

MISBE NEWSLETTER

Spring, 2019

Management Program Revision

The Management Program was revised to provide students with career-ready knowledge and skills needed to succeed in a rapidly changing globalized world. Additional opportunities are available to study entrepreneurship, human capital management, and international business management. Graduates of the Management Program are prepared for careers as general managers, entrepreneurs, human resources specialists, and management analysts in profit and non-profit organizations in various industries.

The Management core has been pared down to 9 credits of required courses which allows us to provide greater depth and focus in two minor areas: Human Capital Management and Entrepreneurship. Each of the two minors requires 9 credits of core courses plus 6 credits of electives, for a total of 24 credits. We also allow students to choose other Minors such as Finance, Real Estate, Supply Chain Management, etc. to allow greater flexibility for the student to choose an area of specialized focus. This choice allows students to gain breadth of knowledge and expertise in management, while allowing for in-depth exploration of their selected areas of interest.

Enhancing Web Classes through Best Practice Sharing

MISBE has set itself the goal of enhancing the quality of web class offerings via best practice sharing and utilizing online instructor certification course (OICC) training. Most, if not all of our current instructors teaching online are OICC certified. At the Spring MISBE Department meeting, one of the items on the agenda was best practice sharing. Three professors, Dr. Chia-an Chao, Dr. Wei He and Dr. Joe Harder shared their best practices in their web classes. We intend continuing this sharing in the spirit of continuous improvement of the quality of web instruction.



Focusing on Market Opportunities

The MIS program has begun to offer a new course, "Business Process



INSIDE THIS ISSUE:

- Revised management program
- Introduction to Two Minors
 - Human Capital Minor
 - Entrepreneurship Minor
- Enhancing Web Classes Through Best Practice Sharing
- Focusing on Market Opportunities
- Engaging with a Brazilian University: FGV, International Program
 - May 2018
- New Course Development Finland: Entrepreneurship in a Circular Economy
- Collaborative Research
- Cross-National Collaborative Project

Management,” using the Pega Systems platform. The course allows students to learn the low-code/no-code approach of Pega to application development that is used by virtually all Fortune 500 companies and most all other large organizations, including the Federal Government. In addition, the course is preparatory to the PEGA Certified Systems Architect (CSA) designation.



Today, there is a desperate need for PEGA developers with the CSA certification resulting in high paying opportunities across the country and globe. The Scott College of Business is the only institution of higher education in Indiana that is certified to offer the course through the Pega Academic Academy. Two students from the fall offering of the course have already landed internships (with CNO Financial in Carmel and Raytheon in Dallas). There are no prerequisites for the course. For further information, see Dr. Jeffrey S. Harper, Professor of Information Systems.

Engaging with a Brazilian University: FGV, Fundacao Getulio Vargas International Program

May, 2018

The Scott College of Business has been running a week-long program for FGV Brazil MBA students in May of each year for the past six years with participation from faculty.



Dr. Aruna Chandra does the programming end of the project with Michelle Swick assisting in logistics and planning. Dr. Blake Rafeld, Dr. Bob Guell, Dr. Aruna Chandra, Mr. Matt Cohen and Ms. Kim LaGrange are the presenters this year. Range of topics cover areas in finance, economics, international strategy and human resource strategy / teamwork.



New Course Development Finland: Entrepreneurship in a Circular Economy

A group of students visited Finland last summer to learn about sustainable entrepreneurship in Finland in the context of a growing circular economy, which in essence is focused on reducing waste and creating much more value from the resources used in any given productive enterprise. Finland has set an ambitious vision to become a leader in the circular economy having adopted a roadmap to a circular economy with concrete projects and resources to realize the vision. Universities, such as Aalto University in Helsinki have robust entrepreneurship education programs and at the national level there are a plethora of well-organized resources to support the growth of an entrepreneurial economy.



The group visited the Aalto Start-Up Center, Helsinki University's business incubator, Helsinki Think Company and a host of other entrepreneurial ventures involved in growing a sustainable economy. The course focused on the macro-environment for entrepreneurship in Finland with a more specific

emphasis on innovations in the circular economy innovations. Visiting representative circular economy businesses in Helsinki helped us understand how the features of circularity are implemented at the level of a specific business.



Collaborative Research

Paper presented at the MBAA Conference, Chicago
March 28, 2019

“Instructional Methods for Developing Career Readiness in Management Courses”- A Qualitative Study

- Csilla Stewart, Aruna Chandra, Jeremy Dix, Kym Pfrank, Kimberly Campbell

The purpose of the conference paper, **“Instructional Methods for Developing Career Readiness in Management Courses: A Qualitative Study”**, presented at the MBAA Conference, Chicago, March 28, 2019 was to share diverse instructional strategies used by the authors in several management classes to

develop career readiness. Employer needs identified by the National Association of Colleges and Employers (NACE) were reviewed and incorporated into relevant course activities and assessments. Many of the activities involved the use of experiential learning initiatives that enabled students to practice and master field-specific practical knowledge, skills, and abilities. Each of the authors collected qualitative survey data from selected courses in which the assignments were used to gain student perspectives on the value of the assignments in developing career ready skills and competencies. Results were analyzed by the instructors to gain insights on the most effective strategies, outcomes and challenges faced in implementing these approaches as well as the degree of alignment between intended and actual impact of the assessments. An added value of the paper stemmed from self-reflection, sharing the results to an audience attuned to these issues and feedback gained in the course of the presentation.



Cross-National Collaborative Research Project

with Hassan I University, Settat, Morocco, that resulted in a paper under review at a journal.

“A Comparison of Ethical Perceptions of Business Students in the United States and Morocco”.

- Aruna Chandra, Aziz Zohri, Jeff Harper, Salma Kennouda

The research was initiated with support from Aruna Chandra's Fulbright Specialist Grant, which was used to initiate a collaborative research project with our partner university, Hassan I University, Settat, Morocco. This study, based on a sample of 365 business students from universities in the US and Morocco, aims to understand the differences in ethical decision-making between United States and Moroccan business students.



It is premised on the cultural disparity of the two countries as evidenced by Hofstede's classification of Morocco as a collectivist, high power distance, high tolerance for

uncertainty and highly restrained versus the United States which was characterized as a highly individualistic, low power distance, low tolerance for uncertainty and high on indulgence. The consequence of these marked cultural differences between the two countries was an unsurprising finding that students differed in their ethical choices when classified along the dimensions of idealism vs relativism or deontology / teleology.



Delving a bit deeper, we further posited that Moroccan students would be influenced to a greater extent by idealism relative to US business students, who were expected make ethical decisions on a more relativistic manner influenced by a culture that was low on restraint and high on satisfying individual needs. Surprisingly, the results indicated a marked tendency to do quite the opposite: US Students appear to be far more idealistic in their ethical decision-making relative to Moroccan business

students. The concluding sections discuss potential reasons for these findings along with limitations and directions for future research.

