Foreword

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This collection represents a sampling of articles written by a cross-section of PhD graduates from the NYU Business Education program. Most, but not all, are focused on issues related to learning and teaching business subjects at the college level. This group of practitioner scholars has made education for, about, and in business their life's mission and each has made significant contributions to the profession.

Established in 1926, the Business Education Department offered the first curriculum designed to train teachers of business subjects at the secondary level. Years later, as demand for secondary business teachers faded, the Program in Business Education under the leadership of Professors Michael Bronner and Padmakar Sapre expanded the mission to include training professors of business education in community colleges and higher education institutions. In 1984, when I joined the program, we began to incorporate the role of end-user information systems and increasingly focused on learning *in* business, or organizational learning and development. As my colleagues retired, the doctoral program was folded into the Program in Higher and Postsecondary Education, and the master's program continued to emphasize organizational learning and development.¹

This book is divided into two sections. Section I covers a range of topics related to learning content in business education at the college level:

- Ellen Bartley's "Challenges and Opportunities for Teaching and Learning in the First Accounting Course" determines the important elements

1 For a more complete history of the program, visit "MA in Business and Workplace Education," accessed December 20, 2018, <https://steinhardt.nyu.edu/alt/highered/business/ma>.

of the learning process such as homework, interim deadlines, and in-class reviews that contribute to the students' academic success. However, she also mentions that some students find the course load lighter than the others, especially if they had previous work experience in the field.

- In "The Role of Community Colleges in Promoting Financial Literacy," William L. Black proposes a model for promoting financial literacy for community college students.
- Kevin McEvoy, in "The Toolbox—an Innovation Connecting Marketing Education and Practice," suggests that creating a personal library or portfolio of their work and other resources can help marketing students maintain their access to education as evidence of their achievements and as a database of business solutions to be used later in their jobs.
- Sabra E. Brock and Sharon Rowlands, in "Emotional Journeys of Fifty C-Suite Women," stress the importance of building confidence in girls and young women and communicating the positive aspects of being a leader. Many C-Suite Women recognized their leadership abilities already in their teenage years.
- In "Developing Information Technology Fluency in College Students," Nancy B. Sardone did not find elements of learning environment that could influence the students' proficiency in information technologies. However, her research showed that students' wellbeing and their learning efficiency increase when various constructivist learning strategies are employed.
- Sabra Brock, Chunhui Ma, and Peter McAliney stress the necessity to update the way team skills are measured to reflect the data about successful team presented in their article "Toward More Practical Measurement of Team Skills."
- In "The Impact of Group Support Systems on Corporate Teams' Stages of Development," Margretta J. (Judy) Caouette and I note that the two teams we studied developed quite differently, especially in Tuckman's "storming" stage. Moderating factors were team commitment to the assigned task, group composition, and leadership.
- Daniel Kerr and Tara Madden-Dent, in "Cultural Transition and Adjustment of International East Asian Undergraduate Students," observed the benefits of studies in the United States for East Asian undergraduates of a four-week pre-departure cross-cultural treatment.

Section II provides strategies and practical solutions for acquiring competencies:

- Nancy B. Sardone, in “Game-Based Learning to Raise Awareness of Nuclear Proliferation,” demonstrates that digital games encourage students’ curiosity and motivate them towards learning more than just the headlines.
- Lynn Bacon, Robert Brookshire, and Kara Lybarger admit the benefits of virtual workplace learning in “Virtual Learning: Promises Met?” and determine vital success factors such as the presence of a vibrant virtual community, a flexible learning system with high-quality content and technology infrastructure, employees and trainers skilled in virtual learning, and the combination of virtual learning with face-to-face academic guidance.
- In “Understanding MBA Students’ Intention to Transfer Teamwork Skills,” Chunhui Ma proposes a theory-based model to expand understanding such transfers.
- Kevin McEvoy in “The Care and Feeding of Interns” presents a framework that organizations and universities can use to manage interns better.
- In “Learning: The Experiences of Adults who Work Full-Time While Attending Graduate School Part-Time,” Robert Cordova and I stress the importance of education in helping learners explore what it means to be themselves.
- Amy Lui Abel, in “Identifying and Classifying Corporate Universities in the United States,” presents a definition of a corporate university and describes the development of this phenomenon.
- In “Business School Extended Learning: Perspectives on Non-Degree Executive Education,” Steve Mezzio compares business school rankings to the implementation of quality management in curriculum development.

The genesis of this book came from PhD graduates Sabra Brock (Touro College) and Peter McAliney (Montclair State University), who saw a need to put a stamp on the contributions of our graduates. I thank them for their dedication to our Program and to New York University. The authors featured here are primarily doctoral graduates whose dissertation research was supervised either by me or by Professor Michael Bronner. We are proud of the work these scholars did, and continue to do! We also believe that you will be inspired by their work.