussing with male colleagues at work, finalizing the work issues and working with each other to solve these issues” (A., Graduate of 2011 class).

“I remember that day in my first few weeks at work, they sent us one of their marketing department to market their organization. He was giving us presentation about the company’s profile, goals, vision and activities, and then he opened the discussion for inquiries. He was surprised from my questions, he didn’t expect such a knowledge of marketing and business from my side. Personally it was like a challenge for me to be able to challenge an employee who has been working for years in a very big company and being able to give him suggestions of improvement, asking tricky questions and let him know that I am good enough to stand in the real world; this shows that it’s about the way we learnt our courses and what we have learned through our dialogues in class” (M., Graduate of 2011 class).

“For sure I became better as a person too, I used to be very shy at my high school but know I feel that I’m able to discuss and talk about any topic if I have the knowledge. I also feel that I will not be scared if I will be interviewed for a job because I used to discuss and talk with my teacher and my class friends in our class times” (S., Graduate of 2012 class).

“Our dialogue need to be a model for all the courses to let all the students share their stories. Moving from one topic to another should be attractive in order to attract the student’s attention” (K., Graduate of 2012 class).

“A sense of empowerment sure does come when we have an understanding of the subject and we are confident enough to know what goes on; dialoguing about it helps a lot, this will immensely help us in the future to be more confident around employees and managers, wherever we are!” (S., Graduate of 2012 class).

Conclusion

Dialogue is a life-long learning skill that prepares students to success at work and life. If institutions and educators want to improve learning environments and consequently forging better ways for their graduates, enabling them to succeed at their careers, it is reasoned that they need to consider embracing more active methods of learning that inspire and motivate students to learn and replicate real life working environment. Using innovative practices at the university level will help inspire and motivate students to learn, resulting in more exciting classrooms and enabled graduates prepared to embrace the working life and succeed in their careers (Wurdiner & Rudolph, 2009).

References


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**Dialogic Classrooms:**
**Preparing Students for Career Success**

By Giovanna Bejjani, Fall 2016
Senior Business Faculty
The Higher Colleges of Technology
Ras Al Khaimah Women’s College
The United Arab Emirates

ACBSP Region 8 Conference
Dubai - Fall 2016
Relevance of the presentation to the conference Theme

- This is a topic that is directly linked and feeds to the conference Theme. Learning and consequently succeeding at careers is something teachers help create with their students. In this presentation, I present my research and my daily lived dialogic classrooms approach as a process by which both teachers and students are transformed and, subsequently, students become prepared for their career success.

- Dialogic teaching harnesses the power of talk to stimulate and extend students’ thinking and advance their learning and understanding. It helps the teacher more precisely to diagnose students’ needs, frame their learning tasks and assess their progress. It also empowers the student for lifelong learning and active citizenship. Dialogic teaching empowers students and strongly contribute to their career success.

Brief Biographical note on presenter:

- Giovanna has been living and working in Ras Al Khaimah (RAK), in the United Arab Emirates, as business faculty at RAK women’s college, for over 15 years. A graduate from the University of New South Wales in Sydney with a Masters in Commerce, Advanced in Marketing, Giovanna has worked in different markets, in industry and in academia for several years. Giovanna is actively engaged in ‘Relational Learning’, through her innovative dialogic teaching style and through linking academia to industry with her industry linked business projects she pioneered. Her research interest is in qualitative research, mainly participatory action research and she is currently completing her PhD in Relational Learning in Business - Linking Academia to Industry and Dialogic Classrooms.
Dialogic Classrooms: “Preparing Students for Career Success”

The Question/Opportunity:
How can we, as business educators, transform our classrooms to meet the ever-changing marketplace, and provide the greatest educational value for our students?

I invite you, dear audience, to explore with me a successful strategy that prepares our students for career success: Dialogic Classrooms as Relational Learning.
The Purpose of Education

- The primary purpose of education is to enhance the potential for participating in relational process - from the local to the global (Gergen K., 2011)

- Our world is changing. That is not really news to educators, business and industry need students who are college and career ready (Wheaton & Davis, 2015)

- “While it is easy to say we know the world is changing, it is much harder to change what our students experience within the classroom to prepare them for that changing world” (Wheaton & Davis, 2015, p.21). Preparing students for career success is a must

- My research & experience have shown that this could happen through Dialogic Classrooms

Transformative Learning

- Dialogic Classrooms: At The heart of Transformative Education (McNamee, 2015; Bejjani 2015)

- Dialogic classrooms approach also encourages me as teacher to risk my status as ultimate knower (Gergen K, 2011)

- Transformative learning is most likely to occur when students become personally engaged with the material and perceive the subject matter to be directly relevant to their own lives.

- For transformative learning to happen, it is crucial for teachers to cultivate learning partnerships with students. All this could happen through dialogue in classrooms.
**Dialogic Classrooms**

- Dialogic classrooms, a relational understanding of the educational process, might inform and transform university teaching and lead students to succeed in their careers as relational learners and workers.

- 21st century competencies, such as cross-cultural communication, critical thinking, creativity, innovation, collaboration and dialogic skills are first forged and refined perhaps in schools.

- Dialogic teaching can forge those skills as it calls for students giving their opinion, innovating with ideas, leading and collaborating in the discussions.

  (Gergen 2011; McNamee, 2015)

**Dialogic Classrooms**

- Dialogic Learning process is important and can be seen as enhancing community, building social capital and leading to act in ways that make for justice and human flourishing.

- Dialogic classrooms, as holistic and transformative educational processes, then attend to the fullest development of learners including their characters, understandings and skills, and particularly prepare them for their career success.

  Freire,(1970);Bakhtin(1982);Gergen(2011);McNamee(2015)
My teaching philosophy

Experience

- I embrace teaching as an opportunity to inspire and empower
- As a teacher facilitator, it is my goal to enhance student learning as a transformative experience
- Ideally, I want my students to feel personally challenged/changed by their participation in a course I am teaching

What & How I do in class

- Agree to accept and honor all opinions
- Allow students to voice opinions/concerns
- Abandon the fear of not knowing

- What & How:
  - Introduce difficult concepts
  - Ask students’ opinions about topics
  - Ask students to relate topic to live examples and discuss
  - Relate to real companies and discuss
  - Probe deeper by more questioning & active listening
  - Dialoguing, dialoguing, dialoguing…
My Research Question

- The Effect of Relational Learning - Dialogic Classrooms on female graduates

- As graduates, did you feel empowered through our dialogic classrooms? How? Did it make a difference? Did it help you succeed at entry positions? At work? Career path? How? Where? When?

Methodology & Methods

- Ethnographic Action Research approach with Appreciative Inquiry

- Appreciative in-depth Interviews with 25 graduates from 5 different school years and appreciative Focus groups with current students

- Thematic analysis to generate qualitative themes/results
Keys Findings - Themes From Appreciative In-depth Interviews

- **Education Innovation** - Attractive Exciting Style/Capture attention/Engaged learning

- **Education relevance** - Business/Content Knowledge is clearer and more meaningful

- **Enhanced Soft Skills** - Negotiating/Presenting/communicating

- **Empowered Graduates** - Better at Interviews/Entry Positions

- **Career Path Success** - Confidence/Empowered at work/able to voice opinions/able to see continuous career development/able to better contribute

- **Particularly important for female students** to voice their opinion

Graduates’ own testimonies

- Discussion will always bring new thought, different ideas and maximize your knowledge, and give you an idea of how real work environment works.

- There are always new things to learn, there is always new ways of business.

- Everyday there is new thing to learn in business world & from every successful story there are plenty of lessons to learn.

- **M. Al Zaabi** - Graduate of 2011
Graduates’ own testimonies

I was really enjoying that we were learning through projects and real-life examples than focusing mainly on pen and paper exams. I always used to tell my friends in other universities that we are getting more practical knowledge than they do and that we are more ready to hold jobs than they do.

Class dialogues helped making the student think and look at things from different angles and it helped to think outside the box. Through dialogues, teachers can pass their personal and professional experiences to students. In my current and previous jobs, I am using many advices and experiences that were given to us by our instructors in the classrooms.

M. S. - Graduate of 2010

Graduates’ own testimonies

“I learnt how to work as a team, communicating with all team members and how to present our final project in a formal way. I also gathered listening skills as well which helps me in my current job, such listening to the complaints from customers or end users. As a female graduate, I feel comfortable now discussing with male colleagues at work, finalizing the work issues and working with each other to solve these issues”

(A., Graduate of 2011 class).
Graduates’ own testimonies

“I remember that I was shy at the beginning of the semester. I don’t like to participate in the classroom because sometimes I used to think that my answer may be wrong. This dialogic style of teaching made me feel more confident to participate more, not only in classroom but later at work too; this also helped me in my personal life; with my husband” (F., Graduate of 2010 class).

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“A sense of empowerment sure does come when we have an understanding of the subject and we are confident enough to know what goes on; dialoguing about it helps a lot, this will immensely help us in the future to be more confident around employees and managers, wherever we are!” (S., Graduate of 2012 class).
Reflections about Dialogue !!!

Thank you all for our dialogues!!!

Giovanna Bejjani
For ACBSP Region 8
Fall 2016 – Dubai

Bibliography


teaching/


Four P’s for Online Education Management

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Abstract
In this fast-paced changing world, the demand for mobile information technology is continuously increasing. Online learning or e-learning training programs provide the individual and organisations with the ability to reach and develop professional goals without major disruption to their lives or human resource processes. The paper presents a 4 P’s (Personalization, Platform, policy and the Process) model for managing distance online classes and it’s relation to persistence as a dependent variable. All variable were found to have positive significant relation to persistence and are all keys words in delivering an effective online learning.

Keywords: Distance learning, online Education platform, process, persistence, policy, perception, personalization.
Background

Startup e-institutions since 2002

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<th>Name</th>
<th>Year founded</th>
<th>Model</th>
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<td>Coursera</td>
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<td>Nonprofit</td>
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<tr>
<td>Udacity</td>
<td>2012</td>
<td>For-profit</td>
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Conceptual Model

Persistence

A person who is consistently reinforced for personal accomplishments will be more likely to possess an internal locus of control than a person who receives reinforcement sporadically or inconsistently.” (Parker, p.56)
Research Methodology

A quantitative description of attitudes and opinions of online distant learners toward online distant course was used. A random sample from different ages, gender, nationalities and education level allowed for an equal opportunity for participation.

Population and Sample Size

The population of the study is as defined by Online Learning Consortium organization (2004) is the learners who decided to eliminate geography as a factor in the relationship between themselves and the institution.

Demographics

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<table>
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<td>Completed graduate school/Professional Degree</td>
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<td>Total</td>
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Demographics

NATIONALITIES

UK, Canada, USA, Ireland, Jordan, Palestine, Ghana, Switzerland, Italy, Poland, Iraq, Singapore, Russia, Egypt, Australia, Zimbabwe, Romania, Albania, Uganda, Hungary, New Zealand, Denmark, United Arab Emirates, Lebanon, Philippines, Tunis, Sudan, Eritrea, Hellenic, Iran, Greece, Vietnam and Pacific Island.

GENDER

53% of the participants were male and 47% were female.

Significance of the Relation Between the Dependent and the Independent Variables.

PLATFORM

Pearson correlational analyses were P found to be (.71). The correlation was expected to be significant as indicated in the literature.

POLICY

The relationship between policy and persistence, as described by the researchers, was found to have a strong correlation (.74).

PERSONALIZATION

As indicated by literature, personalization is a vital factor to increase students’ persistence, where P was found to be (.69).

PROCESS

The relation between process and online learners’ persistence was found to be significant as P found to be (.72).

IMPLICATIONS

Each and every variable has a strong positive significant relation with persistence, without persistence, learners will not be able to complete their assignments’ and will definitely affect the institute graduation rates, retention and transfer rates.
LIMITATIONS

- An electronic e-mail survey.
- The survey responses were limited to those who agreed to answer the survey.
- The definition of policy as a variable that has an effect on persistence differ in the literature.

CONCLUSION

The model is a humble approach from the researchers to provide online education providers and enlighten them as to what might work in managing online delivery of courses.

THANK YOU
Seeds of Ambition: Forging new frontiers in the 21st century

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Abstract
Ambition is widely associated with successful individuals. However, as a construct it has received little attention in academic discourse and is not fully understood. Even less is known about its origins. The limited number of studies that have explored the concept of ambition reveal disparities in our understanding, a lack of consensus, even misinterpretations of how and where it fits into an individual’s personality. Indeed the debate on whether ambition is genetic, a cause of external influences or a mix of both is also ongoing. This study primarily focuses on Emirati Nationals. It seeks to explore and understand the notion of ambition, its origins and its influence on individuals. A qualitative phenomenological approach, using in-depth interviews with a mixed gender sample of 10 participants was adopted to explore Emirati ambition. The data from interviews suggests that in all of the cases documented, ambition was inspired either by a specific moment in the participants’ life history or a range of situational factors. The notion that ambition can be ignited, refined and developed just as any other skill represents a great opportunity and a challenge for all of us forging new frontiers in the 21st century. The United Arab Emirates Government, and indeed other governments around the world, are increasingly aiming for a knowledge and innovation based economy. Findings from this paper are beneficial to those responsible for this economy drive and motivating key agents to play a leading role in its fruition.

Key Words: Ambition, United Arab Emirates, Emirati Nationals, External Influences, Knowledge & Innovation

Practical application
This paper highlights a number of important factors that may foster, support and develop ambition and levels of achievement. Findings in the paper suggest a link between potential impact of competency development on confidence, ambition, achievement and attainment. In particular this paper has practical application the areas of education, entrepreneurship and training and development. The paper also present significant opportunities for further research.

1.0. Overview
In 1972 seven separate city states or Emirates united to form the United Arab Emirates (UAE). The UAE possesses the 10th largest oil and 5th largest natural gas reserves in the world. The government has used these resources to propel the country into a modern and thriving state. For a country that largely relied on fishing and pearl diving 40 years ago to reach such heady heights has led many to termed country’s progress as a modern economic miracle (Seliger, 2010; Sharma, 2012). The country’s success is often attributed to the vision and ambition of its leaderships, past and present. In the 21st century the UAE government continues to follow an ambitious national agenda.

Long before the collapse of oil prices the UAE Government launched the UAE Vision 2021, directing the country to achieve milestones which have taken its Western counterparts centuries to reach. Grounded in six key pillars of 1. Cohesive Society and Preserved Identity; 2. Safe Public and Fair Judiciary; 3. Competitive Knowledge based Economy; 4. First-Rate Education System; 5. World-Class Healthcare; 6. Sustainable Environment and Infrastructure, the UAE aims to be among the best countries in the world (UAE Vision 2021). In other contexts such aims may be considered fantastical, but given the UAE’s progress in the last 40 years these ambitions are realistically within the nation’s grasp. Nevertheless, in order to realize this vision fundamental changes are planned in way the economy is organized and develops in the coming years.
The need for a diverse, knowledge based economy and changes in key sectors such as human development, infrastructure and indeed Government operations are recognized and highlighted in key policy documents, such as the UAE Vision 2021 and the Abu Dhabi Economic Vision 2030 (Hvidt, 2013). In regards to a developing a competitive knowledge based economy the country has already reached significant milestones. The shift from fossil fuels to a more diverse economy is already well on the way. In 2009 the service sector, a hallmark of developed countries (Shepherd & Pasadilla, 2012), overtook the Oil and Gas sector which has been the traditional power house behind the UAE’s success (Elbadawi & Selim, 2016). In fact the reliance on oil and gas has dropped significantly from 90% in the 1970s to 30% in 2015, and the UAE plans to drop this further to just 5% by 2021 (Halligan, 2015; Vision, 2021). The UAE has also made significant strides in other key sectors of Health, Education and Banking to steadily increase it global competitiveness ranking (Global Competitiveness Report, 2012,13,14).

When it comes to Entrepreneurship, however, there are significant unfulfilled opportunities, especially among the Emirati National population. A study conducted by the Global Entrepreneurship Monitor (GEM) (2011) highlighted that entrepreneurial activity, as a whole, experienced a downward trend after its peak in 2008. The same study found that only 4% of new entrepreneurs were Emirati and of those almost no nascent business ventures (2.3%) operated within the medium to high technology sectors (GEM, 2011). This is in sharp contrast to reportedly high levels of entrepreneurial intentions amongst undergraduates and an institutional environment conducive to entrepreneurship within the UAE (Haan, 2004; Sowmya, Majumdar and Gallant 2010). Differences in levels of entrepreneurial activity between two countries can account for a 30% to 50% difference in productivity (Reynolds et al., 1999; Zacharakis et al., 2000 cited by Sobel, Clark & Lee, 2007).

An integral component of the UAE Government’s vision is a confident, capable and above all an ambitious Emirati population that takes a leading role in achieving the nation’s vision. United in responsibility is one of four corner stones of the United Arab Emirates Vision 2021. It calls for: “An ambitious and confident nation grounded in its heritage: Ambitious and responsible Emiratis will successfully carve out their future, actively engaging in an evolving socio-economic environment”(UAE Vision 2021).

Ambitious Emiratis are expected to create new business and new jobs to further diversify the economy and alleviate pressures on a burgeoning public sector which employs a high number of Emirati Nationals. This exploratory study aimed to develop an in depth understanding of the origins of Emirati Ambition through the lived experiences of Emirati graduates. Research design was built upon in-depth semi structured interviews to collect context bound experiences from three different sets of research participants. The two groups comprised of eight Emiratis who had graduated within the last five years: these graduates would have had the ambition, as undergraduates, to start a business and had either succeed or failed in realizing this ambition. The last set of participants were two incubator managers who were able to provide invaluable insights in exploring ambition among Emirati nationals.

Data from this research study supports previous assertions about the context bound nature of motivation, but interestingly in a relatively small country with a homogenous national culture an individual’s ambitions seem to be determined and enhanced by a handful factors. The notion that ambition can be ignited, refined and developed just as any other skill represents a great opportunity and a challenge for all of us forging new frontiers in the 21st century. Understanding these factors and how they affect Emiratis can help develop effective support mechanisms that are responsive, in line with the United Arab Emirates needs and enable Emiratis to realize their ambitions. More importantly, understanding the origins of ambition increases the chances of harnessing it to achieve the country’s vision for it future.

2.0. Literature Overview

The concepts of ambition is as old as the history of philosophical thought. From Pluto and Aristotle, to Aquinas, to Machiavelli and Adam Smith, the most influential thinker in history that have shaped modern civilization, recognized the importance of ambition (Strauss & Cropsey, 1987). Nevertheless, ambition remains an ambiguous concept which is often misunderstood, relatively unexplored and it certainly lacking the prominence extended to its close counterparts, such as motivation (Pettigrove, 2006). The limited num-
ber of studies that have explore ambition focus academic discourse on whether ambition is an innate genetic construct of our personality traits or whether it is inseminated by external influences (Judge & Kammeyer-Mueller, 2012; King, 2013; McAdams & Pals, 2006; Mischel, 1973). There is also limited evidence on the cause and effect of ambition. Modern society appreciates and requires individuals to be ambitious, however, ambition has not always been seen as a positive force. The debate on whether ambition is a virtue or a vice, a positive or negative influence is also largely unresolved.

This study sought to explore and understand the origins of ambition in the UAE context. The study will apply Bandura’s (1977) Theory of Social Cognition as a framework to analyze research data. The notion of ambition is most commonly confused with motivation or the achievement motive, but there are distinct differences in how these are used in human interactions. For example, an individual may be ambitious but may also lack the motivation to realize those ambitions. Therefore, this study also uses McClelland’s (1961) Theory of Achievement, and Ajzen’s (1991) Theory of Planned Behavior (TPB). TPB was updated in recent years to the Reasoned Action Approach by Fishbein & Ajzen’s (2010). However, the older TPB was preferred to the Reasoned Action Approach for two reasons. First, the TBP has been cited in thousands of scholarly papers from a diverse range of disciplines which enables the researcher to compare and contrast research findings with extensive empirical data that has been rigorously tested over a prolonged period of time (Morgan & Bachrach, 2011). The second reason related to integration of the TPB with other models that explore behaviors (Krueger & Carlsrud, 1994). These theories provided the theoretical framework to develop interview questions and perform data analysis.

What is ambition? If you look up the definition of ambition in an English dictionary it will most likely contain the word desire. This desire is often associated with a longing for power, wealth, fame and even honor. On the other hand psychologists tend to attach ambition with goals and with career goals in particular (Judge & Kammeyer-Mueller, 2012). Historically these interpretations of ambition have had negative connotation (King, 2013). For example, Machiavelli marks ambition as the main cause of war. For ambition’s desires are unattainable and when those with ambition have attained what others do not have they seek to protect it. Whilst those with unfulfilled ambitions seek to cease it, thus the never ending war and conquest (Machiavelli, 1988). For Aristotle even the seemingly just ambition for honor could lead to unjust actions, honor at any cost is not honorable (Strauss & Cropsey, 1987).

Similarly, Aquinas associates ambition with vain glory, when men seek glory for glory’s sake (Pope, 2002). These examples represent blind ambition, akin to Shakespearian unrelenting ambition that engulfed Macbeth. Here ambition manifests as a vice, but these examples also highlight that there must be a positive side of ambition. The object of ambition, such as honor or glory, may not be corrupt. Rather the reasons for why people aspire to these and the lengths they would go to achieve them lead to corruption. For both Aristotle and Aquinas ambition blurs the line between the just and unjust pursuit of glory, and honor, because it focuses on the ends regardless of the means (King, 2013; Pettigrove and Mayer, 2009; Pope, 2002; Strauss & Cropsey, 1987).

In his book the Ambition a History from Vice to Virtue, King (2013) argues that our view of ambition started to changes at the turn of the 1800 century. Important thinkers such as Francis Bacon started to see the potential of noble ambition, nevertheless, untamed ambition was still seen as vice that had to be tempered (King, 2013). For Adam Smith, “the innate human desire to improve one's lot is strong enough to make workmen apt to overwork themselves and ruin their health” (Harpaz & Snir, 2014, p.140). At the onset Smith’s view may present ambition as a vice. However, if ambition leads an individual to overwork for their moral improvement or the wellbeing of others, as Smith later suggests, then this is considered a virtue (Harpaz & Snir, 2014; King, 2013).

The aim here is not to determine whether ambition is a vice or virtue. The discourse on the vices or virtues of ambition have been covered well by Glen Pettigrove (2006) in his paper titled “Ambitions” and more recently by the above mentioned William C. King (2013). Rather intention here is to highlight the bipolar view ambition and the difficulty in defining it. At one end the blind amoral ambition propagated by Machiavelli and Aquinas. At the other end Bacon and Smith recognize at least the capacity of ambition to be noble. More recently Pettigrove and Mayer (2009) explore the role of moral ambition. Perceptions of
ambition are mostly negative if the object of ambition is worldly gain. Interestingly, this is how ambition is mostly prorated, which ignore important objects of ambition related to self-development, internal satisfaction or as Smith put it moral improvement (Harpaz & Snir, 2014). Rather than just having more ambition desires to be more (Pettigrove and Mayer, 2009).

Where does ambition come from? In a study of ambition, self-concept and achievement Young (1998) test and claimed to confirm Quaglia and Cobb’s (1996) theory of aspirations. The study claimed that ambition is largely a result of external influences such as family background, social status and education. The same study also confirmed that individuals with high levels of ambition were also more likely to attain higher achievements (Young, 1998). This would certainly support the sociological view that the origins of ambition rely on situational factor, which are bound in context and social interaction (Bandura, 1977, Mischel, 1973). Perceived availability of opportunities often draw the line between daydreamers and ambitious individuals. Although an individual’s ambition may be unrealistic at times they are not entirely beyond the realms of possibility (Judge & Kammeyer-Mueller, 2012). Furthermore, these ambitions can be developed and strengthened if perceptions of opportunity increases (King, 2013; McAdams & Pals, 2006).

However, psychologists challenges this notion by highlighting the differences in behavior of individuals who find themselves in similar circumstances. Psychologist, and personality science in particular, offer the Five Factor Model of personality to explain these differences. The Five Factor Model (FFM) broadly measures facets of human behavior by using low order personality traits such as 1. extraversion (vs. introversion), 2. neuroticism (negative affectivity), 3. conscientiousness, 4. agreeableness, and 5. openness to experience (Saville, 1985). Although the FFM has received some acceptance as a means of measuring personality (Stewart, 2008), it is criticized by some for being too broad (Tett et al., 2003; Hough & Oswald, 2005). Further studies that applied the FFM have produced inconclusive results. For example, Costa & McCrae (1988) added achievement and Endurance to propose a six factor model. A study conducted by Jackson et al., (1995) further splits conscientiousness into two separate constructs of achievement or ambition and hard work.

Walter Mischel (1968), argued that personality science could not predict human behavior with strong correlations because behaviors change according to different situation. Thus, socially specific situational factors rather than innate personality traits provide better means of understanding behavior. After decades of being subjugated as an unreliable measure of predicting behavior (Gartner, 1988; Krueger & Brazeal, 1994; Krueger, Reilly & Carsrud, 2000), the application of personality traits to explain human behavior has experienced a resurgence in recent years (McAdams & Pals, 2006). Nevertheless, inconsistencies in both sociological and psychological spheres of study suggest this debate is ongoing.

Although ambition is recognized as a part of the motivational process, it is not the same as achievement motivation. Traditional theories of motivation try to find answers for human action, such as, why we choose certain actions over others and what incentivizes these actions (Schacter, Gilbert, Wegner, & Hood, 2011). Motivation can be defined as purpose or psychological cause of an action (Schacter et al., 2011), “what activates a person, what makes individuals choose one behavior over another” (Carsrud & Brännback, 2011, p. 11). In one of the earliest studies of motivation, Murray (1938) used a Thematic Apperception Test (TAT) and found motivation to be highly individual and context specific. The results of the study demonstrated that individuals were heavily influenced by their experiences, environment, and their conscious and sub-conscious state (Graham & Weiner, 1996). Murray (1938) was arguably one of the first to recognize that motivation, like so many other facets of the human condition, is bound in context.

The achievement motive remains one of the most influential contributions to the theory of motivation (McClelland, Atkinson, Clark & Lowell, 1953). McClelland (1961) identified the achievement motive or need for achievement (nAch) as the main predator of intentions and actions (Alschuler, 1967; Carsrud & Brännback; 2011; Estay et al., 2013). This is unlike power motivation or affiliation motivation, where an individual is solely driven to act in accordance with developing networks or gaining influence to exert will (Alschuler, 1967). The achievement motive drives actions that lead to excellence (McClelland, 1961). This marks the main divide between motivation and ambition. An individual with achievement motivation subconsciously seeks excellence in mastering and performing tasks. While an ambitious individual conscious-
ly seeks the reward of the performing that task with excellence. This is a crucial distinction between motivation and ambition. Motivation is task specific concerned with actions. Ambition is generalized and concerned with rewards the outcomes actions bring.

In this regard similarities can also be drawn between the differences in Perceived behavior control (PBC) and to locus of control. Ajzen (1991) differentiated PBC from Rotter’s (1966) construct of perceived locus of control. Perceived behavior control, Ajzen (1991) suggested, evaluates each behavior on its own merit, unlike perceived locus of control which relates to a person’s general outlook and approach to a behavior (Ahmed, 1985; Diaz & Rodriguez, 2003; Kautonen et al., 2013; Krueger, Reilly & Carsrud, 2000). This notion can be used to understand the differences between a person with achievement motivation and person with ambition. An individual with high levels of achievement motive is likely to assess each task and evaluate his or her ability to complete the task, the strategies they will adopt to compete the task (Ajzen, 1991; Bandura 1994, Krueger, Reilly & Carsrud, 2000). In this sense, much like perceived behavior control, the individual’s outlook is task specific. On the hand an ambitious individual has the general desire to reap the rewards of success (Boteach, 2008; Pettigrove, 2006). Thus completing tasks may still be important but only if it leads to the desired reward.

Although the UAE government is recognized as ambitious (Elbadawi & Selim, 2016; Hvidt, 2013), this study has not found any published work that assess ambition the general population. A limited number of studies have explored intentions, motivation, as well as environmental factors that affect UAE undergraduates, particularly in the realms of entrepreneurship and education (Bahrami, 2014; Horne, Huang, & Al Awad, 2011; Itani et al., 2011; Siddar & Vel, 2011; Sowmya et al., 2010). Some studies indicate a lack of confidence amongst Emirati National (Sowmya et al., 2010), whilst other studies suggest a lack of effective training, skills and environmental factors as possible reasons for low motivation (Itani et al., 2011; Siddar & Vel, 2011).

In a capitalist society a person without ambition is a person without potential. In deed the pursuit of happiness or the realizing the American dream would not be possible without adequate ambition (Boteach, 2008; king, 2013). Ambition, it would seem, is the pursuit of a mirage, an intensely captivating oasis that is always at the horizon but never within grasp. The ends may be noble or selfish, the means may at times blur the lines between just and unjust actions. The reasons for ambition may be valiant or dwell in deep seated fears (Judge & Kammeyer-Mueller, 2012), whatever the motivations true ambition is relentless in the pursuit of change! A dream that can propel individual to hope for a better life, a better future or simple a better self. As Allport (1937, p 72) puts it, instead of fear ambition is driven by “value oriented obligation”. It is distinct because it pushes individuals to pursue highly challenging goals not because they have to but because they want to, and because they think they can. Ambition has the capacity to draw out all that is good in human potential but also all that is bad. Above all it has the ability to give life meaning.

3.0. Methodology

This study aimed to explore the origins of ambition among Emirati Nationals. Using a qualitative phenomenological approach and in-depth open-ended interviews to collate the lived experiences of recent graduates (Creswell, 2009). A sample of ten participants with an equal gender balance was proposed for this study. The research design was built upon in-depth semi structured interviews to collect context bound experiences of Emirati graduates that were either entrepreneurs or employed, and incubator managers. This study employed purposeful and criterion based sampling techniques to ensure a wide spectrum of relevant perspectives was included to enhance credibility and utility (Filthestead, 1979).

Purposeful sampling was used to identify individuals who were able to provide a unique perspective of experiences that had led them to make very different choices (Creswell, 2009). To preserve the privacy of research participants the entrepreneur sample is identified as “Ent”, employees are represented at “Emp” and incubator managers as “Inc”. The numbers 01 to 04 indicate the number allocated to each participant and the letters M or F indicate their gender. Criterion sampling helped qualify participants and ensured the most suitable participants were invited to participate, which also added to the credibility of the research (Creswell, 2009; Flick, 2014).
Each segment of the sample had experienced the phenomenon but from uniquely different perspectives. The qualifying criteria for (a) entrepreneurs included: (i) UAE Nationals, (ii) education to Bachelor level or above, (iii) started a business within three to five years of graduation. Qualifying criteria for (b) the employed sample included: (i) UAE Nationals, (ii) education to Bachelor level or above, having graduated within the last three to five years (iii) currently employed. Both sample segments “a” and “b” must have identified with the ambition to start a business as undergraduates. Qualifying criteria for (c) incubator managers included: (i) work in an incubation center or similar agency with a mandate to support Emirati Graduates, (ii) at least 3 years’ experience in a front line role within the UAE. This approach ensured a credible sample was employed whose experiences were highly relevant and most suitable in answering the research question (Creswell, 2009; Flick, 2014).

Amongst the four types of triangulation highlighted by Denzin and Lincoln (1994), this study used the triangulation of data. Interview responses from three different sources (Sample a, b, c) with different perspectives were crosschecked and contrasted with each other to validate data and draw conclusions. The aim of data triangulation was not solely to validate findings (Denzin and Lincoln, 1994). Data triangulation also enabled the researcher to gain a deeper understanding of critical issues affecting Emirati graduates (Flick, Kardoff and Steinke, 2004). In this way, the researcher was able to bring together findings and justify conclusions (Denzin and Lincoln, 1994; Hastings, 2010).

4.0. Results and Emerging Themes

Four interrelated themes emerged from the interview data. These included, Family Circumstance, Collectivist Nationalism, Religion and Tradition, and Political Role Models. Emerging themes were interconnected because of the complicated web of personal and cultural dependencies that constitute the UAE social makeup. Supported by direct quotations from the interview data, this section provides a detailed description of themes that consistently appeared in interviews. The detailed description includes all significant elements of the interview data that developed a better understanding of these themes.

4.1. Family Circumstance

As the literature review revealed, levels of motivation are bound in context (Graham & Weiner, 1996; Murray, 1938). Although, there are other environmental factors that influenced behavior and defined family circumstance (Eccles & Wigfield, 2002), interviews revealed that the main constant in the Emirati context is largely defined by this theme. This finding is supported by previous studies in the UAE that highlighted family circumstance as a major influence on Emirati life (Erogul & McCrohan, 2008; Sowmya et al., 2010). This theme revealed intimate details about Emirati entrepreneurs, their specific context and the range of factors that seem to sow the seeds of ambition.

Ent01M, “I was always going with my father to Majlis (men’s sitting area) “I thought I want to be like them when I grow up… job is good but you cannot be free these words echo in my head”.

Ent02F, “it directly came to mind because my dad had his own business…. So I was like I will do it!! Sat in my mind”.

Ent03F, “I came from a high income family to a low income family… my father is already having a business he is in real estate, my brother has a business… I was thinking I would like to have a business because my father”.

Ent04M, “I always use to go with my father when he use to travel (business travel), I was 12/13 years old I enjoyed that experience so may be that also influenced me”.

The participants essentially revealed early influences that arguably developed different facets of their personality and made them who they are. Interestingly, every entrepreneur had a deep-rooted history of entrepreneurship in their family. This also seems to inspire ambition. Circumstances faced by the employee sample segment are clearly quite different. Financial responsibility seems to be a prevailing issue that has arguably hampered ambition and stemmed likelihood of new venture creation.
Emp01F, “One of my aunts also has a business she sells Abayas… my uncle, who is a business man, he still actually encourages me from time to time… I had a different opportunity but I could not go for it because my dad got sick and in that case family takes priority… actually this was one the main reasons I did not start because I had to look after my dad… I would give up my job and go for business if I had to only look after myself… or if the family was doing well… or if I was the youngest child… I am the eldest I am tied to responsibility (to family)”.  

Emp02M, “and some businessman can get help (financial) from their family but I could not get this at the time… within my family there are no business man… I am the eldest I had financial responsibilities and had to get another income to be able to help my family”.  

Emp03F, “there is no one in the family that owns a business… may be when I see my brothers and sisters, older than me, I don’t want to end up like them (no career success), I want to be better than them, when my younger sister looks at me she should want to be like me”.  

Emp04M, “I have financial responsibility I am the eldest in the family so I have to take care of them”.  

Unlike the entrepreneur sample, family largely seem to have a negative influence on employees in regards to supporting their ambitions. It should be mentioned that participants did not say anything to suggest they associated blame to this or saw it as a burden. With the exception of one, these participants ambition seems to be hampered by the motivation to improve their family’s financial circumstance and the ambition of starting a business had to be suppressed until this task was complete. It was also interesting to observe that there was no significant history of entrepreneurship in their families. And even if there is, as in the case of Emp01F, responsibility to family takes priority. This highlights are clear example of individuals having the ambition but not the motivation to fulfil that ambition. Income or class also seem to play a role in this context.  

In regards to circumstances, although insights into financial situation were lacking, the incubator managers did confirm the role of family as a positive or negative influences. Inc01F, “it depends on the situation and the person’s passion, ambition, persistence… the family can be positive and negative it depends on the family situation (needs) for everything”. The second incubator manager also highlight the support family can provide to aid ambition. Inc02M, “they give them the encouragement to start and try it out so it does not matter if you fall of your face, we will pick you up so it takes away some of the stigma (fear of failure)”.  

The main sample of Emirati entrepreneurs and employees highlight impact that their families had following or not following their ambitions. Circumstances permitting, the family can work as a source of inspiration, support and encouragement for Emiratis ambition. However, if family needs, mainly financial, need addressing then personal ambition is sacrificed, at least delayed, for the good of the family. This could suggest that the deepest ambition in Emiratis is to ensure their family needs are met. Either way this theme highlights the importance of family circumstance and its influence on Emirati ambition.

4.2. Collectivist Nationalism  
In a study of Emirati and non-Emirati youths in the Emirate of Ras al Khaimah (UAE), Jones (2011) found Emirati youths to have high nationalist tendencies. A sense of nationalism can instill higher purpose and inspire individuals to desire more: countries such as China and South Korea exemplify this notion well (Christiansen, 2015; Jones, 2011). Furthermore, the previous theme of family circumstance pointed to a collectivist culture within the UAE. Along with family, responses from the entrepreneurs’ sample outlined a clear sense of duty towards country and community. Although some have argued that collectivism can be a negative influence (Zeffane, 2014), for the participants in this study, collectivism and
nationalism combined point to a powerful source of ambition that drives them to better themselves and their society. All but one of the entrepreneurs exhibited strong nationalistic and collectivist tendencies.

Ent01M, “at the same time you put something to the community and that’s good because if you do something good you are helping so many people… I will give something from myself and do something for the country… because you want to feel like you have left something good for the community”.

Ent02F, “I feel like the government gives us everything so when I finish my MBA I have to do something in return… so having a business is not only for myself this is something I have to do for my country”.

Ent04M, “I would say the UAE is like my family I have to raise the flag as much as I can the UAE flag is important to us… it’s like something that you belong to… not many people can say they were cheering on an Emirati in the middle of the desert, I don’t want to give this up and go behind the desk”.

Whilst religion and culture also played a role, the sense of nationalism and community seemed to pour out of a sense of obligation linked to the benefits provided by the country and political leadership. This echo’s Allport’s (1938) notion of value oriented obligation as these individuals ambitions are driven by the need to give back to their country, not because they have to but because they want to. This may be the noble ambition exemplified Aristotle and later Bacon (King, 2013). The response from the employee segment was similar to the entrepreneurs and it confirmed that Emiratis’ ambition was influenced by a sense of nationalism.

Emp01F, “UAE gave me so much, like free education free health care so perhaps somehow if I started this business and it made it locally, regionally and if it goes international, then perhaps we can show the world a different perspective about us, that if we are given the opportunity we have the potential we have ambition we are more than what is usually shown on the TV or media”.

Emp02M, “I can help them (other family members) open businesses as well, it will also help the country grow in terms of the economy having more local businesses will enhance the UAE income and it will contribute to general conditions like education”.

Emp03F, “younger generation they say that you are (the young generation) the country’s leaders, you are the ones that will drive the country to be ambitious, try to succeed”.

Similar to the entrepreneur segment, arguably, the sense of nationalism for female participants in the employee segment came from the political leadership and an obligation to the country. A notion of needing to prove themselves to the world was also interesting. The sample of incubator managers captured the theme of collectivism and nationalism well.

Inc01F, “they want to start a business to contribute to the UAE economy? Like prove to the world that Emiratis can run their own businesses… they want to build the UAE brand and market the UAE to the outside world… most of the people here are attached to the UAE and we want to give something back to the UAE”.

Inc02M, “they are following a vision of being the number 1, I think that is something that is very much pushed and emphasized through the ruler’s office”.

The sense of nationalism seemed to drive Emiratis, it instills a sense of ambition and the achievement motive. Interestingly, the ambition here is not limited to improving, which would motivate these individuals to choose tasks that ultimately benefit the country. Instead there is also a desire to prove themselves, and therefore their country, on an international scale. The notion of proving oneself is one of the
ions of ambition (Boteach, 2008; Vigeland, 2015). And here it seems this ambition is being seeded by a collectivist culture and strong sense of nationalism. The Role of political leaders in promoting nationalism and seeding ambition was also noteworthy.

4.3. Religion & Tradition

Webber’s work on the protestant work ethic highlights the historical recognition of the role that religion can play in influencing individuals and their outlooks (Kim, 2012). More recently, in a study of over 90,000 Indian workers, Audretsch et al. (2007) found religion to significantly affect their ambition of starting a business. Religion plays a big role in the UAE and encompasses tradition and culture to a large extent. Previous studies in the UAE confirm the strong affected of religion and tradition on Emiratis (Erogul & McCrohan, 2008). Therefore, although these two constructs may have been highlighted separately in studies carried out in different regions, a decision was made to combine these two aspects. The interview data supported findings from previous studies that emphasized the importance of religion and tradition in the UAE society (Erogul & McCrohan, 2008).

The sample of entrepreneurs placed high value on religion and tradition. These factors were inseparable and seems to be interwoven into the cultural tapestry of the UAE. However, religion and tradition seemed to affect Emiratis in different ways. For some, they were clearly a source of inspiration and fostered ambition.

Ent01M, “, this feeling of obligation to help the country is from first our teacher (Prophet) Mohammad (PBUH) then from family my parent have taught me to do good things, then outside the home today and before we had great leaders who were really pushing their own people to do good”.

Ent04M, “we are raised the way we are close to the UAE I think… from day one when Dubai was a small family everybody used to help each other and it’s grown from there… it’s my duty to make sure the one next door is living as happy as I am… This sense of duty & responsibility comes from our religion maybe and also the way we have been raised”.

Ent01M exemplifies the interconnected nature and importance of religion, family and political leaders. Appearance of these three factors was a regular occurrence throughout the interviews. Participants are clearly relating religious influence and expectations reinforced by religion, family and political leaders. These represent important elements in Emirati life which instill ambition. The employee sample’s responses to religion and tradition was similar to the entrepreneurs’ responses; however, it did not register as a major factor. Nevertheless, it did come across as an important behavior moderator.

Emp01F, “I feel like it’s an obligation (to give something back to society) it’s just part of being a good citizen… it’s just general moral to be a good citizen… its part of our religion”.

Emp04M, “religion has an effect… so it restricts the type of business but that’s it”.

Thus, religion and tradition in both the entrepreneurs and employees seemed to instill a sense of obligation and duty. However, it must be said this does not seem to be forced or perceived as a burden. Instead the participants see these as honorable actions. Although the incubator managers did not mention religion, they did corroborate the multifaceted effects of tradition. On the one hand a sense of belonging, lifestyle and love for the country, with nationalistic undertones, seemed to inspire Emiratis and guide their strongest express moral compass. On the other hand, tradition (pressure from older generations) deterred them from trying out something new (Inc02M). This is an important insight, it alludes to the notion that ambition may be suppressed by the same types of influences that foster them.
4.4. Political Role Models

The impact of political role models on behavior is largely unexplored in the UAE and beyond. However, this construct emerged as a consistent theme from the interviews, almost all participants from the entrepreneur sample identified with a political role model. Participants, especially entrepreneurs, highlighted a deep rooted affiliation with political role models, past and present. Some participants directly attributed the origins of their ambition specifically to political role models and traced the origins of their inspiration to a specific experience in their life. Whereas others identified the impact of political role models in developing the confidence to have higher ambitions.

Ent01M, “The leaders are pushing us, for example when Shaikh Zaid said we don’t create countries without men… we have a leader that support and pushes us … this gives the confidence that ok now this is the time to push yourself…”

Ent02F, “I remember I was in the Arabic class and we talked about Shaikh Zaid when he said women are half of the society… he opened a special university for them get them on board. If he did not do this small step we would not be where we are today…because I felt I have to mention that Shaikh Zaid is the one who inspired me”.

Ent04M, “When we have these great rulers like Shaikh Mohammad, Shaikh Zaid saying come on Emirati, then what we can do is to say ok here we go, so he has this sense of responsibility and he spreads that to us its part of our inside duty. Mohammad Bin Rashid is saying that we want to make everybody happy… you know Shaikh Mohammad is an entrepreneur, he created Dubai in this vision… what he has created cannot be created by someone who just wants to be a ruler…”

The above vignettes are relatively long, however, they contain valuable insights into the experiences of young Emiratis and the different ways they are affected by political role models. Literature on the role of political leadership driving effective economic policy is widespread (Persson & Tabellini, 2002; Roseland, 2012; Rosenau & Czempiel, 1992). However, empirical evidence of political leaders, in recent times, as role models who inspire ambition among the general population to achieve more was difficult to obtain. The literature review could not identify any studies in the region that reported on this phenomenon. Entrepreneurs revealed political leaders were a sources of inspiration, instilled confidence and a sense of duty. This may well highlight one of the origins of ambition, whilst also increasing perceived levels of opportunity and success in undertaking action (Ajzen, 1991).

Emp01F, “Shaikh Mohammad Bin Rashid saying that I am always number one, so this gives you (ambition) motivation… it does drive you to give your best (motivation)”.

Emp02M, “leaders in our country are inspiring us… they say… you are the ones that will drive the country to be ambitious”.

The employee sample confirmed political role models as a sources of inspiration that also implanted a sense of duty that can only be completed with ambition. However, Emp01F, revealed an important factor that arguably differentiates the two sample segments. Emp01F, “to take these risks I myself have to be in a suitable condition”. Most participants in both samples were inspired by political role models. However, arguably, the employee segment did not perceive the right conditions to risk a business venture and follow their ambitions. This goes beyond risk taking propensity and links with perceived behavior control, because Emp01F did not find suitable conditions that would increase the likelihood of success (Ajzen, 1991). Furthermore, the suitable conditions also relate to family circumstances. As highlighted earlier, Emp01F’s family circumstances were not conducive to undertaking risk and starting a business. The sample of incubator managers corroborated the sample of entrepreneurs and employees to identify political leaders as inspirational role models.
Inc01F, “it’s like a vision of our leaders they want to have more Emirati to start their own business”.

Inc02M, “they (Emirati entrepreneurs) are following a vision of being the number 1, I think that is something that is very much pushed and emphasized through the ruler’s office”.

Interestingly, both incubator managers identify entrepreneurship with the leadership’s vision. This is in line with government papers set out in 2008, for example, the Abu Dhabi 2030 Plan and the UAE 2021 Vision (Government of Abu Dhabi, 2008). Arguably, young Emiratis aligning their goals with government ambitions which demonstrates, at least in part, Government success. This theme, and partly others before it, also highlight the importance of perceived opportunity in inspiring ambition (King, 2013; McAdams & Pals, 2006). Similar to Ajzen’s (1991) notion of perceived behavior control, individuals who are confident of success are more likely to act. It would seem individual who perceive the availability of opportunities are also more likely to be ambitious.

5.0. Discussion

The situational factors affecting the two main sample segments provided insights into the origins of their ambition. Ambition, in the context of this study, represents the strengths and scope of an individual’s achievement motive. This is an important tenet in understand the role ambition plays and how it affects Emiratis. Early influences seem to shape personality and behavior as Emiratis are strongly influenced by key situational factors such as family, religion and political role models. For example, family circumstances, religion and political role models instilled moral duty and a sense of collectivist nationalism. This seems to inspire Emiratis to improve themselves and the community. Fused together, these factors are the key ingredients that foster ambition.

Ambition in this context depends on the existence of complex networks of interrelated situational factors. For example, a family’s financial position, a history of entrepreneurship, the individual’s position amongst siblings determines whether ambitions are chased or sacrificed. Most entrepreneurs had a strong history of entrepreneurship within the family. Their families were well off and so they had little to no financial commitment towards the family. These entrepreneurs also demonstrated nationalistic tendencies and a strong sense of duty towards the community. Three out of four participants displayed a strong sense of nationalism and commitment to community. Interestingly, this seem to stem from a sense of obligation linked to the benefits provided by the country and political leadership. Furthermore, nearly all of the entrepreneurs themselves were able to identify the origins of their ambition with political role models. These factors equated to high levels of ambition, but also indicate ambition that is noble, seeks honor and rooted value oriented obligation.

The main two sample segments were selected on the basis of possessing entrepreneurial ambitions, therefore, similarities in their context and ambitions were expected. However, comparatively, most of the employee sample was financially committed to the family’s upkeep, which negatively affected their ambition. This highlights that although ambition may not be directly affected by social class, Emiratis from lower resourced families may have to curb their ambitions according to their family needs. Whether these ambitions are delayed or forgotten needs further investigation.

Although a number of participants demonstrated ambition, the link between ambition and entrepreneurship was less obvious for the employee sample. Participants mostly perceived family and government to be supportive of their ambitions. However, this ambition was not directed or defined. In other words participants expressed their desire to improve their family, community and country. The also showed an ambition to prove themselves to their peers and the world, but, participants did not share any firm plans to realize these ambitions. This would suggest there are opportunities to direct this ambition.

The perception of opportunity seem to be developed and strengthened by political role models, and came across as an important factor in aiding ambition. Political role models also seem to seed confidence which led some participants to have higher ambitions. In the right circumstances this also led to higher attainment, as in the case of entrepreneurs. The notion that higher confidence can lead to higher ambitions
represents significant opportunities for those forging a future in 21st century. A number of studies highlight that confidence increases with increased competences (Ajzen, 1991; Bandura, 1997, Carsrud & Brännback, 2011; Kim, 2014; Krueger & Carsrud, 1994). This would suggest that strategies to improve competencies that lead to improvements in confidence may also seed ambition and lay the foundations for higher attainment.

6.0. Opportunities for Further Research

This study has raised more questions than it set out to answer. If, as this study suggest, ambition is born out of situational factors then it does not explain why individuals behave differently in the similar situations. Similarly one could also suggest that all of us are born with a capacity for ambition, in fact with a kit of traits and abilities, which are carved out, horned and realized depending on the range of external influences, inspirations, motivations, and opportunities. Whether ambition is a genetic personality trait, a result of situational factors or a mix of both was not fully investigated in this study. The absence of personality psychology measures in this study highlight its limitations but also present a major opportunity for research.

This study proposes that ambition alone does not lead to achievement. It is certainly the case, is it not, that without external stimulus, such as inspiration or the perception of opportunity, an individual’s ambition may lay dormant indefinitely. When it comes to achievement, a person may have a dream (be ambitious) but may lack the motivation to achieve it. The same cannot be said of a person who seems to lack ambition, because given the opportunity and suitable motivation a person can succeed even when they lack the desire. Thus, why is ambition important? Is it important, when we can just be motivated to achieve one task after another? The importance of ambition needs further investigation.

At times the researcher an element of negativity among participants, a sense helplessness and despair. It would be interesting to assess the impact of unrealized ambition in a longitudinal study and what affect this has on individuals, their actions and relationships. It would also be interesting to explore whether ambition needs training. Aristotle and Francis Bacon suggested that ambition needs to be tamed. Similarly, as with entrepreneurship does the application of ambition require a set of complementary traits for it to be a positive force in individuals. Investigating these questions will expanded the much needed knowledge on ambition.

And lastly, this study proposes a link between confidence and ambition. Mastery of tasks or improvements in competencies lead to higher confidence. Individuals with high ambitions also tend to achieve higher levels of success (Jackson et al., 1995; Judge & Kammeyer-Mueller, 2012). This study does not know of any other study that has investigated correlations between confidence and ambition. A correlational study investigating competencies, confidence, ambition and achievement may lead to the development of theoretical framework with practical applications in education and human resource development.

7.0. Conclusion

This study set out to explore origin of ambition among Emirati nationals. The study concludes that Emirati ambition depends on the existence of a complex networks interrelated situational factors. For example, a family’s financial position, a history of entrepreneurship, the individual’s position amongst siblings. These factors, along with a sense of nationalism, religious and moral duty to community and inspiration from political role models, also determined the strength and scope of an individual’s ambition. Instead of power or wealth, the objects of Emirati ambition are deeply rooted in the desire to prove themselves, to improve their personal situation and that of others in the UAE.
References


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Seeds of Ambition: Forging new frontiers in the 21st century

Dr. Wasif Minhas

Overview

- Context
- Vision 2021
- Entrepreneurship Unfulfilled Potential
- Research Question

"An ambitious and confident nation grounded in its heritage: Ambitious and responsible Emiratis will successfully carve out their future, actively engaging in an evolving socio-economic environment" (UAE Vision 2021).

Literature

- Genetic vs Social Construct
  - Saville, 1985 - Stewart, 2008
- Virtue vs Vice
- Worldly Gain vs Moral Improvement
  - Pettigrove and Mayer, 2009 - Harpaz & Snir, 2014

True ambition is relentless in the pursuit of change!
Methodology

- Qualitative, Phenomenological Approach
- Open-ended, Semi-structured Interviews
- Sample of 10 Participants
  - Criteria & Purposeful Sampling
- Credibility and Utility

Sample

<table>
<thead>
<tr>
<th>Sample</th>
<th>Entrepreneurs</th>
<th>Employees</th>
<th>Incubator Managers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Size (10)</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Gender Balance</td>
<td>50/50</td>
<td>50/50</td>
<td>50/50</td>
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<tr>
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<td>UAE Nationals</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Graduated within</td>
<td>3-5 years</td>
<td>3-5 years</td>
<td>Non-applicable</td>
</tr>
<tr>
<td>Key Criterion (a)</td>
<td>Must own and manage a running business in the UAE</td>
<td>Must be employed in the UAE</td>
<td>Must be employed in a business incubator in the UAE</td>
</tr>
<tr>
<td>Key Criterion (b)</td>
<td>Had intentions of starting a business before/after graduation</td>
<td>Had intentions of starting a business before/after graduation</td>
<td>Non-applicable</td>
</tr>
</tbody>
</table>

Emerging Themes

<table>
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<tr>
<th>Family Circumstance</th>
<th>Collectivist Nationalism</th>
<th>Religion &amp; Tradition</th>
<th>Political Role Models</th>
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</thead>
<tbody>
<tr>
<td>History of Entrepreneurship +</td>
<td>Value Oriented Obligation +</td>
<td>Interconnectedness +/-</td>
<td>Confidence &amp; Inspiration +</td>
</tr>
<tr>
<td>Financial Standing &amp; Position Among Siblings +/-</td>
<td>Improving &amp; Proving +/-</td>
<td>Behavior Moderator +/-</td>
<td>Perception of Opportunity +/-</td>
</tr>
</tbody>
</table>

| Sense of Obligation & Duty +/- |
Discussion

- Cultivating Ambition for Career Success
- Directing Ambition
- Ambition is not enough! *(Willing but not Able)*
- Confidence = Ambition? *(Confidence, Competences)*

Conclusion

- Emirati ambition seems to be determined and enhanced by a handful situational factors.
- These factors can have a +/- effect whether ambition is pursued
- Political role models push the boundaries of Emirati ambition
- Ambition is a key ingredient for succeeding in the 21st century

Further Research

- Apply quantitative methodology to confirm or reject some of the hypothesis suggested in this study
- Are we born with a capacity to be ambitious – Genetic vs Social Construct
- Impact of unrealized ambition – Longitudinal Study
- Can we learn to be ambitious
Strategic Integration of HR in MENA Region – A case study of Morison Menon

Vic Benuyenah and Dr. Bharti Pandya

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Introduction
As the Middle East and North Africa (MENA) region burgeons with business growth and the Gulf Cooperation Council (GCC) countries record a collective GDP in excess of 1.61 trillion dollars in 2014 (GCC Stat, n.d.), a number of service based activities are required to promote the continuous growth of the region. One such important service in commerce is the auditing function provided by Morison Menon (MM) which established its presence in the region since 1999 (Morison Menon, 2016). Being a key contributor to the accounting and auditing practice in the region, it won the Super-brand status awarded by the Super-brands Council of UAE - an award that may be almost impossible had it not been due to its efforts in strategic human capital development initiatives. The characteristics of new businesses in the UAE and their formation require an in-depth knowledge of the business terrain, government regulations and this means MM has to put in place rather quickly, a sagacious Human Resources (HR) plan.

Business Environment and HR Strategy
Over the years as MM became more focused on human capital development as opposed to traditional personnel management, a more strategic approach to leverage its operations was crafted by its HR department. The initial mission was to enable the HR department to foster a collaboration with other departments of the organization, however, the mission evolved quickly into a more strategic one calling for MM to provide a more autonomous HR team that would have its own decision-making powers and core dedicated team. This is a sharp contrast to what the HR department was initially tasked to do which was purely administrative until about a year ago when separate teams were put in place for recruitment, training, compensation and employee relations.

The strength of this approach lies in the division of labour and specialization principles, first proposed by Adam Smith. By recognizing the importance of the separate teams under the same umbrella, the HR department is now able to carry out its functions more swiftly and effectively, getting rid of the traditional bureaucratic issues that could impact on the satisfaction of MM’s large clientele. Internal functions of the HR department became even more complicated albeit, without such a complication, the organisation will not be able to serve its customers who have different levels of needs.

The core functions of the HR department are categorized into six sections. The ‘talent acquisition’ section tackles the staffing challenge through careful selection and recruitment of talent. The bi-annual performance appraisals, succession plans, rewards and recognitions functions are performed by ‘the Talent Management Section’. The management of MM highly regards the importance of motivated employees and hence dedicate their HR efforts toward maintaining cordial ‘Employee Relations’. The stiff competition facing MM calls for a lucrative and competitive ‘Compensation and Benefits’ section while complying with the Ministry of Human Resources and Emiratisation regulations through the ‘Compliance’ section.

Without a doubt, the HR strategy in MM is a catalyst to the company’s success. Unlike some other organizations in the service industry that perceive employees as disposable and glorify the ‘hire-and-fire’ philosophy, Morison Menon sees the opportunity that training and development create for its success and profitability. In the general HR and management literature, the case for talent development and strategic human capital development has been strongly made and reinforced in practice by companies such as KPMG, PricewaterhouseCoopers but also Apple and Google, recently.

It is clear therefore, that Morison Menon is taking the lead in the MENA region by putting human development in the rather complex equation for organizational performance. In addition to training and development, cost, level of conflict, skill set, experience, nature of the industry, motivation, pay, and other factors can influence the individual performance which on the aggregate tend to affect the level of organizational performance. A mix of practices put in place to manage these variables to ensure the mission of the organization is achieved is what differentiates companies in terms of their HR strategy.
Morison Menon like other organizations can relate their performance and determinants of it to a simple model as the one that follows:

\[ \text{Where: } OP = f (TD, C, LC, SS, E, NI, M, P, \ldots, Oi) \]

- **$OP$** - Organizational performance \( f \)-function
- **$TD$** - Training and development \( C \)-Cost
- **$LC$** - Level of conflict \( SS \)-Skill set
- **$E$** - Experience
- **$NI$** - Nature of the industry \( M \)-Motivation
- **$P$** - Pay
- **$Oi$** - Other factors

The above factors are not mutually exclusive in the determination of organizational performance; in fact, what is important here is the extent to which the organization manages the process of improving practices that lead to higher contribution of the variables to the organizational success. Morison Menon seems to promote practices that lead to improving training and development (TD), but the Nature of the Industry (NI) in which they operate is an enabling factor. Therefore, it can be argued that the nature of the industry a company operates in can determine the HR culture, its corporate and competitive strategy.

**HR strategy, government regulation and Competition.**

In the previous section, ‘Other Factors’ (Oi) is introduced in the organizational performance equation. A country’s economic condition, government regulation, competition and the dynamics of the labour market form sub-categories of what needs to be considered in formulating a credible, competitive and workable strategy. Mr. Shibu Abraham—the Head of HR at Morison Menon indicates that, survival of auditing firms in the region depends on companies’ strategic response to changes in government regulation as well as compliance.

Policies and procedures have to comply with the changes in legislation and regulation to foster a long lasting relationship among all stakeholders including the government of the UAE. A sound understanding of the labour market, government regulation and awareness of the competition in the financial sector allows Morison Menon to hire the best talents, develop them for a long lasting employment. As a consequence, MM was one of the few auditing firms in the MENA region that did not engage in recession fueled redundancies during the 2008 global crisis that destabilized the financial sector in most parts of the developed world.

Among its competitors, MM ranks high in the ‘Employer Branding’ exercise, thanks to the organizational practices put in place to position the company as an attractive competitor when it comes to employment. The labour market in the UAE although very different from the UK and the US, offers prospects for service based industries due to flexibility in government regulation that allows firms like MM to recruit professionals across the globe without having to go through complex government regulation and immigration hoops. This geocentric approach to staffing seems to work very well for the GCC countries with low labour force numbers, but in particular, the UAE has a peculiar friendly policy that creates a win-win situation for the firms operating in the country as well as the government. It is not surprising that several of the recent employees, in addition to indicating their positive commitment to MM, also indicated that the UAE is a great place to work. It is obvious that government enables HR strategies’ and firm operations which then leads to organizational success.
The Importance and the effect of a sound HR team

It is not enough to have an HR strategy crafted by top managers who seldom work at the operational level without having a sound team that understands the details and the implementation of such strategies. At MM, the Head of HR is responsible for the formulation of all policies and strategies although the HR team members are a key part of this process.

The HR professionals at MM have a better understanding of what works on the ground and what does not, but the team that designs the corporate policies comprises of other departmental heads whose contributions are vital to the policies’ implementation. In addition to promoting a joint-team attitude and intra-departmental collaboration during the formulation stage, the teams meet again every six months to review the overall HR policy, a process normally triggered by the Head of HR. This approach ensures that all employees are clear on policy changes and that the best practices are communicated to all employees in timely and effective fashion.

The benefits of an effective team allow the HR department to harness organizational skills in working on an HR plan that fits the mission of MM which is “to be a leader in the business advisory domain and the inclusive culture of the company”. At Morison Menon, the HR department has the role of the “Doer” and “Advisor”. All administrative functions are carried out by the HR department whilst the strategic goals critical to the company’s success are carried out at the corporate level overseen by the Head of HR who is more involved with the strategic planning aspects of the HR provision.

To ensure the strategic HR plan is fit for purpose, the team takes into account the organizational structures and the various functions of the departments and different branches. External factors such as government regulations, economic conditions and job market conditions are also critical parts of the strategic plan. To measure whether a plan is effective in terms of the contribution it makes to the overall corporate performance, the HR department puts forward a number of criteria:

- Overall recruitment cost
- Talent management policy
- Succession planning and rate of attrition
- Impact of commitment on workflow

The Head of HR notes “a proper HR planning and budgeting helps in reducing cost whilst training and development programmes have a direct impact on the productivity of the employees, both of which have a positive effect on the financial strength of the company”

Future directions for Morison Menon

Although the current strategy works for the company and the overall staffing levels will remain fairly constant, there still can be short-term fluctuations and MM needs to plan for such shortfalls if performance levels are expected to grow. The investment in human capital development and professional practice of employees is required to increase productivity and commitment as well as generating a pool of candidates ready to take over when the current managers reach the retirement phase of their career. A strong proposition from MM is to increase recruitment to their internship programmes for the UAE nationals who will take over in the next decade, all other things being equal.

References


Abstract:
Real-world learning through case study would be the boundless prospect for students and faculty to dig in-depth and analyze the actual outcome of a real-life dilemma to the solutions generated in conceptual class. This case study is the modeling of a Middle East perspective about the corporate social responsibility (CSR). It is an effort to learn a part of Business curriculum through academic business case study on the UAE-based Chartered Accountancy practice of Morison Menon. Case study is mainly classified into 3 parts; key issues in CSR, procedures implemented in the corporate object and conclusion: Impact of CSR on corporate success. This would be the applied prospect for students and faculty to dig in-depth and analyze the actual outcome of a real-life dilemma to the solutions generated in conceptual class. They will take away the essence that how CSR mends real business status.

Introduction
Morison Menon Group began its journey 22 years ago and touched great heights of success in 2014 when the company was awarded the ‘Superbrand’ status by the Superbrands UAE Council, and went on to win it for three consecutive years. Morison Menon’s services encompass Investment & Incorporation Services, Assurance Services, Financial & Business Advisory, Performance & Risk Advisory, IT consulting and HR consulting. They recognize that they have a social responsibility to fulfill, having achieved the pinnacle of economic success. The group proactively implements social responsibility practices side-by-side with economic achievement. As part of its corporate social responsibility program, the Morison Menon group strives to encourage sustainable development by creating a better future for the community and the younger generation. Business and economic growth is achieved by pursuing aggressive business strategies vis-à-vis their competition, after studying and understanding what makes them tick.

It must be mentioned the Morison Menon does not implement CSR initiatives because they feel obligated to do so; rather, it’s a genuine and completely voluntary act. The company constantly explores opportunities to engage with and serve the community. As a responsible corporate citizen, Morison Menon has always strived hard to conduct its business in a manner that is fair and conforms to the highest ethical standards. It is commendable that Morison Menon embraces ISO 26000 Social Responsibility Standards and operates in an ethical and transparent way that contributes to the health and welfare of Society.

Procedures
Data has been collected from the primary resources and are categorized to analyze. The core areas of social responsibility that the Morison Menon Group focuses on can be broadly categorized into three. They are:

1. Community
2. Environment
3. In-house
1. **Communal concerns:**

   a. **Regular practice:** In their role of providing diversified services such as business consulting, auditing and accounting services, the group is dedicated to maintaining the highest ethical standards. Their hallmarks are: utmost integrity in their approach to all stakeholders, strict adherence to UAE law and unbiased and fair approach.

   b. **Specific projects:**  
      The Morison Menon Group offers accounting services completely free of charge to deserving charitable institutions quite frequently. Evidence of their fulfillment of global social responsibilities can be seen from the group’s financial contribution to the victims of natural disaster in various countries. When you look at their staunch support of institutes like ‘Usha School of Athletics’ in Calicut, Kerala, India you can see that their ties to their roots are deep and strong. The Chairman, Raju Menon through his Foundation, supports “Prashanthi” – a school for special needs children, by constructing classrooms, providing amenities apart from regular financial support. The group undertakes several humanitarian activities such as blood donation drives, medical camps and collaborate with Special Needs Schools and Old Age Homes, and so on.

   c. **Off the bench initiatives:**  
      Morison Menon group is sincerely committed to promote the great initiative, “My Community” of the target year 2020 “turning Dubai into Disability friendly city” which aims at integration of disabled persons into the mainstream of the society as capable and productive citizens. In keeping with this commitment, the Group has implemented the best practices within their own organization, which includes hiring employees with disability, providing friendly, inclusive environment and equal opportunities in the workplace and so on. In some cases, the group has taken instantaneous decisions to hire disabled people based on demands from the media.

      As part of their CSR initiatives, Morison Menon partnered with Dubai Cares, the philanthropic organization working to improve children's access to quality primary education in developing countries. 38,000 copies of a co-branded calendar detailing the activities of Dubai Cares in various countries was printed and distributed to all major business houses and government offices in the UAE. The Group has invited an academician from the Higher Colleges of Technology for different non-economical assignments like writing case studies, volunteering as guest speakers at meetings and so on.

2. **Environment:**

   As charity begins at home, the group has been following the Go Green concept proactively from 2010 within the organization. They have implemented a solution– specific approach and have greatly reduced their carbon foot print through reduced consumption of energy and water recycling and better procurement practices. Some of it can be witnessed in their regular practices such as gift hamper in Tote jute bags offered by the group with the green logo – this tells you how serious they are about conserving the planet. Additionally, the group has promoted and spread the awareness of the Go Green concept by printing and distributing 50,000 calendars of Year 2010.
3. **In-house concerns:**

   The Morison Menon Group has created an employee-centric environment in their workplace by providing nine comfortable, spacious and ecofriendly offices for 260+ employees in the different emirates in UAE. The head office in Business bay, Dubai is 14000 square feet, and 100 employees work there. Their creative and innovative approaches of naming different work stations, like Mamzar, Hamra, Barsha, Meydan and Yas help arouse the interest of the staff and visitors in the heritage of the UAE.

   The Group believes in growing and developing along with team and generally offers partnerships to deserving employees in the branch head positions, based on their skill, talents and continuous learning.

**Result:**

**Growth and promotion:**

“Morison International is proud to have Morison Menon as our member firm, under the inspiring leadership of its founder- Raju Menon. I remember visiting Raju Menon’s first office when he joined the Morison International network. I can undoubtedly say, he has taken the firm from very humble beginnings to a tier that can’t be matched by any. Today Morison Menon is one of the leading Audit and Business Consulting firm not only in UAE but also in the West Asia”, said Paul Wan - Chairman, Morison International Asia Pacific. “I congratulate Raju Menon and his team for being a leader in this market for the past two decades”- T.P. Seetharam, Ambassador of India to UAE.

Due to the exuberant leadership of Raju Menon, Chairman of Morison Menon, the company has made it to prestigious lists and awards for several years running. Some of them are:

1. Forbes Magazine’s Top 100 Indian Leaders in the Arab World for the past 4 years.
2. Certificate of Appreciation by Jebel Ali Free Zone Authority (JAFZA) in recognition of the support to JAFZA’s business.
3. “1st Strategic Partner Award” by the Sharjah Airport International Free Zone.
4. The Arabian Business Power List 2013 for his leadership role in the growth of Morison Menon.
5. Accredited Auditor by Real Estate Regulating Authority (RERA), Government of Dubai.

**Conclusion**

In this volatile and dynamic era, it is clear that sustainable development in CSR will not be achieved only through government action. Therefore, the contribution of the corporate sector is a must to achieve this objective. Though policy makers are urging the corporate sector to focus on social responsibility areas such as labor standards, human rights, education, health, environmental impact and right of equality, it will not bear fruit unless and until it the corporate sector takes it up genuinely and formulates effective policies to tackle the various issues troubling people in these areas. Morrison Menon has played promising role in different core development areas which are included in its international corporate social responsibility agenda.

**References:**

Creating of Entrepreneurship Skills for career success through education – An exploratory study of Emirati women entrepreneurs in UAE.

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Abstract:

“Islam affords women their rightful status, and encourages them to work in all sectors, as long as they are afforded appropriate respect.”

-Zayed bin Sultan Al Nahyan

This Presentation presents an exploratory investigation of College Students, Graduates, and Alumni of Emirati women entrepreneurs in the United Arab Emirates. In-depth interviews with Emirati women entrepreneurs were conducted exploring their motivation for establishing their own business as well as the level of support they received from within their personal and social network. The research is an attempt to find out the contribution of education in developing their entrepreneurship skills. This study focuses on the barriers or inhibitors which may prevent them from becoming an entrepreneur. The study will help decision makers in the UAE to better formulate policy and develop education programs and skills aimed at creating an environment to create more women Emirati entrepreneurs. This study also focuses on the various motivational factors for starting the business and their entrepreneurial talents as well as the challenges faced by them in satisfying the demands placed on them by both their families and the society.

Keywords:

Emirati Women, Entrepreneurship, Interview, Motivating Factors, Education, and UAE.

Emirati women have always been the backbone of family life and integral to the UAE’s social structure and national culture and identity. Today, they also have played a vital role in the country’s economic growth. Education laid the foundation for change. Forty-five years ago, very few women went to school; today, UAE women in good stead, as statistics reveal that 77 per cent of UAE females continues to higher education, which is 24 percent more than the proportion of UAE national men enrolled in higher education institutions. These educated and ambitious women are seizing their opportunities and now make up 44 per cent of the labor force. In the UAE, entrepreneurship and raising a family go hand-in-hand for young Emirati women entrepreneurs.

If knowledge is the cornerstone of any successful society, UAE women have achieved outstanding progress in the field of education. Women participate actively in the political sphere through representation in the Federal National Council (FNC), local consultative councils, as well as their participation in the formation and shaping of public policy through their active roles as ministers in the federal Cabinet, ministries, and local government bodies. Encouraging entrepreneurship among women can help address the region’s growing unemployment concerns while effectively integrating local talent into the country’s workforce.
INTRODUCING
The Transnational Journal for Business
THE TRANSNATIONAL JOURNAL OF BUSINESS
NEW
ACBSP
ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS & PROGRAMS
Leveraging Industry-University Collaboration in Program Advisory Boards: A Strategic Approach to Business Curriculum Design

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Business Faculty

Abstract:
The presentation included a discussion of the strategic approach used by the academic leadership of an ACBSP-accredited HEI in the Middle East to integrate key stakeholders’ input into its annual program review process through PAC Program Advisory Committees, addressing three key themes: (1) industry outlook and employability trends, (2) Business graduates’ employability skills, and (3) scope of I-U collaboration. This presentation contributes to the body of knowledge on higher education leadership, by contributing to the discussion of best practices in stakeholders’ management in HEIs in the Middle East and its integration to enhance the value stream of Business programs.

Description:
The purpose of this presentation is to facilitate a discussion on the value of the collaboration between higher education institutions (HEI), industry and government and its relevance to the design of the Business curriculum. Traditionally known as Triple-Helix projects, triangular collaborations with industry and government are natural responses to emerging calls for interconnectedness between sectors (Malik & Wickramasinghe, 2015; Scandura, 2016). Leaders and faculty of Business programs are expected to contribute to the goal of a career-oriented emphasis with a focus on competencies that meet the expectations of employers (Azevedo, Apfelth, & Hurst, 2012; Jackson, 2013) or increases the likelihood of employment (Knight & Yorke, 2004).

The presentation will include a discussion of the strategic approach used by the academic leadership of an ACBSP-accredited HEI in the Middle East to integrate key stakeholders’ input into its annual program review process through PAC Program Advisory Committees. The HEI involved leaders of regulatory bodies, policy-makers, professional certification associations and corporations and faculty-content experts in a dialog to enhance the program design process through input in three major key themes: (1) industry outlook and employability trends, (2) Business graduates’ employability skills, and (3) scope of industry-university collaboration.

The participants in this session will have the opportunity to offer their input in relation to the value of program advisory committees, the relevance of industry-university connections and similar experiences in their own regions. The goal of this session is to reflect on the value of an in-depth and consistent Industry-University cooperation in areas of skills development, graduate recruitment and work-related projects and programs and how in practice, leaders in higher education institutions make this possible.

**Keywords:** curriculum development, graduate employability, HEI, higher education institutions, I-U, Industry-University collaboration, program review, stakeholders, market-relevant curriculum, advisory boards, qualifications.
Today’s youth, tomorrow’s leaders: A four-decade of Quality Education in UAE for Emirati success

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Abstract:
"The real asset of any advanced nation is its people, especially the educated ones, and the prosperity and success of the people will be measured by the standard of their education.” -Zayed bin Sultan Al Nahyan

The presentation is an attempt to review the quality education in UAE in the last four decades. The twenty-first century needs a better-educated workforce than before, and jobs available in the new economy requires more sophisticated skills and knowledge to carry on the task in an efficient and effective manner. The work force requires various skills such as critical thinking collaboration, problem-solving, innovation teamwork technology communication and leadership to succeed in the workplace. The UAE country’s leadership consistently makes generous gestures in funding quality education as per directions of the President His Highness Sheikh Khalifa bin Zayed Al Nahyan, and their Highnesses Rulers of the Emirates in various events throughout the last past four decades. These initiatives have become of high importance to serve the needs of the community and contributed significantly to the achievement of social stability and economic prosperity. UAE government vision, ‘citizen’ is the center of development and its purpose, and for this aim, it extends all support to sufficient and modern education and training to the citizens to enable them to serve the society is instrumental in the development of the country.

Keywords:
Higher Education, University, School, Literacy, Emirati and Leadership

Introduction

UAE is the second largest Gulf Arab economy, and among the fastest-growing economies in the world. Throughout the past 45 years, the GDP grew rapidly, increasing from Dh6.5bn in 1971 to approximately Dh402bn in 2014, an increase of 62 times. Since independence in 1971, UAE's economy has grown by nearly 231 times to AED1.45 trillion in 2013. The non-oil trade increased to AED1.2 trillion, a growth of around 28 times from 1981 to 2012.

Source: World Bank
Abstract

This presentation will share the process of building and operating an Accounting Learning Commons at the College of the North Atlantic-Qatar over the past 1.5 years. Accounting is a subject that many students struggle with and often need additional help to be successful. This presentation looks at the process of building and operating an Accounting Learning Commons over a period of 1.5 years at the College of the North Atlantic-Qatar. It analyzes the processes of building an Accounting Learning Commons which includes the best layout for student interaction and incorporating the use of new educational technology. The presentation also looks at the variety of courses students seek help with and how an Accounting Learning Commons changes over time from student-teacher interaction based to student-student interaction focused. The presentation will share some missteps and ways to improve an Accounting Learning Commons. Finally, some quantitative results in terms of increased performance in grades and persistent increase in student numbers will be shared.

The experience of building and operating an Accounting Learning Commons at the College of the North Atlantic has led to student success in their accounting courses. This presentation would be valuable to anyone considering setting up their own Accounting Learning Commons.
Undergraduate Success Rates in Accounting

- Failure rates – up to 28% (AC 1260)
- Failure rates – up to 38% (AC 2260)
- Drop Rates – up to 27% (AC 2230)

Literature Review

- Louise Gracia & Ellis Jenkins (2002) - An exploration of student failure on an undergraduate accounting programme of study (lack of deeper understanding)
- ER Etter, SL Burmeister, RJ Elder (2001) - Improving student performance and retention via supplemental instruction (Peer Support)
- RS Baard (2010) - Factors influencing success in first-year Accounting at a South African university (74% high school grade, Afrikaans, Enrolled in Bcom non general (math related))

Student Profile

- 18-22 years old
- Arabic speaking (EFL)
- Route learning system
Initial Stage – 2011 - 2012

• Additional Help

• Supplemental Instruction

• 3 hours per day

• 45 minutes voluntary

• Standard Class setup

Success?

• Failure

Starting Over Again

• Reviewed Help Centres
  – Math
  – English
  – Science
Other Help Centres

• Opened 6 hours per day

• Instructors assigned a part of workload

• Science Help Centre – High foot volume and roundtable

Hours

• Cultural Dimensions
  – Time not as important (Open 9:30am – 3:30pm)
  – Occasionally longer during exams

Instructors

• Part of workload

• Supported with materials

• Expected to learn subjects supported most
Supplemental Instruction – Again!

• Students as Helpers as well not only instructors! (Peer-to-Peer) (Deeper understanding)

Results – Growth

Results – Growth to AC 1260 Grades

<table>
<thead>
<tr>
<th>Semester</th>
<th>Average Grade %</th>
<th>Average Students per Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2013</td>
<td>55.9%</td>
<td></td>
</tr>
<tr>
<td>Spring 2013</td>
<td>58.5%</td>
<td></td>
</tr>
<tr>
<td>Fall 2013</td>
<td>55.4%</td>
<td></td>
</tr>
<tr>
<td>Winter 2014</td>
<td>54.9%</td>
<td></td>
</tr>
<tr>
<td>Spring 2014</td>
<td>55.9%</td>
<td></td>
</tr>
<tr>
<td>Fall 2014</td>
<td>55.4%</td>
<td></td>
</tr>
<tr>
<td>Winter 2015</td>
<td>58.7%</td>
<td>181</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>60.5%</td>
<td>194</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>64%</td>
<td>249</td>
</tr>
<tr>
<td>Winter 2015</td>
<td>67%**</td>
<td>369</td>
</tr>
</tbody>
</table>

* Average students per month
AC 2260

- Highest Grades in Fall 2015 but still inconclusive

<table>
<thead>
<tr>
<th>Semester</th>
<th>Average Grade (%)</th>
<th>Failure Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2012</td>
<td>58.9</td>
<td>15</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>56.2</td>
<td>15</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>53.1</td>
<td>24</td>
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<tr>
<td>Winter 2013</td>
<td>56.9</td>
<td>21</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>59.6</td>
<td>19</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>48.9</td>
<td>28</td>
</tr>
<tr>
<td>Winter 2014</td>
<td>56.3</td>
<td>18</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>52.8</td>
<td>20</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>47.9</td>
<td>31</td>
</tr>
<tr>
<td>Winter 2015</td>
<td>45.5</td>
<td>38</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>52.8</td>
<td>21</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>62.6</td>
<td>16</td>
</tr>
</tbody>
</table>

AC 2230

- Drop Rates Significantly dropped
- Grades stayed about the same

<table>
<thead>
<tr>
<th>Semester</th>
<th>Students Dropping the Course (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2012</td>
<td>19</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>21</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>27</td>
</tr>
<tr>
<td>Winter 2013</td>
<td>22</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>21</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>15</td>
</tr>
<tr>
<td>Winter 2014</td>
<td>21</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>22</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>20</td>
</tr>
<tr>
<td>Winter 2015</td>
<td>0</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>11</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>9</td>
</tr>
</tbody>
</table>

Conclusions

- Data needs to be gathered over a longer period of time
- Some indication that it is helping in first year courses in higher grades and lower failure rates.
- Some courses have been redeveloped so could not measure (such as Business Finance)
- More study overtime on more advanced courses
Closing
Key Ingredients to a Successful Internship Program

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Abstract:
The presentation will discuss important key ingredients for making internship programs successful both from the college as well as employer’s perspective. The presentation discusses how to create a successful internship program that benefits both students, the sponsoring colleges as well as employers. The presentation will provide examples of successful internship programs utilized by colleges and universities in the US, and how to make the internship experience one that will result in raising the maturity level of students. The presentation will discuss important components that both colleges and employers must agree on prior to the start of the internship, mechanisms and check points that need to be in place in the middle of the internship, as well as how to effectively assess how much students who have completed the internships have learned from the experience.
Why discuss internships?

- HCT WP program
- Supervised internships for business programs for four years
- Proposing a research project related to WP program to be conducted at HCT
- Content comes from academic & industry literature

Intro: Historical Perspective about Internships

The idea of training & developing less experienced but promising individuals can be traced back to apprenticeships at the European Trade Guild during the 1800s.

- Low cost labor
- Potential future employee

Intro: Internships in Modern Contexts

- Organizational effectiveness and organizational development put emphasis on the quality of people in the organization. The term used by organizations is “Talent Management”.

*As organizations build themselves internally externally, having the right talent to execute becomes extremely important.

*HR departments in smart organizations start searching for talent in colleges and universities when students are in their sophomore and junior year.
Intro: Internships in Modern Contexts

* The internship program is key in making sure the organization has the right talent for years to come. Find gifted students and turn them into employees and successful managers and executives.

* Hiring talent at a young age and investing in them results in loyalty.

From Intern to CEO

* Ursula Burns
  * Chairman and CEO, Xerox

From Intern to CEO

* Karen Kaplan
  * CEO, Hill Holliday
From Intern to CEO

- David Geffen
- Founder of DreamWorks, Famed Talent Agent

Definition of Internship

“A structured and career-relevant work experiences obtained by students prior to graduation from an academic program” (Taylor, 1988, p. 393).

Types of Internship

- Paid versus unpaid
- Full-time & part-time
- Structured, unstructured or semi-structured
- Project-based & job-based

Which is better?
Importance of Internships for Colleges & Universities

Collaborate with employers. Collaboration can result in:

- grants and funds for the colleges
- employers becoming advisory board members for academic programs
- employers contributing to curriculum development by keeping academic programs informed about industry practices.
- employers making the college one of their main recruiting campuses
- employers participating in job fairs
- possibility of building a strategic partnership

Importance of Internships for Employers

- Finding talent at a young age
- Being able to observe the intern closely and evaluate how well they will fit in their organization and its culture
- Prepares students for work with employers they interned with should they be selected for employment
- Being able to influence the interns’ work habits and work ethic
- Result in hiring of candidates who are better fit for the organization
- The process of offering internships that turn into employment results in savings in the overall cost of recruitment. This is a consequence of the increase in retention

Importance of Internships for Students

- Transition experience from college to work environment (a bridge)
- Give them an opportunity to think about own skills, employment and choosing a career
- They start to think of their strengths & weaknesses as job candidates
- Begin to learn how to sell themselves
- Gain much interviewing skills and opportunities to improve them
- Bridging experience between theory and practice
Importance of Internships for Students

- Learn how to work and produce under pressure
- Learn how to problem solve and make decisions quickly
- Learn how to work in a team
- Allows students to evaluate employers for a good fit
- Student maturity level goes up and they have more realistic expectation about the pressures of work and how to manage tasks, relationships and time
- They begin to think about their managerial and leadership style

Before Start of Internships

- Meeting with employers
- Discuss the internship program & different positions
- As for a job description for each internship position
- Many small businesses don’t have a job description
- Agree to set specific objectives for students to achieve in the position
- Go with either fully structure or semi-structured
- A mix of job base & project base

During Internships

- Provide a platform for communication between interns. Internship students are enrolled in an online course
- Middle of internship performance evaluation: face-to-face, copy sent to college
- Students given good feedback
- Supervisor revisits goals & objectives
- End of internship performance evaluation
- Many students given an offer letter
After Internships

- Students give presentations to reflect on their experiences

- A final grade given to students based on the mid-internship and end of internship performance appraisal

- Meet with employer HR representative to discuss the particular student-cohort performance as a group. As there are some tendencies, common strengths and shortcomings. The feedback often results in changes in course content or how material is taught

Key Ingredients to a Successful Internship Program

- The internship must be paid
- Internship must contain some structure. Preference to structured or semi-structured
- Preference goes to an internship that is both job & project based
- A job description is highly recommended
- Students must interview to get the internship position
- A forum for student communication and reflect on experience while doing the internship
- Two performance appraisals
- Weekly face-to-face meetings with supervisor to provide feedback
- Final paper and a presentation reflecting on experience

An Internship Related Research Project at HCT

- Conduct a study involving students, employers, and college staff about:
  - current HCT WP program successes and failures
  - willingness of employers to make changes such as making them paid
  - asking employers what the college can do to make students better prepared for the WP experience
  - ask students and HCT staff what employers can do to enhance the WP experience
An Internship Related Research Project at HCT

Take the findings and recommendations from the current literature & the HCT research project to make recommendations for making changes to the WP program.

References


Student Engagement for Future Success in Marketing
Jaishree Asarpota
Higher Colleges of Technology—Dubai
Dubai Women’s College

Abstract
This presentation is a case study of a local Dubai Women’s College which shows the best practices used for teaching excellences. Evidence will be shown from the teacher’s perspective, and also students’ opinions of the teaching methods. The presentation is about how teaching excellence is achieved in a local college in Dubai, unlocking the potential of young Emirati women for academic and personal achievement. The topic addresses the Best Practices in the classroom, the assessment of student learning and online delivery are managed by the presenter. The presenter will display examples of how this is achieved during her presentation and explain some of her teaching methods for the delivery of Strategic Marketing Management using a Simulation Game. His session will be interested to conference attendees since it shows how teaching excellence is achieved and its importance to a developing nation. The methods will be similar and may be diverse to what are used in the States. The session will be interesting to faculty and academic professors.

STEM is good but STEAM is better
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Abstract
There is a trend towards investing in fields of STEM (Science, Technology, Engineering and Math) worldwide. While the disciplines in STEM make life logical, automated and functional. The fields of Arts brings ease, accessibility, creativity, imagination, innovation and friendliness. The business world has long understood the importance of STEAM and the evolution of data storage is a great example of this. For that reason, STEM is good but STEAM is better. The world today inclines towards logic to think differently, and seek answers to difficult problems. While STEM (Science, Technology, Engineering and Math) subjects
Index

i. Our world today
ii. What is STEM?
iii. What is STEAM?
iv. Importance of STEAM
v. STEAM Statistics
vi. Business perspective on the debate of STEM vs STEAM:
   vi. Role of Arts: 1. Evolution of communication & storage 2. The case of Apple
viii. Importance of ARTS in the classroom
ix. Arts for Understanding: In UAE classrooms
x. Concluding remarks: A generation of STEAM centric Emiratis/Expats for student success

Our world today

The world today inclines towards logic to think differently, and seek answers to difficult problems. While STEM (Science, Technology, Engineering and Math) subjects must be encouraged, it is imperative to remember the place and importance of Arts in a world driven by STEM fever.

This presentation discusses the importance of the STEAM approach so that we can prepare our students for great career success going forward.
What is STEM?

- STEM curriculum is based on the idea of educating students in four specific disciplines of science, technology, engineering and mathematics — in an interdisciplinary and applied approach.
- STEM integrates the four discipline into a cohesive learning paradigm based on real-world

What is STEAM?

What is STEAM? (http://stemtosteam.org/)
STEAM is a movement championed by Rhode Island School of Design (RISD) and widely adopted by institutions, corporations and individuals.

The objectives of the STEAM movement are to:
* transform research policy to place Art + Design at the center of STEM
* Encourage integration of Art + Design in K-20 education
* Influence employers to hire artists and designers to drive innovation

Importance of STEAM

- STEAM takes STEM to the next level
- STEAM = Soaking STEM through the arts.
- STEAM removes limitations and replaces them with wonder, critique, inquiry, and innovation.
- It allows students to connect their learning in the critical areas with art, creativity and design principles.
STEAM Statistics

• A recent study published in Economic Development Quarterly found that STEM graduates who own businesses or patents received up to eight times more exposure to the arts in childhood than the general public.

• Young children who sustained participation in the arts were more likely to be inventors in terms of patents generated, businesses formed or articles published.

Business perspective on the debate of STEM vs STEAM

• While the disciplines in STEM make life logical, automated and functional. The fields of Arts bring ease, accessibility, creativity, imagination, innovation and friendliness.

• The business world has long understood the importance of STEAM and the evolution of data storage is a great example of this. For that reason, STEM is good but STEAM is better.

Role of Arts: Evolution of Communication & Storage
Role of Arts: The case of Apple

Importance of ARTS in the classroom

• Colors affect learning in a positive way for the teacher/student.
• Drawing a concept out makes understanding easier.
• Videos, games, simulations make learning experience interactive and fun.
• Art reduces intimidation of subject matter.
• Art induces better learning.
  • Students who engage in arts are more likely to be recognized for academic achievement, win awards, they show more motivation, are more focused, have excellent retention.

Arts for Understanding: In UAE classrooms

Our International Business and Globalization class is:
• Content
• Concept
• Language
• Statistic

HEAVY!!!!
Arts for Understanding: In UAE classrooms

- Mind maps, and concepts maps were used for teaching the bigger picture
- Colors were used to differentiate concepts
- Role playing and character drawing used to facilitate learning
  
  - These strategies worked well for students who have weak language and comprehension skills, as it helped in developing understanding and building confidence in their learning abilities.

Concluding remarks

- STEM is based on the left half of the brain and thus is logic driven.
- Much research and data shows that activities like Arts that uses the right side of the brain fosters creativity, which is essential to innovation.
- Hence STEM is good but STEAM is better.

  - Finally, it is not about STEM or STEAM. The education we give to our students needs to be well rounded and of good quality that enables them to make informed decisions that will impact the world.

“...Every human being deserves to learn about the arts and humanities, just as each person should be cognizant of the sciences.”

- Howard Gardner
A generation of STEAM centric - Emiratis & Expats -

Q * A

FULL A STE'M AHEAD

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Abstract
The presentation on Preparing Business Students for 21st Century Skills: Practical Methods of Teaching and Assessment is focusing on the essence of understanding 21st century skills demanded by the international and UAE based labor market, and how the instructor can instill these skills in students through modern approaches to teaching and assessment. The 21st century skills are framework of competencies in the areas of learning, literacy and life skills that the students need advance to be successful in their careers. There is a need of modern approach to teaching and assessment to meet this challenge. The pragmatic nature of 21st century employment in dynamic business world and the modern business education system in higher education has opened up new vistas of practical teaching methodologies for the teachers in business studies. This presentation is an attempt to through light on some of the practical methods of teaching and assessment for teaching business studies courses which are widely used in the academic circles of world class business schools.

Presentation is focusing on
1. Millennium generation - Modern approach to learning
2. Outcomes of teaching - Is it only employment?
3. Why the best educational systems are the best
4. 21st century skills - Learning Skills, Literacy Skills and Life Skills
5. National Qualification Framework (Domains of learning)
6. HEI Vision and Mission Statement
7. Graduates Attributes
8. Program and Course Learning Outcomes
9. Blooms Taxonomy Applications
10. Evaluation of Teaching Methods - Lecture, Debate, Group work, Group discussion, Lab Demonstrations, Case Studies, Scenarios, Guest Speakers, Memorization, Research Activities, Interviews and Role Plays
12. Essentials of Teaching
13. Student Motivation

The presentation on Preparing Business Students for 21st Century Skills: Practical Methods of Teaching and Assessment is focusing on the essence of understanding 21st century skills demanded by the international and UAE based labor market, and how the instructor can instill these skills in students through modern approaches to teaching and assessment. My presentation is an attempt to in this direction which is the theme of the conference.
Preparing Business Students for 21st Century Skills: Practical Methods of Teaching and Assessment

Identify the relationship between these two elements?
"Computers in the future may weigh no more than 1.5 tons."

Popular Mechanics, "predicting" the relentless march of technology, 1949

„640 KB ought to be enough for anybody."

Bill Gates, Microsoft 1981

"The horse is here to stay, the automobile is only a fad."

Advice of President of Michigan Savings Bank to Horace Rackham, lawyer for Henry Ford (Rackham ignored the advice and invested $5,000 in Ford stock, selling it later for $12.5 million) 1903
“Nothing endures but change…”

Herodotus of Ephesus, 535-475 B.C.

Millennial Generation
(1980-2000)

The Average Teenager Sends 3,417 Texts per Month. (That's 114 per Day.)

40% of teens use their phone more than 4 hours a day.

63% of teens use text messaging daily to talk to their friends (only 35% meet face-to-face).

69% of teenagers say their phones are their most important digital device (TVs are 4%).

* Nielsen
** Fun Mobility
*** PEW Research
Millennial Generation

- Technocrats: On average they spend 7.5 hours each day in media (print, digital, broadcast and news), listen to recorded music, play video games, talk on mobile phone
- Growing up in best economic times (luxury)
- Highly collaborative (social) and Global
- Inclusive (tolerant), Risk taking and Optimistic
- Think differently (Creative)

Source: International Education Advisory Board

What is the moral of the story....... Till Now?

......We need to change with time
What do you think is the outcome of teaching?

Ideal Outcomes of Teaching

- Employment
- Responsible Citizens
- Ethical Citizens
- Problem Solvers
- Innovators and Creators

Employment is the key....
Preparing Students for Career Success
The 10 Skills Most Employers Want

- Domain Expertise
- Decision Making
- Planning
- Organizing
- Communication Skills
- Data Analysis
- Teamwork
- Influencing and Selling

Skills Demanded By Labor Market
(Hiring Managers claim that new graduates lack following Skills)

- 60% - Critical Thinking skills
- 56% - Attention to Detail
- 46% - Communication Skills
- 39% - Public Speaking
- 36% - Data Analysis
- 36% - Interpersonal/ Teamwork Skills

www.payscale.com Survey 2016

Skills Shortage in Middle East (Skills Gap in 2016)

- Communication Skills
- Negotiation Skills
- Leadership Skills
- People Management Skills
- Collaboration/ Teamwork
- Ability to Work Under Pressure
- Personality & Demeanor
- Creative Thinking
- Efficiency
- Adaptability
- Technical Skills
- Relevant Industry Experience
- Local Work Experience
- Regional Work Experience
- International Work Experience
- Planning/Organizational Skills

Skills Gap in UAE

• “Teamwork, problem-solving, communication and creativity – had been building for some time” - Managing Partner for Talent, Ernst & Young

• “One of the key gaps is a real inconsistency in graduates’ critical thinking, problem-solving and research skills,” Partner, Education Practice, PwC Middle East.

• Director of the Dubai Business Internships programme (DBI), agrees. “Higher education is not preparing graduates enough for the job market, according to research. But companies can contribute to narrowing the gap.”

Source: http://vision.ae/focus/softly-softly-skills-gaps-in-the-modern-day-workplace

What are 21st Century Skills?

• “This Framework describes the skills, knowledge and expertise students must master to succeed in work and life”

Source: 21stcenturyskills.org
1. Core Subjects and 21st Century Themes
   - Core Subjects: English, World Languages, Arts, Mathematics, Economics, Science, Geography, History, Government and Civics
   - Interdisciplinary Core themes: Global Awareness, Financial, Economic and Entrepreneurial, Environment and Health Literacy

2. Learning and Innovation Skills
   - Creativity and Innovation
   - Critical Thinking and Problem Solving
   - Communication and Collaboration

3. Information, Media and Technology Skills
   - Access and Evaluate Information
   - Use and Manage Information
   - Analyze Media and Create Media Products
   - Information, Communication and Technology

4. Life and Career Skills
   - Flexibility and Adaptability
   - Initiative and Self-Direction
   - Social and Cross Cultural Skills
   - Productivity and Accountability
   - Leadership and Responsibility

Source: 21stcenturyskills.org
Are Our Graduates Really Ready To Work?
Incorporating 21st Century Skills in our Teaching and Assessment

Solution-1
Focus on Learning

What is learning?
Learning is a cognitive process of acquiring skills or knowledge that change behavior permanently and this change in behavior must be reflected in actions.....

Focus on Attitude Change

Attitudes includes ??????

<table>
<thead>
<tr>
<th>Cognition (Knowledge, Comprehension and Critical Thinking)</th>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Comprehension</td>
</tr>
<tr>
<td></td>
<td>Application</td>
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<td></td>
<td>Analysis</td>
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<tr>
<td></td>
<td>Synthesis</td>
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<tr>
<td></td>
<td>Evaluation</td>
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</table>

<table>
<thead>
<tr>
<th>Affective (Reacting Emotionally)</th>
<th>Receiving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Responding</td>
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<tr>
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<td>Valuing</td>
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<tr>
<td></td>
<td>Organizing</td>
</tr>
<tr>
<td></td>
<td>Characterizing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavioral (psychomotor) (Physically Manipulating a Tool or Instrument)</th>
<th>Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Set</td>
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<tr>
<td></td>
<td>Guided Response</td>
</tr>
<tr>
<td></td>
<td>Mechanism</td>
</tr>
<tr>
<td></td>
<td>Complex Overt Response</td>
</tr>
<tr>
<td></td>
<td>Adaptation</td>
</tr>
<tr>
<td></td>
<td>Organization</td>
</tr>
</tbody>
</table>
Solution-2
Implement Blooms Taxonomy in teaching and assessment

Taxonomy = Classification

Classification of Thinking and Learning

Six cognitive levels of complexity

Why use Bloom’s taxonomy?

- Classifies Course Objectives and ILOs based on the level of student capabilities.
Bloom’s Taxonomy

- Remember
- Understand
- Apply
- Analyze
- Evaluate
- Create

Produce new or original work
Design, assemble, construct, compose, develop, formulate, author, investigate

- Justify a stand or decision
- Persuade, argue, debate, judge, select, support, value, critique, weigh

- Draw connections among ideas
- Differentiate, argue, relate, compare, contrast, distinguish, examine, experiment, question, lead

- Use information in new situations
- Execute, implement, solve, use, demonstrate, interpret, operate, construct, isolate

- Explain ideas or concepts
- Classify, describe, discuss, explain, evaluate, involve, recognize, report, select, transfer

- Recall facts and basic concepts
- Define, distinguish, list, inventories, repeat, state

Source: A taxonomy for learning, teaching, and assessing: A revision of Bloom’s taxonomy of educational objectives, New York: Longman, 2001

Domains of Learning

- Knowledge
- Cognitive skills
- Interpersonal skills
- Communication, IT and Numerical Skills
- Psychomotor Skills

Source: Saudi Arabian National Qualification Framework

Domains of Learning

- Knowledge
- Skills
- Autonomy and Responsibility
- Role in Context
- Self Development

Aspects of Competence

Source: Emirate National Qualification Framework
What teaching and assessment methods to be used to meet domains of learning in Business?

How business education is different from other fields

- Change is the way of life in business environment that's why it requires professionals with:
  - Good personality with Professional etiquettes
  - Good team player and leadership skills
  - Good Communicator with very good public relations
  - Problem identification, solving ability and analytical skills

Our Business education should concentrate on imparting these skills to student to face real dynamic business world rather than memorization of concepts and theories.
Teaching Methods at the Best Business Schools

<table>
<thead>
<tr>
<th>Rank</th>
<th>Top business schools</th>
<th>Case Study</th>
<th>Lecture</th>
<th>Experiential Learning</th>
<th>Simulations</th>
<th>* Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>U. of Pennsylvania (Wharton)</td>
<td>55%</td>
<td>30%</td>
<td>15%</td>
<td></td>
<td>34%</td>
</tr>
<tr>
<td>2</td>
<td>Northwestern (Kellogg)</td>
<td>33%</td>
<td>33%</td>
<td>10%</td>
<td>5%</td>
<td>15%</td>
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<tr>
<td>3</td>
<td>Harvard</td>
<td>80%</td>
<td>15%</td>
<td>10%</td>
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<tr>
<td>4</td>
<td>MIT (Sloan)</td>
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<td>30%</td>
<td>20%</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>Duke (Fuqua)</td>
<td>40%</td>
<td>45%</td>
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<tr>
<td>6</td>
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<tr>
<td>8</td>
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<tr>
<td>12</td>
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<td>13</td>
<td>NYU (Stern)</td>
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<tr>
<td>14</td>
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<td>15</td>
<td>UNC – Chapel Hill</td>
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<tr>
<td>16</td>
<td>Dartmouth (Tuck)</td>
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<td>30%</td>
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<td>17</td>
<td>Texas – Austin (McCombs)</td>
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<td>45%</td>
<td>15%</td>
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<td>5%</td>
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<td>18</td>
<td>UC – Berkeley (Haas)</td>
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<td>19</td>
<td>Yale</td>
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<td>60%</td>
<td>5%</td>
<td></td>
<td>30%</td>
</tr>
</tbody>
</table>

Source: www.businessschooladmission.com

*Other teaching methods include Industry visits, Individual/group projects, role plays, business games, brainstorming sessions, discussions with expert’s panels and guest speakers from industry.

As we see from above table most of world class universities and business schools are adopting more practical methods of teaching in combination with lecturing method.

Case Studies

- Useful to learn the practical business situations, problems, proposing solutions and business tactics.
- Case studies must be assigned ahead of time to allow the students a chance to read and prepare.
- For better learning lecturer must initiate class discussion and encourage debate between the students.
How to approach a CASE

Don’t make students to solve case problem like Reading Comprehension, CASE should be approached with following methodology (FASCC)

• Facts of case (Summary of points)
• Analysis-Issue in the case/Problem
• Solutions by applying theoretical concepts
• Suggestions
• Conclusion

Role-play

• Making students to step in to one’s shoes and acting like Salesman, Manager, Project leader, Entrepreneur etc..
• For example, asking student to act as salesman and sell product to another student who act as customer.
• It is useful for real internalization of the character and situation.

Business games / Simulations

• Student motivation can increase with the use of games to reinforce skills and concepts learned.
• Any games is always fun and exciting.
• They can come in the form of single player or multiplayer games, involving complex role-play or simulation.
• Business Games can be designed to teach facts, skills, processes and behaviors as well as problem solving, reasoning and creativity.
Problem Based Learning

- How can I get my students to think?" And think critically and analytically.
- Problem-based learning (PBL) is an instructional method that challenges students to "learn to learn," working cooperatively in groups to seek solutions to real world problems.
- Teacher is only a facilitator.

Peer tutoring

- **Peer tutoring** is the process by which a student with guidance from a teacher, helps one or more students at the same grade level learn a skill or concept.
- This is a good teaching method to weak students.
- It will help in improving:
  - Academic skills,
  - Social skills, and
  - Peer relations.

Dummy Money

- To measure entrepreneurial and risk-taking abilities of the student’s dummy currencies are given to them. They invest as real money in new ventures, stocks, commodities and the like;
- In some institutions real money is also given by getting sponsor from corporate.
Other Teaching Methods….

- Lecture
- Debate
- Group work
- Group discussion
- Lab Demonstrations
- Role Plays
- Industry visits
- Short written exercise
- Scenarios
- Guest Speakers
- Memorization
- Research Activities
- Mock Interviews
- Mock Press conference
- Hands on learning
- Videos / Movies

Assessment Methods

What is an assessment?

- Assess = ‘assidere’ (Latin verb)
- Means = ‘to sit with’ = something to do ‘with’ and ‘for’ student and not ‘to’ student
- Assessment cycle = Gathering- Interpreting and Recording feedback
What Assessment Methods to be used? And which one is the best?

### Types of Assessment Methods

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous</td>
<td>Quizzes / Tests / Discussion</td>
</tr>
<tr>
<td>Cumulative</td>
<td>Final exam / Midterm / Assignment</td>
</tr>
<tr>
<td>Practical</td>
<td>Labs / Experiments / Practicum / Role Play / Interviews / Case Studies</td>
</tr>
<tr>
<td>Integrative</td>
<td>Projects / Reports / Portfolio / Logbook / Presentations</td>
</tr>
</tbody>
</table>

### List of Assessment Methods

- Rubrics
- Exams
- Portfolios
- Essays
- Log Books
- Analytical Reports
- Dramatic Performances
- Forums
- Interviews
- Individual / Group Presentations
- Posters
- Case studies
- Video Analysis
- Lab Reports
- Speeches / Debates
- Self / Peer Evaluations
- Concept Mapping
Is it Fair? What's the solution?

Two-Way Feedback

What is feedback?
- The gap between the actual level of displayed learning and the reference level of learning.
Faculty Feedback
Comments and feedback to students on assessment

Writing student feedback

- Referred only to the work (not personal / not degree of effort)
- At least one thing done well and at least one thing the student needs to work on in relation to criteria.
- Comments that are constructive, respectful, positive, concrete, clear, legibly written.
- Suggestions for the improvement

Student Feedback
(All assessment must have provision to collect student feedback)
Comments and feedback from students on assessment
How to evaluate own teaching

- Self-Evaluation Form
- Audio and Video recording
- Student feedback on teaching (Informal / Formal)
- Focus group interviews
- Peer feedback
- Feedback from the senior observer / external

Solution-4

Follow the best of the best education systems practices

Which educational system is the best in the world? Why
Countries with the best education system (SPI)

1. Finland
2. South Korea
3. Hong Kong
4. Japan
5. Singapore
6. UK
7. Netherlands
8. New Zealand
9. Switzerland
10. Canada
11. Ireland
12. Denmark
13. Australia
14. Poland
15. Germany
16. Belgium
17. USA
18. Hungary
19. Slovakia
20. Russia

1. South Korea
2. Japan
3. Singapore
4. Hong Kong
5. Finland
6. UK
7. Canada
8. Netherlands
9. Ireland
10. Poland
11. Denmark
12. Germany
13. Russia
14. USA
15. Australia
16. New Zealand
17. Israel
18. Belgium
19. Czech Republic
20. Switzerland

*Source: Economic Intelligence Unit for Pearson and BBC (2012)
Source: Economic Intelligence Unit for Pearson and BBC (2015/16)

**Why Finnish Education was the best in the World?**

- Finnish children **don't start school** until they are 7, they rarely take exams or do homework until they are well into their teens
- The children are **not measured at all for the first six years** of their education, there is only one mandatory standardized test in Finland, taken when children are 16
- Classes are **capped at 16 students**
- Teachers only spend **4 hours a day in the classroom**, and take **2 hours a week for "professional development."**
- Focus on **Internship**

*Source: Economic Intelligence Unit for Pearson and BBC*

**Can we adopt best education systems practices in UAE?**
Solution-5
Adopt a comprehensive 21st Century Skills Alignment Model

Proposed 21st Century Skills Alignment Model for colleges / universities

- University Mission and Values - 21st Century Skills
- Graduate Attributes (University / College / Program)
- NQF
- ILOs Program Specification
- CLOs Course Specification
- Course Syllabus
- Teaching and Assessment

Conclusion

* 21st century framework describes the skills, knowledge and expertise students must master to succeed in work and life, this requires a paradigm shift in teaching and assessment.
* The university / college vision, mission, and values of educational agencies are crucial for framing an agenda for 21st century learning work.
* Focus your teaching
  * On real-world problems and processes (Problems BL)
  * Support inquiry-based learning experiences (Innovation BL)
  * Provide opportunities for collaborative project approaches to learning (Projects BL)
  * On how to learn (above “what” to learn).
* Assessment systems be based on multiple measures of students’ abilities that include 21st century skills.
* Feedback Mechanism in Assessment based on 21st Century Skills
Preparing Students for Career Success in Accounting: The SCIL-based Model with a Focus on Content Analysis

Dr. Alfred Howard Miller
Higher Colleges of Technology
Fujairah Women’s College
amiller@hct.ac.ae

Abstract
Analysis and intuition were used to examine critical success factors motivating workplace preparation for graduates of the Bachelor of Science in Accounting program. Outcomes achieved upon degree completion for accounting learners, and the basis of proposed model included: stakeholder satisfaction, credential recognition and integrated learning. The first two factors were readily demonstrated to their public, industry and employers through concise data and evidence, while the third, integration of learning was determined by content analysis of student reports by Year 4 Accounting learners in Taxation class. Triangulated evidence from multiple methods validated accounting student’s readiness for career success upon graduation.

KEYWORDS: stakeholder satisfaction, credential recognition, content analysis, KH Coder, text mining, Grounded Theory

Practical Application
This paper demonstrates the effectiveness of using data-driven and evidence-based approaches to support a theoretical model derived using the grounded theory method. The author elaborates on content analysis methods. The stakeholder satisfaction portion aligns with ACBSP Standard 3, while the credential recognition section illustrates current approaches of demonstrating formal value of qualifications. The methods utilized should prove beneficial for business program representatives seeking to communicate the value of their school’s graduate’s readiness for career success. Validation using data and factual evidence helps schools report to the public more effectively, and eases the pathway toward seeking initial accreditation, reaffirmation, writing a QA report, or simply seeking novel ways to interpret and report on data collected.
**Research Questions**

- Assess preparation level of accounting graduates from the host institution toward career success.
- Q1. What evidence exists that demonstrates validity of the accounting credential earned?
- Q2. What evidence demonstrates stakeholder satisfaction is met with the key stakeholder groups, i.e. accounting graduates and their employers?

- Q3. What evidence exists from student reflections that can validate student preparation for career success in accounting through engagement and acquisition of content with development of the necessary skills to implement that knowledge as an outcome?

**Overview of Method**

- RQ 1 Secondary data - validity of the credential’s acceptance by institutional accreditors of the program
- RQ 2 Secondary data, institutional effectiveness, QA records on stakeholder satisfaction, metric scalar data
- RQ 3 KH Coder, outputs of, *word frequency*, *hierarchical cluster*, *co-occurrence networking*, *multi-dimensional scaling* and *self-organizing maps*.
KH Coder Five Quantitative Methods

- Word frequency analysis
- Hierarchical cluster analysis
- Co-occurrence network
- Multi-dimensional scaling
- Self-organizing map

Grounded Theory

- Reflective Written Defense = Business discourse data
- Accounting students learn U.S. Tax Code
- Data is HTML coded and POS tagged, machine interaction identification of emergent properties
- Construct a new theory from the data

Individual Reflection is submitted with the Final Project-Outline below

- Introduction
- What did you learn about individual and business taxation in BUS 4163 Taxation or International HRM in BUS 4936?
- Challenges you faced?
- Your experience with the group project?
- Conclusion
Groups

- 2015 Year 4 Taxation 23 Students
- 2016 Year 4 Taxation 28 Students
- Analysis not complete...
- 2016 Year 4 Taxation – 9 Students
- 2017 Year 4 Taxation – ? Students

Definition of Terms

- **Corpus Linguistics.** Corpus linguistics is the study of a language through large database of native texts, written or spoken. It includes using frequency and concordancing techniques (Tang, 2008).
Definition of Terms

- **KH Coder.** Open source, text mining and quantitative content analysis software. Continuously improved since intro in 2001. Originally developed for use with Japanese text, now expanded for use with several languages (Koichi, H. 2015; Text Analysis, 2015), and used in over 532 studies (Pelet, 2014).

- **Utilizes R programming language which is becoming an increasingly popular lingua franca for data analytics in both academia and the corporate world. Open sourced R is considered on par with proprietary packages like SPSS, SAS and Stata (Northeastern University, 2016)**

- **Preprocessing text.** To use KH Coder, text must first be preprocessed; usually using a computer program, to remove characters that will not transfer effectively and be read by the coding software (Pelet, Khan, Papadopoulou, & Bernardin, 2014).
**Definition of Terms**

- **Stanford POS Tagger.** Efficient, basic part-of-speech tagger—software that reads text originally in English but expanded to other languages, and assigns parts of speech to each word and token, such as noun, verb, adjective, etc. The tagger also performs lemmatization and identifies and groups similar words according to their root form, use and meaning (Toutanova, Klein, Manning, & Singer, 2003).

- **Fruchterman-Reingold algorithm.** Force directional algorithm to determine co-occurrence networks in KH Coder. Stabilization of force vectors determines node placement based on spring-like attraction and electric particle-like repulsion (Fruchterman, & Reingold 1991).

- **Jaccard similarity coefficient.** Word frequency algorithm, dividing (frequencies of co-occurrence or intersection of a and b) by (frequency of appearance of word a + frequency of appearance of word b or union, – frequencies of co-occurrence of a and b). For example, where the frequency of word a is 4, and the frequency of word b is 3, then the frequency of a and b is 2. As such, the Jaccard coefficient is $2/ (4+3-2) =0.4$ (Mori, Matsuo, & Ishizuka 2004, p. 2). 

$$J(A,B) = \frac{|A \cap B|}{|A \cup B|}. $$
## Word Frequency Analysis for Taxation and HR

<table>
<thead>
<tr>
<th>Part of Speech</th>
<th>HR 2015</th>
<th>Tax 2015</th>
<th>Tax 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns</td>
<td>373</td>
<td>603</td>
<td>617</td>
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<tr>
<td>Proper nouns</td>
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<tr>
<td>n=</td>
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</tr>
</tbody>
</table>

### Word Frequency 2015 (Anzai and Matsuzawa, 2013)
- tax: 754
- income: 299
- deduction: 191
- C or S corporation: 173
- individual: 146
- business: 130
- government: 94
- learn: 94
- pay: 90
- rate: 79
- different: 79
- project: 78
- use: 73
- type: 71
- course: 70
- form: 69
- group: 68
- country: 63
- expense: 60

### Word Frequency 2016 (Anzai and Matsuzawa, 2013)
- tax: 573
- taxation: 201
- income: 136
- business: 131
- project: 119
- C or S Corporation: 103
- course: 99
- type: 97
- help (ful): 96
- know: 87
- deduction: 86
- understand: 80
- information: 78
- entity: 74
- calculate: 73
- group: 66
- work: 65
- face: 63
- thing: 63

- government: 63
- different: 62
- make: 60
- time: 50
- country: 49
- knowledge: 45
- work: 45
- mean: 43
- example: 42
- challenge: 41
- people: 41
- wealth: 41
- include: 41
- rate: 40
- new: 40
- individual: 39
- experience: 37
- good: 37
- use: 36
- member: 36
- lot: 35
- difficult: 34
- class: 33
- subject: 32
- student: 31
- difficulty: 30
- need: 30
- study: 30
- problem: 29
- calculation: 29
- future: 29
- provide: 28
- liability: 28
- way: 28
- service: 27
- payment: 26
- point: 26
- value: 26
- idea: 26
- consumption: 26
Analysis of TAX Word Frequency

- 6 out of 10 top words match up between 2015 and 2016
- 70% Similarity between top 60 words
- 2015: form, expense, report, taxpayer, liability, case, profit, credit, apply, gross, filing, important, exemption, personal, standard, married, year, like
- Differences were tax related, i.e. AMT, IRS Publication 17 Individual Tax Guide, Standard Deduction vs Itemized, Foreign Tax Credit
- 2016: mean, new, experience, good, member, lot, class, subject, student, need, study, problem, future, provide, liability, way, point, idea, consumption
- Differences were teaching and learning related, i.e. Active, IELTS, Extended Outside the Classroom, Experiential

WORD FREQUENCY ANALYSIS

- Statistical analysis using ANOVA
- Source of Variation | SS     | df | MS   | F       | P-value          | F crit
- Between 2015-16     | 122.5  | 1   | 122.5 | 0.002672 | 0.960045        | 5.317655
- Between Acct-HR     | 28037.03 | 1   | 28037.03 | 0.878366 | 0.376077        | 5.317655

Note: 2015 vs 2016 Accounting fail to reject the null hypothesis and populations mean differences are not statistically significant. Accounting vs HR, reject the null hypothesis and conclude that not all of population means are equal.

HIERARCHICAL CLUSTER ANALYSIS

- Produces a treed dendrogram
- Two objects are merged at every step, two which are least dissimilar.
- Agglomerative bottoms-up approach i.e. Ward’s (1963) minimum variance method is used. Average and complete are other methods.
- Tree branches can be cut to isolate construct categories
- Often followed with Multi-dimensional scaling
HIERARCHICAL CLUSTER ANALYSIS of TAXATION 2015 vs 2016

- Individual Taxation
- Cooperative Learning
- Business Taxation

- Understanding US Tax Code
- Cooperative Learning
- Business Taxation

2015 Cluster Analysis
- Married filing separately vs jointly
- Ways to lower taxes
- Itemized Deductions

2016 Cluster Analysis
- Dealing with hard math problems
- Teamwork skills: Being an effective team member
- Business entity taxation

- USA Study for International Students
- Taxation and Justice
- Tax deductible business expenses

C1
C2
C3

Education and understanding by non-US students
Student learning through group work
Sources of Income

Business Entities

Understanding and
distribution of benefits
Tax Deductible
Business Expenses
Taxable Income

Itemized Deductions

Business

ACBSP Region 8, Dubai 2016
Multi-dimensional Scaling

- Multi-dimensional scaling (MDS) for interval or ratio scaled data or with correspondence analysis for nominal data to obtain mapped observations in space.
- Graphical way of finding groupings in the data.
- Preferred in some cases because MDS has relaxed assumptions of normality, scale data, equal variances and covariances, and sample size.
- For analysis mainly looking for clusters and dimensions.

Multi-Dimensional Scaling Taxation 2015

Two tax related clusters are delineated and two sets are agglomerated, all are delineated from the cooperative learning cluster.

Multi-Dimensional Scaling Taxation 2016

Three distinct tax related clusters are delineated and a pair are agglomerated, all are delineated from the two cooperative learning clusters.
**Centrality Co-occurrence Network Taxation 2015**

Several strong network ties noted. One well networked central theme with three well networked sub themes.

**Centrality Co-occurrence Network Taxation 2016**

Connections not as strong as for 2015. One well networked central theme with four sub-themes of which two are well networked.

**Communities Co-occurrence Network Taxation 2015**

Distinct communities of characteristics centered around a central theme.
Communities Co-occurrence Network Taxation 2016

Has four well networked communities and four that are less so. The central theme is relatively weak.

Self Organizing Map

- Construct groups that are colors closer to pink like orange or red, asserts there is a large difference in vectors of neighboring nodes; they are distant.
- Pink line if present, denotes a vast gulf dividing clusters.
- Shades closer to blue, like purple and green are proximally related to neighbors,
- Shades closer to white, such as gray are more neutral (Higuchi, 2010).
- Constructs are listed below by color from proximal to more distant and correlated with search hits shown in italics, for the construct. These relate to the map on the following page.

Self Organizing Map Taxation 2015

Three proximally located constructs, three that are distal and two that are neutral.
Q1. What validation exists that demonstrates validity of the accounting credential earned?

- RQ1 Yes. Institutional, globally accepted programmatic and globally accepted certification credential, RQ1 appears to have achieved face validity. College ranking by QS Times of #45 is not high for the Arab region and the ranking has slipped since last year when it was #36. CAA mandated accreditation at the program level, nearing completion, while NQF compliance is currently in its earliest stages. Finally with nine papers exempted by ACCA and only taxation remaining to be obtained under a revised UK curriculum, credentials are largely secured by (Higher Colleges of Technology, 2016).

Q2. What evidence demonstrates stakeholder satisfaction is met with the key stakeholder groups, i.e. accounting graduates and their employers?

- Stakeholder feedback reviewed for Research Question 2 demonstrated that validation was strongly supported. This was in spite of a few instances only where stakeholder feedback was low or eroding. Given the evaluations by program management including the Faculty Academic Committee, action plans in place and being implemented; attempts to close the loop are demonstrated as underway, such as with large scale investment in facilities.
Q3.

**Word frequency analysis** supported learners gaining an understanding of taxation constructs and use of language. **Co-occurrence network** allowed the identification of single most important or central taxation concepts—and differentiated which topics occurred simultaneously with related constructs. **ANOVA** statistics demonstrated 2015 and 2016 word-use could not be claimed as different, & taxation could not be claimed as similar to HR.

**Q 3 contd**

**Hierarchical cluster analysis**, produced construct mappings for 2015 and 2016 that were largely mirror images of each other. Construct groups of individual and business taxation topics demonstrated unified material coverage. **Multi-dimensional scaling** modeled 2015 and 2016 illustrating the existence of a cooperative learning construct, distinct and separate from a range of grouped associations of taxation constructs. **Self-organizing maps** helped view relationships in three-dimensional space with proximal, neutral and distal construct groups.

**SCIL**

- Stakeholder Satisfaction
- Credential Recognition
- Integrated Learning

Figure 11. SCIL Model Stakeholder Satisfaction, Credential Recognition and Integrated Learning.
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