

SEMINAR THE ROAD TO ACADEMIC EXCELLENCE
UNIVERSITI TEKNIKAL MALAYSIA
20 May 2015
Dewan Konvensyen, Kampus Bandar, UteM

SEMINAR THE ROAD TO ACADEMIC EXCELLENCE

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UNITEN

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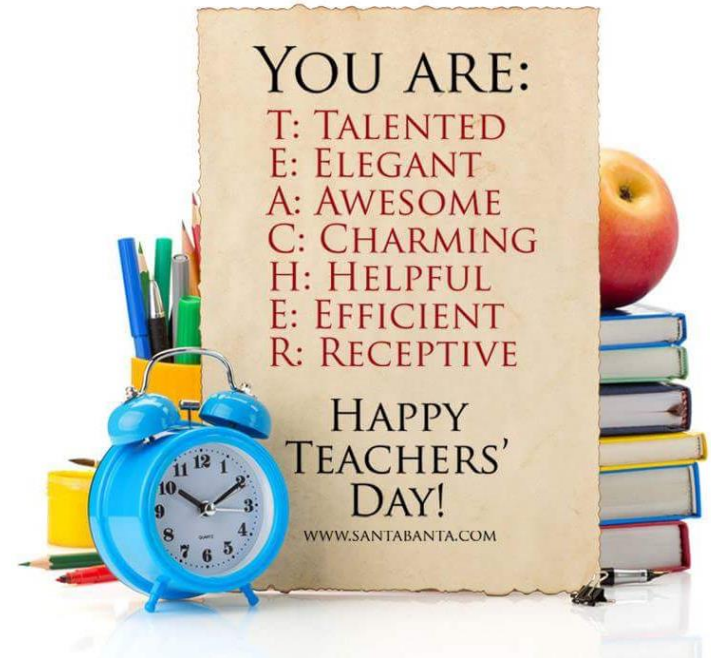


Professor Dr. Zainal Ariffin Ahmad
Doctor of Education (Ed.D.) 1994, M.B.A. 1989, B.Sc. 1987
Northern Illinois University

- Head, Graduate Business School and Deputy Dean, CoGS, UNITEN, 2010-2015
- Head, Expert Working Group, National Science & Research Council
- Associate Fellow, Academy of Sciences Malaysia
- Grant Reviewer for MOHE (FRGS, ERGS) and MOSTI (eScienceFund)
- Head, Business Research for Applied Innovations in Neurosciences
BRAIN Lab at the Graduate School of Business, USM - research on brain, learning, innovation and creativity.
- Anugerah Akademik Negara 2008 – Recipient of the National Academic Award for Teaching in Applied Arts and Social Sciences
- Recipient of the USM Outstanding Educators Award 2007
- Visiting Research Fellow, University of New South Wales, 2009-2011
- 25 years of training, research and consultancy experiences at Northern Illinois University and Universiti Sains Malaysia.

Objective

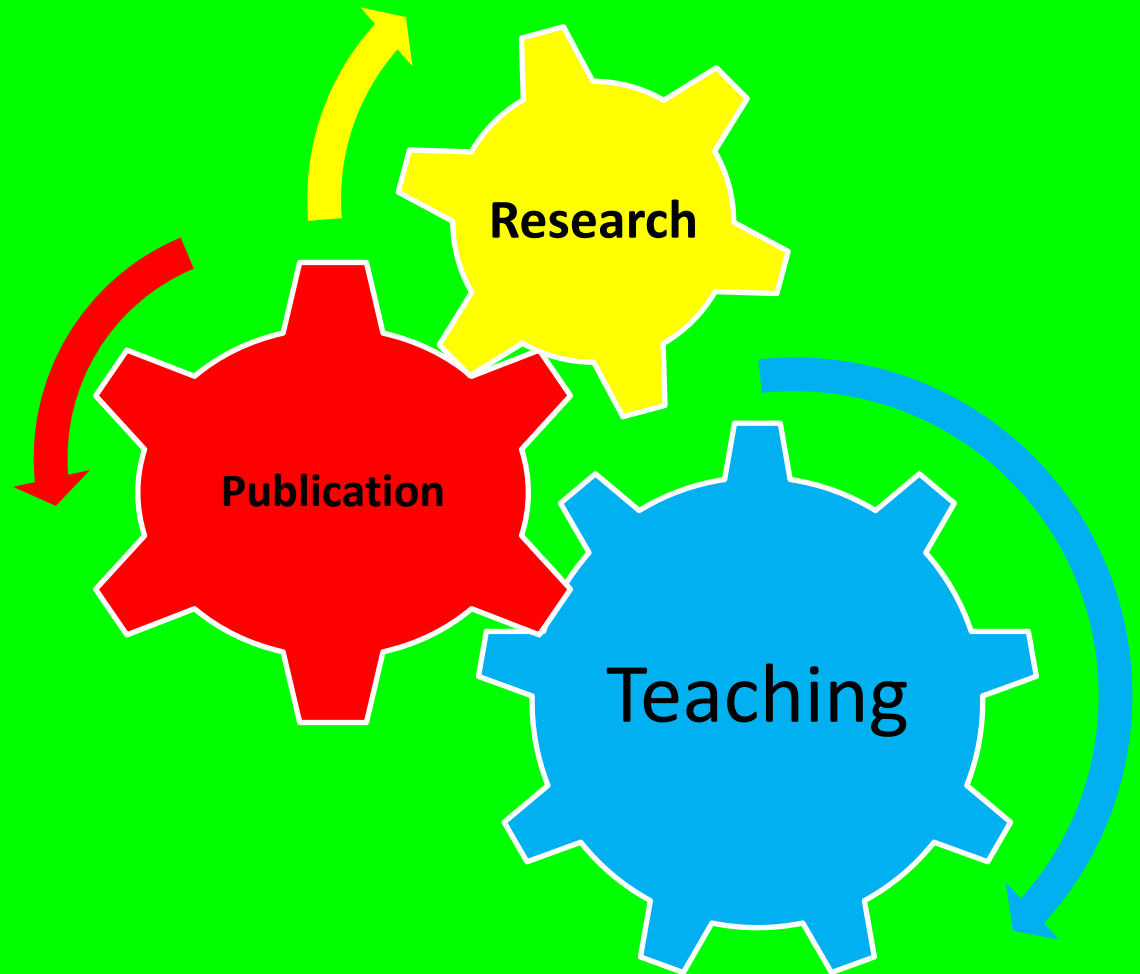
To assist participants in enhancing their teaching and learning strategies towards academic excellence



Agenda

8.15 - 8.30	Opening and Doa Recitation
8.30 - 10:30	Strategizing Teaching based on Students' Learning Styles Activity 1: My Teaching Philosophy
10.30 - 11.00	Tea
11.00 - 1.00	Learning Approach Evaluation and Reflection
1.00 - 2.30	Lunch & Prayers
2.30 - 3.30	Challenges in Teaching and Learning
3.30 - 4.30	Route Map to Anugerah Akademik Negara (AAN)
4.30 – 5.00	Tea

Strategizing Teaching based on Students' Learning Styles



Sinopsis dan Agenda

- Sebelum memulakan P&P, pensyarah seharusnya melakukan *Teaching Need Analysis* (TNA) di mana instrumen soal selidik akan digunakan.
- Hasil soal selidik ini mampu memberi input kepada pensyarah *learning styles* pelajar yang dominan dan seharusnya pengajaran yang akan dilakukan oleh pensyarah berkenaan memenuhi *learning styles* tersebut.

Dalam bengkel ini anda akan mengenal diri sebagai pensyarah:

- Sila isikan VAK Learning Style Test
- Menggubal Falsafah Pengajaran

Learning & Motivation Styles

3 categories of learning styles:

- Perceptual Modality
- Information Processing
- Personality Patterns

• 3 categories of motivation styles:

- Goal-oriented
- Activity-oriented
- Learning-oriented

You must understand your own and your students' learning and motivation styles

Activity 1

Your Learning Style (Perceptual Modality)

- Visual learner - seeing vs listening
- Auditory learner - do you listen to others, or listen to yourself, or talk it out?
- Kinesthetic learners - position or movement
- Tactile learners - touch

What's your dominant and auxiliary learning modality?

- Do you prefer seeing and/or seeing with your mind?
- Are you shape/form- or print-oriented?
- Is reading a visual or hearing action?

Perceptual Modality

Primary way our bodies take in information

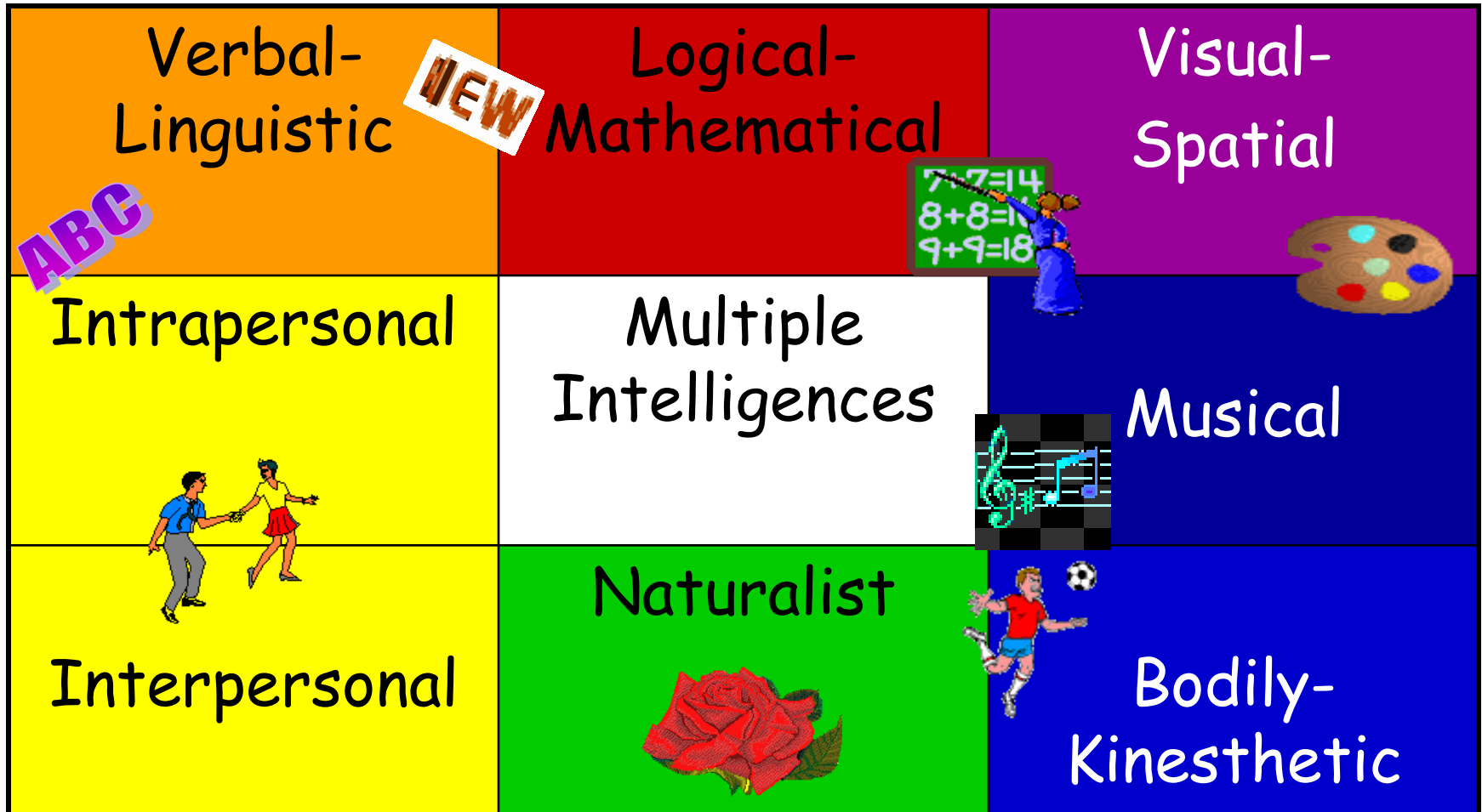
- Auditory - sound
- Visual - sight
- Kinesthetic - movement
- Tactile - touch

8 modalities or intelligences that link our individual style:

- Verbal-linguistic
- Musical
- Logical-mathematical
- Spatial
- Bodily-kinesthetic
- Interpersonal
- Intrapersonal
- Naturalist

8 Intelligences - Howard Gardner

7 Ways of Knowing – David Lazear



Your Motivation Style

Goal-oriented learners –

use education to accomplish objectives

Activity-oriented learners –

take part because of social contact

Learning-oriented learners –

seek knowledge for its own sake

Present information to others as they best learn

Implications of the Learning Process for Teaching:

Learners need:

- to know why they should learn.
- meaningful teaching content.
- opportunities to practice.
- to commit content to memory.
- need feedback.
- learn through:
 - Observation
 - Experience
 - Interacting with others

My Teaching Approaches

- I have always inculcated innovations and creative teaching methodologies in teaching applied subjects:
 - Management
 - Psychology
 - Organizational Behavior
 - Marketing Management
 - Human Resource Management
 - Training & Manpower Development
 - Strategic Management.
-
- I expect only the best quality in my students' work.

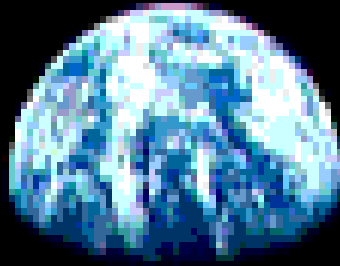


Teaching Statistics 1994-2015 (USM, UNITEN, USU, MMU)

Taught	Undergraduate	Graduate	Total
Classes	28	53	81
Students	6,823	858	7,710
Year 1	ATW/JTW 101 Management ATW/JTW 106 Psychology	AGW/AGU 609/MGTM 543 HRM AGW/MGTM 613 Organizational Behavior AGW 621 Research Method AGW 655 Intellectual Capital HRAM 633 Training and Manpower Development MKTM 613 Marketing Management MGTM 633 Strategic Management	MBA MEM
Year 2	ATW/JTW 252 OB AKW 202 OB	ADW 613 Organizational Behavior ADW 609 HRM	MBA online
Year 3	AOP 351 HRM AOP 354 OD ATU 398 Independent Study	AGW 703 HRM AGW 708 Current Issues AGW 710 Consultancy AGW 711 Teaching & Training AGW 727/ BEL 8054 Consultancy BEL 8014 Entrepreneurial Leadership BMG 8014 Advanced Management UNIM 533 Research Methodology for PhD	DBA PhD

Undergraduate classes - Bachelor (ATW/AOP), Distance Education (JTW)
Not including franchise classes

My Teaching Philosophy



I am a lifelong learner, therefore I believe

**“learning should be fun,
meaningful and lifelong”**

Activity 2

Your teaching philosophy

Write your teaching philosophy and explain what it means in terms of the way you teach.

Which teaching methodology(ies) below relevant to your philosophy would you use and why.



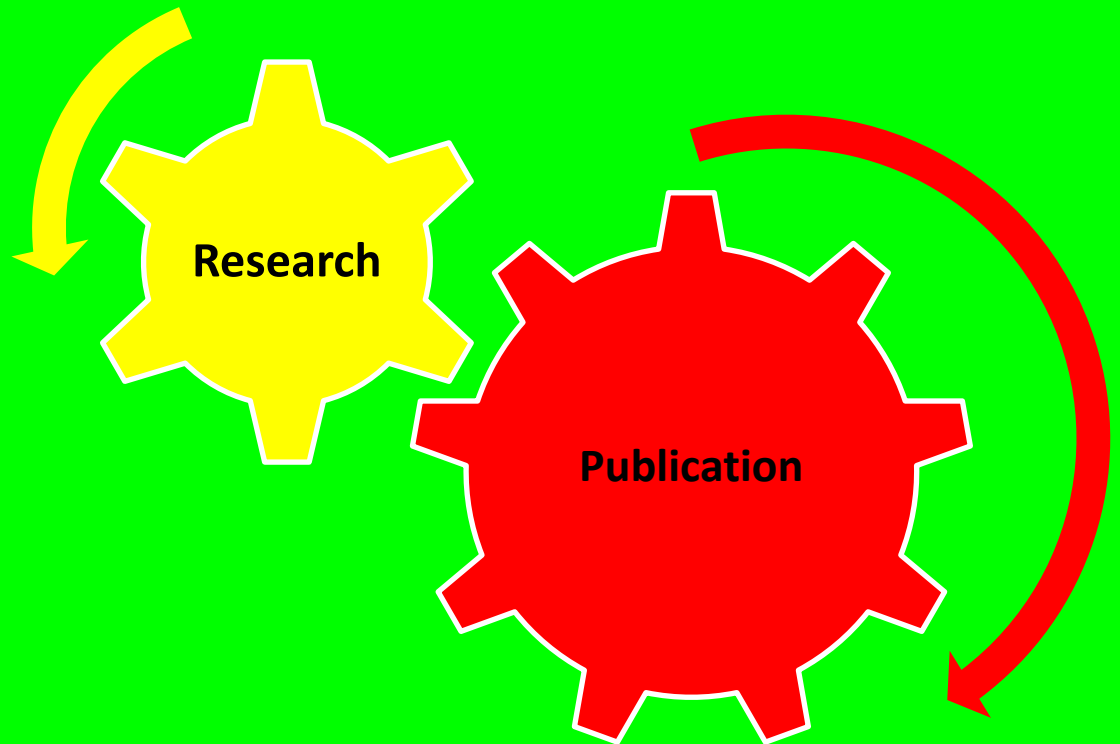
Haiku about teaching

Learning is complete
when teacher becomes student
problem – solution!



B.A. Zalmi 2003

Learning Approach Evaluation and Reflection



Sinopsis dan Agenda

- Pensyarah perlu kreatif dan berinovasi dalam mempelbagaikan kaedah pengajaran bagi memenuhi profil dan keperluan pelajar.
- Pensyarah juga perlu mahir dalam melakukan melakukan penaksiran dan membuat refleksi terhadap pengajaran yang telah dilakukan.

Dalam Sessi ini, kita akan membincangkan:

- Inovasi dalam Pengajaran Pembelajaran
- Penaksiran
- Design Teaching

What does Dr Zainal have in common with:



Cosmonaut

Datuk Dr. Sheikh Muszaphar Shukor?

Jedi Luke Skywalker?



Leonardo DiCaprio?

P. Ramlee?



Psy?

Cicakman?



Nothing really, except...

They have been “guest lecturers” in Dr. Zainal’s classes since 1994 for the Bachelor of Management, MBA, and DBA and PhD programs in USM and UNITEN.

They encourage students to think, learn and have fun while studying management, psychology, organizational behavior, training, human resource management, and strategic management.

My 10 Hallmarks of Teaching Innovations (with evidence)

- 1. Practice adult learning principles – adult learner-centered**
- 2. Use movies and literature to illustrate concepts and applicability of theories**
- 3. Students work in diverse teams of 5 – inculcate diversity**
- 4. Highly interactive student-centered classes – lecturette, role-play**
- 5. Problem-based learning – focus on learning issues, evidence-based teaching e.g. Forensic HR.**
- 6. Bundling popular books with textbooks, e.g. “HR Scorecard”, “Blue Ocean Strategy”, “Five Minds of the Future” as frameworks to evaluate HRM**
- 7. HRM in Practice – MBA candidates share their company’s HRM in class**
- 8. HR Shadow – undergraduate shadow an HR executive for a day**
- 9. Use case study development and case analysis – submit to Case Writers Association of Malaysia**
- 10. Future thinking – Angkasawan and future managers, my future classroom**

Teaching Philosophy and Teaching & Learning Techniques

Lecture

Seminar

Group discussion

Case study

Practical

Peer Tutoring

Computer-Assisted Learning

Problem-based Learning

Project-based Learning

Web-based Learning

Modular Approach

Studio based Learning

Field-based Learning

Student Centered Learning

Flipped Classroom

Problem Based Learning

When the School of Management USM decided to embrace problem-based learning in 2005, I was very happy as I have been doing it much earlier in class. focus on learning issues, evidence-based teaching e.g. Forensic HR.

Discovery Week – identify the learning issues – what you don't know from the problem given and what you need to find out – discuss the learning issues

Teaching Week - Peer Teaching - After identifying the learning issues, groups will breakdown the task of fact finding and do research. Come back and teach the rest of group/class. Class gives feedback on each groups presentation – report

Lecture Week - I will bring in the missing link, debriefing notes, do exercise from the text, discover blind spot

Monitoring Week – learning quizzes (not graded, to check understanding)

Week 1 - Close Down the HR Department (Running Theme)

Week 2 – 5 - Acquiring HR Capability – Marriot's

Week 6 – 8 - Developing HR Capability – Good Look

Week 9 – 12 - Compensating HR Capability - Intel

Your role – Find out what are the LEARNING ISSUES for each problem

Highly interactive student-centered classes



- I try to draw out the experiences and knowledge sharing from my graduate students through interactive classes using – lecturette, role-play. Sometimes I become TV talk show host like Oprah or Aznil.
- For graduate class, sometimes I have each class session be led by a student group and I will “top-up” at the end with a lecturette of missed points.
- Pros & Cons - Some adult students still expect the lecturer to present as evidenced in the testimony from one student from Palestine. But in general, this interactive class beats boredom and monotony of the lecturer as well as getting the students take ownership of the learning process.
- For both graduate and undergraduate classes, I invite practitioners to share their experiences and validate “real life” examples.



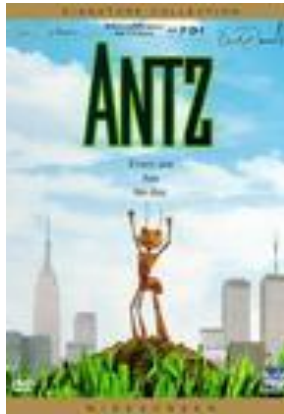
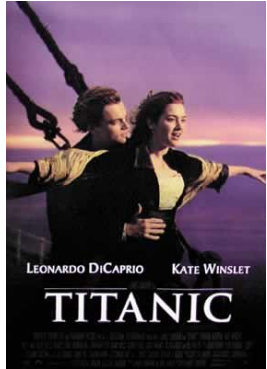
Zainal or Aznil?

Use Movies and Literature

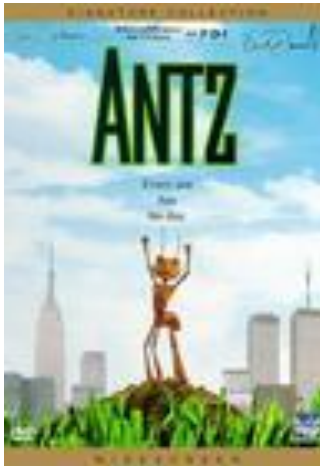
- When I started teaching in 1994, I asked my undergraduate and graduates students to review traditional Malay literature (**Sejarah Melayu** and **Hang Tuah**) or Chinese literature (**Sun Tzu's Art of War, Three Kingdom, I-Ching**), Indian literature (**Mahabharata**) and/or religious holy books such as **AlQuran** and **Bible** or **Confucius** teachings. They have select plots from the literature and draw parallels to the theories either in management (ATW 101), organizational behavior (ATW 252), psychology, organizational development or human resource management.
- For graduate students, they had to review minimum **20 articles** related to the topic they wish to study and write a literature summary and literature review.
- I used **P. Ramlee movies** in teaching ATW106 Psychology for Management and asked student to identify and act out scenes from the movies and write report on particular emotions found in the movies.
- I have used a variety of “hot” movies of the time since 1999 with **Titanic, Bicentennial Man, Happy Feet** to space or future oriented movies (**Star War Trilogies**) related to the Angkasawan Program in 2007.

Zainal's Hall of Fame 1994-2008

(sample movies featured in my classes)



Semester I & II, 2001-02



ATW 101/3 Introduction to Management
AGW 710/9 Consultancy
AGW 711/9 Effective Teaching-Training
AGW 708/3 Current Issues in Business
ATU 398/3 Management Independent Study
MGTM 533 Strategic Management

BoM 1 350
DBA 11
DBA 14
DBA 8
BoM 3 20
MBA 16

*We usually start off the first class watching clips of the films in ATW 101.
That sets the tone for the whole semester!*



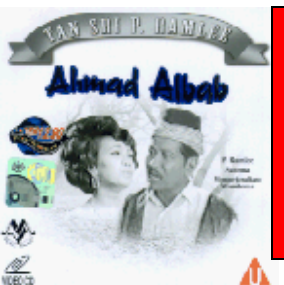
Semester I & II, 1998-99



ATW 251/3	Organizational Behavior	BoM 2	364
AOP 354/3	Organizational Development	BoM 3	124
ATW 101/3	Introduction to Management	BoM 1	306
JTW 251/3	Organizational Behavior	BoM 2	192
JTW 101/3	Introduction to Management	BoM 1	143
JTW 106/3	Psychology for Management	BoM 1	218

Psychology P. Ramlee – students act out P Ramlee movies and write report on evidence of psychology in his movies.

We had best actor & best actress awards during group acting in class.



Zainal Ariffin Ahmad (2005). *Learning about Emotions through P. Ramlee Films: An Experiential Approach*. Oral presentation at the Asian Applied Psychology International Regional Conference, Bangkok, Thailand, 14-16 November 2005.



Semester I & II, 1999-2000



Donning a PALAPES navy suit, I became Captain Smith, showed Titanic movie and Bob Ballard's National Geographic specials in ATW101 Introduction to Management. My weekly lectures & assignments: Managerial issues related to Titanic. We even had our own Leonardo and Kate Winslet in class!



AOP 354/3	Organizational Development	BoM 3	80
ATW 106/3	Psychology for Management	BoM 1	354
ATW 101/3	Introduction to Management	BoM 1	350

Hubungan Etnik SHE 101

Membandingkan faktor jantina, taraf kehidupan, bangsa dan isu-isu berkaitan dalam perbandingan filem silam dan kontemporari:

“Anakku Sazali”
(P.Ramlee)

vs

“Sepet”
(Yasmin Ahmad)



Tugasan AOP 354

Perkembangan Organisasi

**UNIVERSITI SAINS MALAYSIA
PUSAT PENGAJIAN PENGURUSAN**

*Laporan Tugasan Pasukan
Semester Kedua Sidang Akademik
1999/2000*

**(AOP 354/4 : PERKEMBANGAN
ORGANISASI)
[KAJIAN TINDAKAN POS MALAYSIA
BHD.]**

Disediakan Oleh : Pasukan 12

Pensyarah : Dr. Zainal Ariffin Ahmad.
Pejabat : Biro Kualiti, Blok J08
Kuliah : Rabu, 9.00 – 11.50 pagi [DK
'D']

Ahli-ahli Kumpulan :

Jali anak Sawat (49297) *** KETUA

Bitti Merom (49227)

Cindy Lihan (49256)

Tan Gaik Hoon (49488)

Wong Sheau Feun (49518)

Vanitha a/p Balasubramaniam (49505)

Pilih salah satu karya sastera dibawah. Pilih satu plot cerita untuk dianalisis berasaskan teori atau konsep perkembangan organisasi. Bandingkan dengan situasi masa kini.

WG Shellabear 1975, ***Sejarah Melayu***, Kuala Lumpur: Fajar Bakti

Muhammad Hj Salleh 1996, ***Sasterawan Negara Sebuah Unggun Di Tepi Danau***, Kuala Lumpur, Dewan Bahasa dan Pustaka.

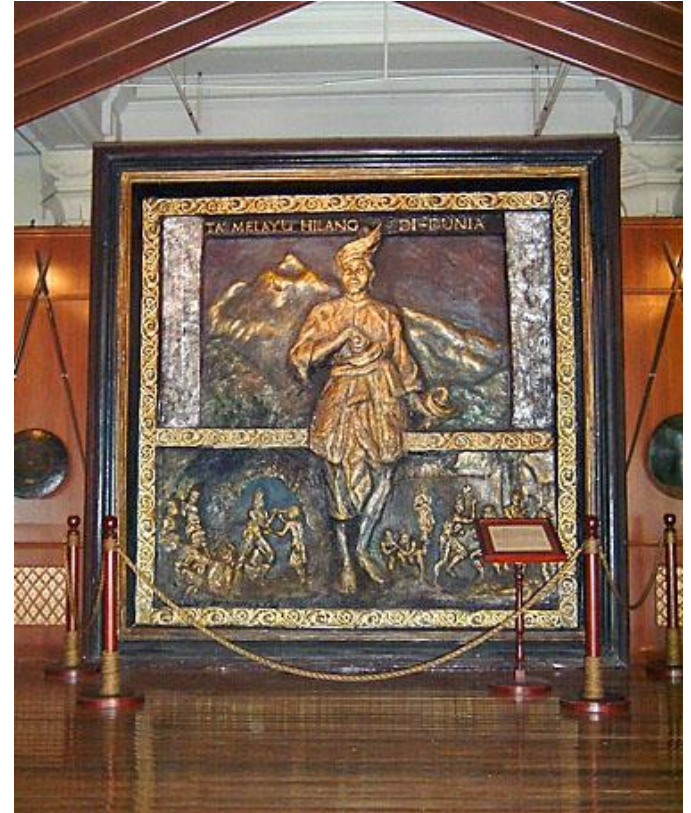
Abdul Mutalib Abdul Ghani, 1983. ***Syair Siti Zubaidah***. Kuala Lumpur, Dewan Bahasa dan Pustaka.

Kassim Ahmad, 1964, ***Hikayat Hang Tuah***. Kuala Lumpur, Dewan Bahasa dan Pustaka.

Khoo Kheng-Hor, 1990. ***Sun Tzu's War at Work*** atau 1992, ***Sun Tzu and Management***. Kelana Jaya, Pelanduk Publications.

Hubungan Etnik SHE 101

- Kajian mengenai Hikayat Hang Tuah dengan satu fungsi pengurusan (KEPIMPINAN) dan relevannya masa kini.
- Shaizatulaqma Bt Kamalul Ariffin (89379)
- Noor Shairullizan Bt Kamalul Ariffin (89374)
- Naziatul Aznen Bt Azni (89373)
- Mohd Zulfikar B Abdullah (94394)



Organizational Behavior

Welcome to the OB Homepage dedicated to the students of ATW 252 in the School of Management, Universiti Sains Malaysia.

OB as a field of study is relatively young (50 years old) and has roots in anthropology, sociology, psychology, communications, group dynamics and many other disciplines.

OB helps you to understand about yourself and the behaviors of others in your group or organization. Behaviors can be analyzed at three levels--individual, group, and organizational. Students will also learn about themselves and their friends in the OB Lab as part of the experiential learning experience.

The topics discussed include (click to read the notes in Malay - may take a while as the files are in Powerpoint Presentation):

[What is OB](#)

[Fundamentals of Individual Behavior](#)

[Values, Attitudes, & Job Satisfaction](#)

[Personality & Emotions](#)

[Perceptions & Individual Decision Making](#)

[Motivation](#)

[Group Dynamics](#)

[Communication](#)

[Leadership](#)

[Power & Politics](#)



My Favorite Links:

[Yahoo!](#)

[USM Homepage](#)

[School of Management](#)

[Keirsey Personality](#)

Developed by:

Associate Professor Zainal Ariffin Ahmad
School of Management,
Universiti Sains Malaysia
11800 Penang MALAYSIA

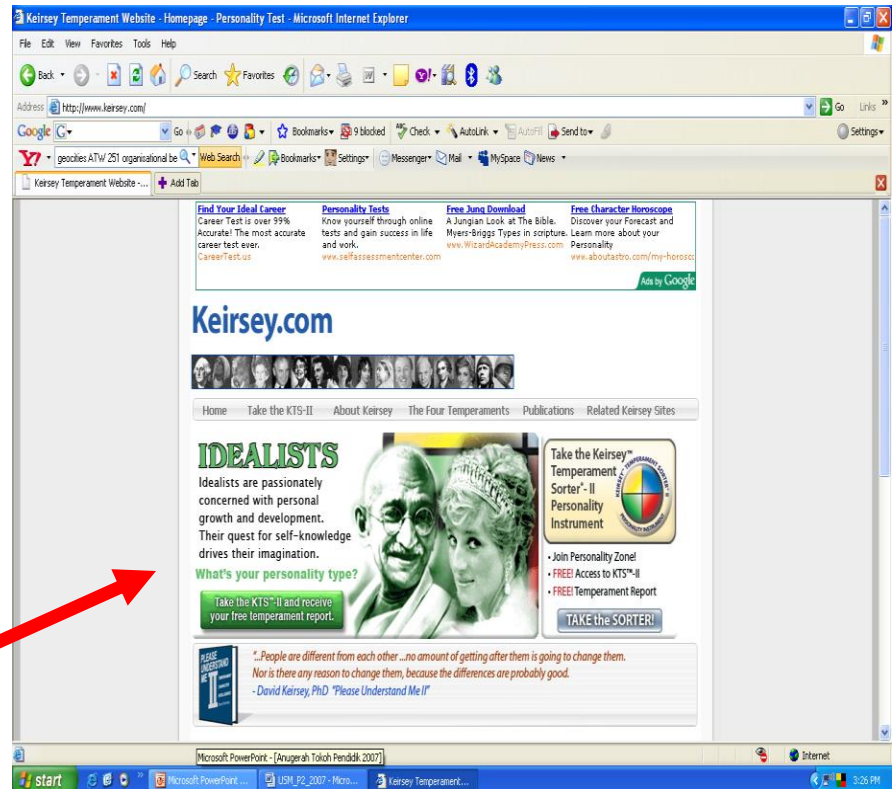
[ATW 252 Course Outline \(Malay\)](#)

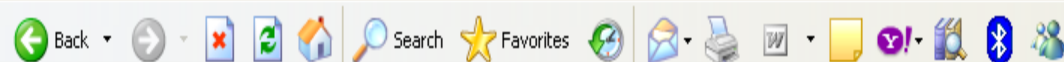
[OB Lab Schedule and Log Report \(Malay\)](#)

[Sample exam questions](#)

Please refer to Stephen Robbins (2001)
Organizational Behavior for further
information on each topic listed.
<http://www.prenhall.com/robbins>

<http://www.geocities.com/drzaba2001/>



Address <http://www.geocities.com/drzaba2001/agw708.html>

Google Go Bookmarks 9 blocked Check AutoLink AutoFill Send to Settings

Y! suntzu Web Search Bookmarks Settings Messenger Mail MySpace News

Seminar on Current Issues in Bu...

SEMINAR ON CURRENT ISSUES IN BUSINESS AND MANAGEMENT

Welcome to the Homepage for the AGW 708 - Seminar Current Issues in Business and Management, one of the courses for the Doctor of Business Administration offered by the School of Management, Universiti Sains Malaysia in **Semester II, 2001-2002**.

Course Objective:

This seminar is designed for participants to discuss the various current issues affecting business and management, locally and/or globally.

Click here for [course syllabus](#),
[learning strategies](#), [course](#)
[format](#), [grading](#) and [suggested](#)
[readings](#).

AGW 708 PRESENTATION LIST

To view sample of previous papers presented by the participants, double click on the topics that you are interested in.

To contact the lecturer, email zaba@usm.my

Friday 16/11/2001 Saturday 14/12/2001 Friday 11/1/2002 Saturday 8/2/2002

[Current Issues in the Workplace](#) [Current Issues in Management](#) [Current Issues in Global Business](#) [Current Issues in K-Economy](#)

[Innovation & Change](#) [Top Management/Leadership](#) [World Trade Organization \(WTO\)](#)

[Globalization](#) [Empowerment](#) [APEC](#)

Workplace issues in the information age [Teleworking](#) [Global Business Challenges - Malaysia Perspective](#)

[Worklife Effectiveness](#) [Leadership Styles in the 21st century](#) E-manufacturing

Sample topics from 2000-01



UNIVERSITI SAINS MALAYSIA
School Of Management
Doctor Of Business Administration (DBA)
Academic Semester I & II, 2004-2005

AGW 710 Consultancy

<http://www.management.usm.my/WebPPPDBA-AGW701-outline-0405.htm>



Facilitator Team:	Room & Ext.	Contact
Associate Professor Dr. Zainal Ariffin Ahmad zaba@usm.my Tuan Haji Noor Nasir Kader Ali nnasir@usm.my Course Coordinators	Graduate Office x 2398/2523 Room 241 x 2528	Tel: 604-6532398 Hp: 016-490 9461 Hp: 012-421 5402 Fax: 604-6577448
Sharifah Maria Alfah Ranhill Group, Kuala Lumpur maria@ranhill.com.my		603-21712020 x 303 Hp: 012-473 7099

COURSE OUTLINE

Objective

The objective of the course is to enhance professionalism of students/participants in conducting consultancy projects. Specifically, it aims at ensuring that the participants:

- have the ability to research problem and design solutions
- have the ability to convince their clients of their recommendations and implement the solutions with success
- are dedicated and disciplined when conducting a consultancy project

Course Format

1. The course will be conducted as a workshop over two semesters by consultants/ practitioners and coordinated by the USM course coordinators through the Advanced Management Centre, School of Management, USM. Grades are based on 100% coursework.
2. There will be a workshop on The Art and Skill of Consulting over a three day weekend on 1 - 3 July 2004. Attendance is mandatory and is part of the grading for the course. The workshop will be conducted by the facilitator(s) on the following topics, among others:

Scope and forms of consultancy

Scope and characteristic of consultancy tasks

Consultancy as a career

Aspect related to preparation and control of consultancy project

Project implementation methods

Bundling popular books with textbooks

- For my undergraduate classes, I used to bundle the English textbook with our Perlakuan Organisasi (1998) book to help students in translating the terms.
- Then I also had textbook packaged with the literature books (Hang Tuah, Sejarah Melayu, Sun Tzu) via the Kedai Koperasi.
- For graduate students, I have been bundling textbooks and popular books “HR Scorecard”, “Blue Ocean Strategy”, “Five Minds of the Future” whereby students get discounts up to RM100.
- These books provide frameworks for evaluating HRM issues and forces students to keep up with current trends in HRM.

Semester I & II, 2003-04

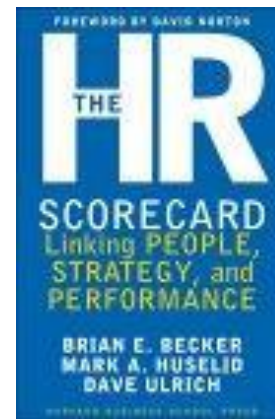
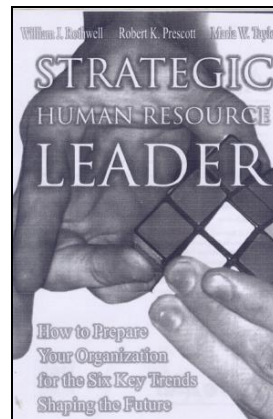
AGW 609/3 Human Resource Management MBA 30

Role play about Arabs (1 real Arab, 1 Malaysian) on diversity issues

AGW 710/9 Consultancy DBA 12

AGW 711/9 Effective Teaching-Training DBA 7

AGW 708/3 Current Issues in Business DBA 10



AGW 609 Sem 1 2007-08



Eve of 50th Merdeka 30 Aug 07



Student-led class

www.valuebasedmanagement.net	
Red Ocean and Blue Ocean Strategy	
Red Ocean Strategy	Blue Ocean Strategy
Compete in existing market space.	Create uncontested market space.
Beat the competition.	Make the competition irrelevant.
Exploit existing demand.	Create and capture new demand.
Make the value/cost trade-off.	Break the value/cost trade-off.
Align the whole system of a company's activities with its strategic choice of differentiation or low cost.	Align the whole system of a company's activities in pursuit of differentiation <i>and</i> low cost.

Develop cases based on Blue Ocean Strategy

HRM in Practice

(Individual Assignment)

- Drawing from the breadth of experiences of the MBA students, “HRM in Practice” – MBA candidates share their company’s HRM in class:
- Each student will write a brief overview of the HRM practices in their organization and share on salient topical issues covered in class on the appointed day. Of particular interest to be reported are unique benchmark HR practices. The written report should be about 5 to 10 pages covering the following:
 - **Company profile** (brief, include number and profile of employees)
 - **Profile of the HR department** (include no of HR staff, their functions & responsibilities, **HR/headcount ratio**)
 - **HRM practices** (briefly describe the HR practices or focus on benchmark practices)
 - **HR issues** (what do you see as major HR issues faced by your company?)
- Students from the same organization may write similar company and HR profiles but must write on different aspects of HRM practices as this is an individual assignment. Full-time students may write about their previous employers, and those without prior working experience may visit, interview and report on any organization. The hardcopy of the written report and Powerpoint presentation must be submitted after the sharing session (maximum 5 slides and between 3 to 5 minutes each).

HRM in Practice

Johnson & Johnson

AG W 609 Human Resource Management

Presented by Audrey Eocy (SEM001207)

Lecturer: Associate Professor Zainal Anwar Ahmad, EdD

Introduction

- Johnson & Johnson embraces research and science—bringing innovative ideas, products and services to advance the health and wellbeing of people
- > 250 operating companies in 57 countries
- ~ 119,200 employees worldwide (R&D, manufacturing and sales)
- Products – consumer health care, pharmaceutical and medical devices and diagnostics markets
- \$61.1 billion in worldwide sales in 2007
- Investment in R&D – \$7.68 billion in 2007
- Listed – New York Stock Exchange since 1944

Johnson & Johnson

Johnson & Johnson Sdn Bhd (Medical Division) – Brief History

- Before the "Meditek" era, JJ surgical dressings, baby and sanitary protection products could be found in hospitals and homes of families in Malaya, Singapore, Sabah, Sarawak and Brunei.
- Distributed – agent "The Sanyo Company"
- 1960 – Johnson & Johnson Malaysia Limited was incorporated.
- February 1981 – manufacturing operations (work force of 80 employees) – Divi-Divi Baby Powder and Baby Wipes, their first major thrust into the consumer market.
- July 1978 – establishing its own depot network in Sultanwharf, Ipoh, Malacca and Kuantan.
 - the agency distributorship was terminated
 - assumed its own direct selling activities in Peninsular Malaysia
- 1979 – Professional Products Division was formed – entry into the medical and pharmaceutical fields
- Today, the Company has established a leadership position in the health care industry, operating through three divisions – Consumer, Medical and Pharmaceutical.
- Johnson & Johnson Sdn Bhd (Medical Division) markets a wide range of medical devices to the health care professional market (hospitals, public health centres, general practitioners and pharmacies)

Johnson & Johnson

Johnson & Johnson Sdn Bhd (Medical Division) Organization Structure



J&J HRM Challenges

- Silo mentality
- Each franchise works on their own
- Example:
 - New employees
 - Company orientation during their first week
 - Product training by franchise heads / product manager / colleagues
 - Fieldwork with immediate colleagues in franchise / managers

Johnson & Johnson

Recommendations

- Top-down management direction
 - Teamwork as KPI for franchise heads
- Franchise heads need to take initiative and ensure teams together more often
 - Conferences / workshops / seminars
 - Information sharing
 - Customer information consolidation
- Inter-franchise field work



HR Shadow

For my undergraduate AOP 351 Human Resource Management, I had my student groups visit companies and “shadow” an HR Manager/executive for a day to get a “realistic job preview” of what they actually do. I used my network of HR professionals via the Malaysian Institute of Human Resource Management of which I was a committee member.

Many students were surprised and did not expect that HR executives did things like chasing after “Bas Kilang” waiting at the gate counting operators, did a lot of menial and non-HR jobs etc.

They reported back in class and had a better perception of the profession.

Semester I & II, 1996-97

AOW 351/3 Human Resource Management BoM 3 70

ATW 251/3 Organizational Behavior BoM 2 207

AKW 202/3 Organizational Behavior Minor 2 367

*AOW 351/3 HR
students had to shadow an
HR executive for a day as
“HR Shadow” to see what
HR does.*



Raya Gathering in Class

Case Study

Use case study development and case analysis – submit to Case Writers Association of Malaysia

This is a **group/team assignment**. Form a team of 5 persons, and select a team leader. Submit the list of team leader and members along with their addresses (e-mail and telephone numbers) on Tuesday, **26 December, 2006**. Each team is required to develop a case, based on the realistic problems of a selected company presently operating in Malaysia. Such a case should be developed on the basis of parameters and dynamics of the cases. Thus select one company and select one of the themes/issues related to human resource management and/or organizational behavior.

Visit and observe the company, gather relevant information on its operation, and conduct some interviews before writing the case. The case to be written should consist of two components. The first part should examine the problem scenarios, raising some questions and issues. The second part should consist of the team's response, reactions, and observations pertaining to these questions and issues. In other words, the paper shall consist of two parts: actual case and its analysis. Excellent cases may submitted to the Case Writers Association of Malaysia (CWAM) or be used in future publications of the school.

The length of your paper should not exceed 10 pages (1" margins on all sides, 12-point Times New Roman font; you may single-space lines). Please turn in the paper on Tuesday, **20 March 2007** after your team has presented on the same day. Just paper clip or staple the pages of your report together--save money and skip the fancy reports covers. Send the soft copy of the paper via e-mail to me.



**9th International Business Research Conference
Melbourne, Australia 24-27 November 2008**

Agilent: A Global Player in the Test & Measurement Industry

Zainal Ariffin Ahmad
Lalitha Dhamotharan, Mohammadali Shamsadini
Kovitha Nakaratanam & Agnes Estelle P. Thomas
Universiti Sains Malaysia
Penang, MALAYSIA

WELCOME TO GOLDEN HOPE FOOD & BEVERAGES SDN BHD



Team Member:
Ng Beng Hooi
Low See Lene
Lim Suet Ling
Lim Chee Gay
Lee Hoon Tye



Manager in Space

“By venturing into space, we are, therefore, investing in our children’s future. This great journey that we are all, in a way taking together with our angkasawan, will allow our children to think that dreams can be realized”

Abdullah Ahmad Badawi, Prime Minister
at the launch of the first national Angkasawan,
10 October 2007 in KLCC.

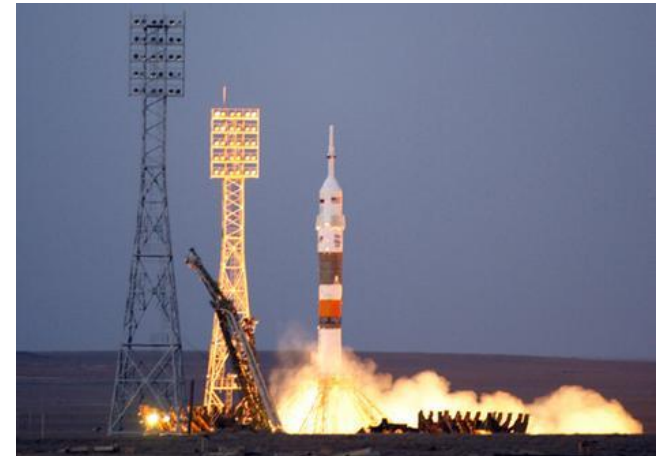


ATW 252 Lectureonauts
(Team Teaching)

Sheikh “Anees” Muszaphar

Peggy “Daisy” Whitson

Yury “Zainal” Malachenko



Semester I & II, 2007-08

AGW 609/3	Human Resource Management	MBA	36
ADW 613/3	Organizational Behavior	OMBA	11
AGW 609/3	Human Resource Management	MBA	51
ATW 252/3	Organizational Behavior	BoM 2	330

ATW 252 Organizational Behavior students are studying Cosmonaut Sheikh Muszaphar on the implications of a “Manager in space”

AGW 609 HRM MBA candidates are looking at the implications of “Malaysian in space”



ATW 252 Organizational Behavior

“Manager in Space”

Cosmonaut Dr Sheikh Muszaphar

- Every week, the discussion in class will be based on Learning Issues to be further discussed during tutorials, e.g.:
- Is OB relevant for a manager in space as opposed to on earth?

Cosmonaut Dr. Sheikh Muszaphar is also a businessman, model, sportsman besides being an orthopedic surgeon



	<p style="text-align: center;">ASSOCIATE PROFESSOR DR ZAINAL ARIFFIN BIN AHMAD</p> <p style="text-align: center;">School of Management Universiti Sains Malaysia</p> <p style="text-align: center;">04-6533355 drzaba2001@yahoo.com</p> <p style="text-align: center;">http://www.management.usm.my/zaba/</p>
Latest Announcements	[16 December 2007]: Welcome to AGW 609 HUMAN RESOURCE MANAGEMENT
Click here for Course Outline Introduction Slides	<p>Bernardin, H. J. (2007). <i>Human resource management: An experiential approach</i> (4th Ed.) Boston, MA: McGraw-Hill.</p> <p>Gardner, H. (2006). <i>Five Minds for the Future</i>. Boston, MA: Harvard Business School Press.</p> <p>*(Reading assignments are from these two books).</p>

Chapter (Bernardin, 2007)	HRM Implications for Malaysian in Space
1. Strategic HRM	How do we plan for more Malaysians in space programs? Implication to education system, aerospace industries, universities,
2. Global HRM	Are Malaysian astronauts marketable?
4. Work Analysis & Design	How do we design/job analysis of angkasawan?
5. HR Planning & Recruitment	How do we recruit angkasawan? Online from 11,275, 2000 screened, 894 shortlisted
6. Selection & Placement	Fitness Test Selection Pyramid – from 11,275 to 1
7. Performance Management & Appraisal	Assessed in all aspects in communication, character, forwardness, and determination

	Dates	SELECTION PYRAMID	Number	Passed
	October 2003	Online registration	11,275	
		Screening	2,000	
		Selected	884	
1	27/8 – 3/9/05	Fitness test - 3.5km in 20 minutes	435	199
2	27/8 – 3/9/05	Basic medical examination based on NASA criteria	194	59
3	25-30/9/05	Aeromedical 1 (blood test, nasal, audio, X-ray, ECG)	59	27
4	16- 21/1/06	Aeromedical 2 (bones, air cavity, centrifuge)	27	18
5	16-24/1/06	Overall assessment based on 3.5km run, second aeromedical test, and psychiatric, psychology, land and sea survival and technical competence.	10	8
6	25-26/1/06	Medical examination (CT scan, endoscopy, blood analysis)	10	8
7	February 06	Assessed in all aspects of communication, character, forwardness, and determination.	8	4
8	March 06	The four underwent medical examination in Russia (neurology and body adaptation in microgravity environment).	4	2
9	Sept 06-Oct 07	Dr Sheikh and Dr Faiz were sent for training at the Yuri Gagarin Cosmonaut Training Centre in Star City, Moscow and then to NASA, Houston, Texas. One will fly to the International Space Station (ISS) and the other is his back-up.	2	1

https://www.openlearning.com/courses/flippedlea

CourseDescription - Flippe...

Search

Share

More >>

Zainal Ahmad

openlearning

Search...

Share

Notifications 7

Flipped Classroom

Help

Course Description

About the Instructor

Introduce Yourself

TOPICS

General Forum

Course Feed

Peer Content

Groups

Gallery

Invite your friends

1

Start an Activity

CourseDescription

FLIPPED CLASSROOM

PLEASE READ THIS PAGE TO GET THE FULL BENEFIT OF THIS COURSE.

As an enthusiastic learner myself, I know the feeling of discovering an interesting course — can't wait to enroll and delve deeper into the course content to start learning. Well, it is always advisable though to start reading the course description because it will tell you about the WHAT, WHY AND HOW to derive maximum benefit from the course. So here we go...

This course is designed as a self-paced course to complement a one day hands on workshop that I conduct for educators. To derive maximum benefit from this course, learners are encouraged to follow the topics in sequence and do all the activities provided at the end of each section/topic.

Learners are encourage to give feedback or ask questions in the relevant section or activity. General feedback or questions can be posted in the **general forum**.

LEARNING OUTCOMES

At the end of this course, learners should be able to:

- Define flipped classroom
- Differentiate the approach of flipped classroom with traditional teaching
- Plan and design flipped classroom by integrating appropriate technology and pedagogy
- Use appropriate tools/applications to develop content
- Use appropriate assessment strategies to assess learning
- Apply key success factors to derive maximum impact of flipped classroom

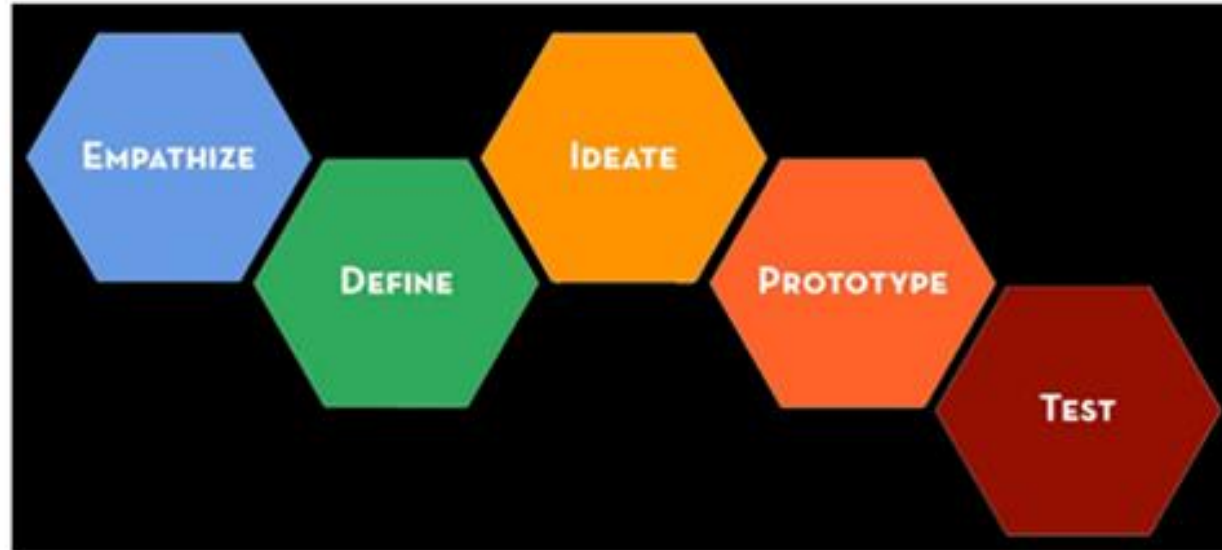
COURSE CONTENT

major topics:

Online 3

Design Thinking – Ideation Model

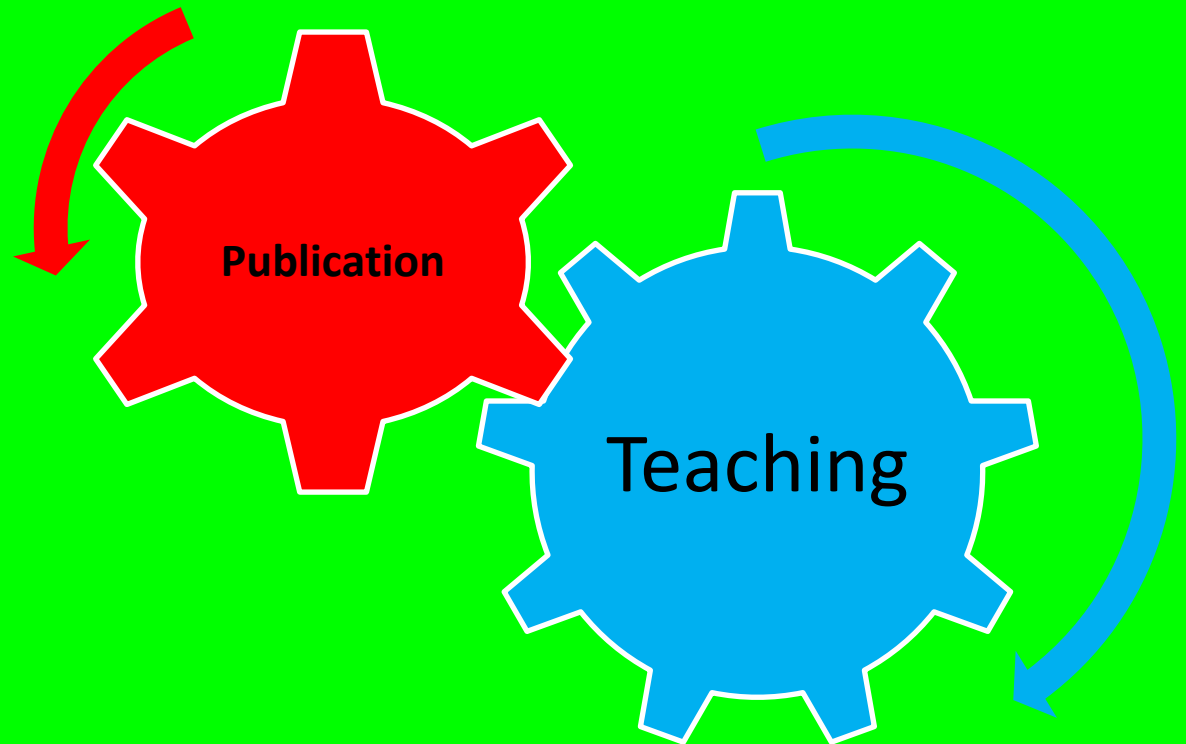
Collaborative Learning Laboratory



- deliver extraordinary results on a mission critical objective in record time and limited resources, overcome the crisis and transform an already high performing team into a hyper-normal innovative squad? This is possible by facilitating a sustained learning on-the-go laboratory based on Stanford's Design Thinking Ideation Model.

Activity 3: What's your T&L innovation?

Challenges in Teaching and Learning



Sinopsis dan Agenda

- Peserta akan berkongsi pengalaman dan amalan terbaik dalam P&P.
- Pensyarah seharusnya mampu melakukan penambahbaikan secara berterusan dalam meningkatkan kualiti P&P melalui penyelidikan dan amalan refleksi.
- Kesarjanaan (scholarship) dalam P&P adalah amat penting di mana ianya akan menjurus kepada inovasi dalam P&P.
- Perbincangan Panel
“Challenges and Best Practices in T&L at UTEM”
- Ahli Panel:

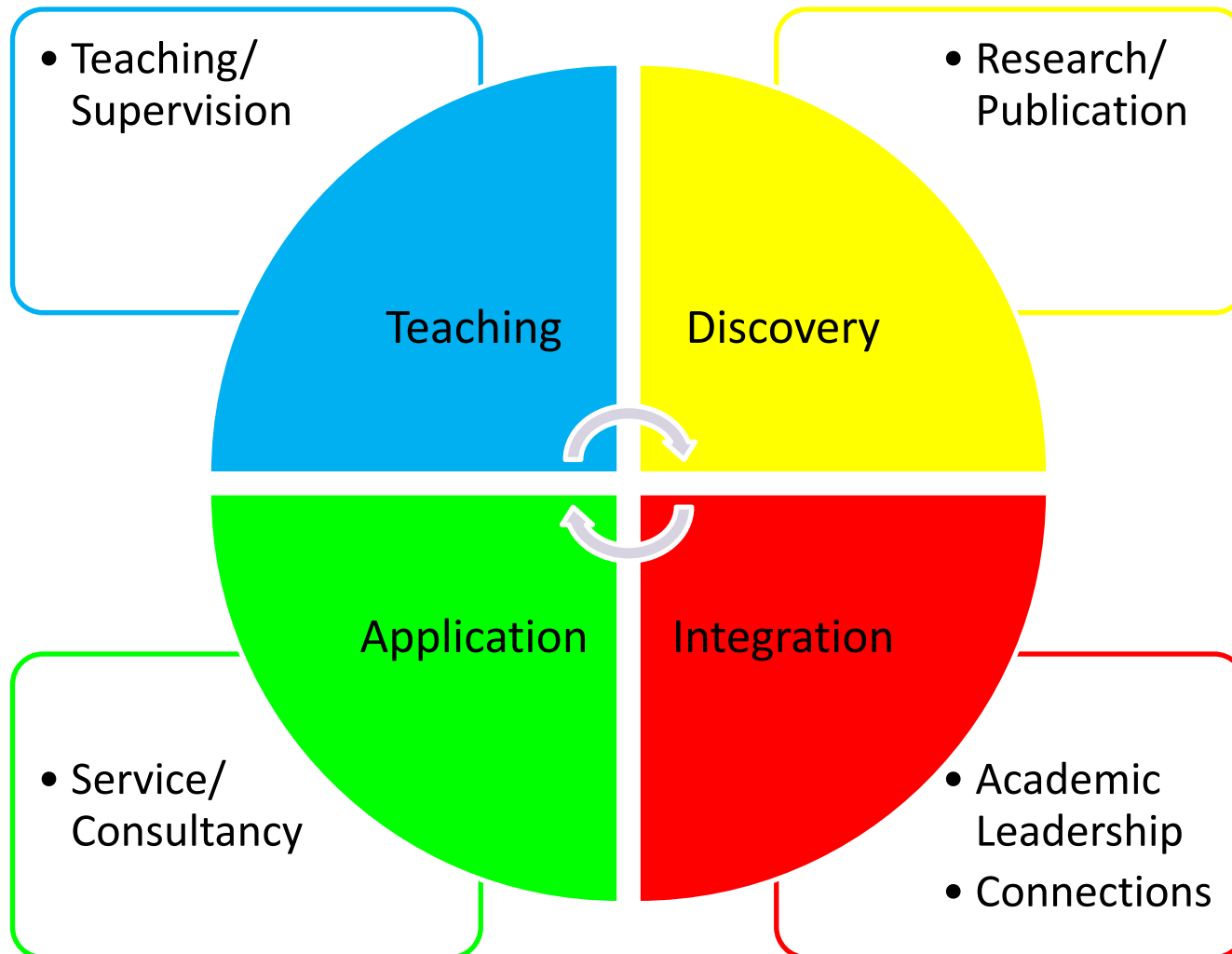
Rethinking Teaching & Learning via **Scholarship (Boyer, 1990)**

- Scholarship means engaging in original research
- The work of a scholar also means:
 - Discovery** - stepping back from one's investigation
 - Integration** - looking for connections
 - Application** - bridging theory and practice
 - Teaching** - communicating one's knowledge effectively to students

CHALLENGE 1:

Are you giving due emphasis to teaching vis-à-vis research?

Scholarship Reconsidered (Boyer (1990))



Theory into Text Book

1998 *Perlakuan Organisasi*

Zainal Ariffin Ahmad, Intan Osman, Juhary Ali, Syed Azizi Wafa

1999 *Perhubungan Industri di Malaysia*

Abdul Razak Omar & Zainal Ariffin Ahmad

2000 *Konsep dan Teknik Pengurusan Sumber Manusia*

Abdul Razak Omar & Zainal Ariffin Ahmad

2003 *Pengantar Pengurusan*

Aizzat Mohd Nasurdin, Intan Osman, Zainal Ariffin Ahmad

2009 *Understanding Organisational Behaviour*

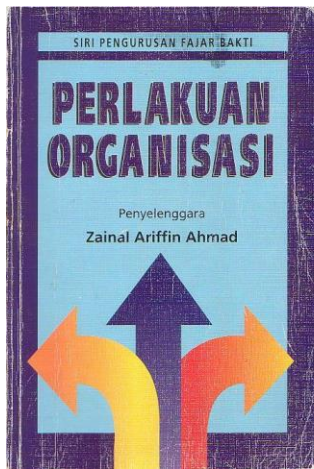
Zainal Ariffin Ahmad, Junaimah Jauhar, Lilis Surienty, Azura

Abdullah Effendi, Siti Rohaida Mohamed Zainal, Tanuja Sharma

2012. Leadership Framework for Innovation among Malaysian Entrepreneurs.

Norman M. Scarborough, Aida Idris and Norbani Che Ha (eds.)

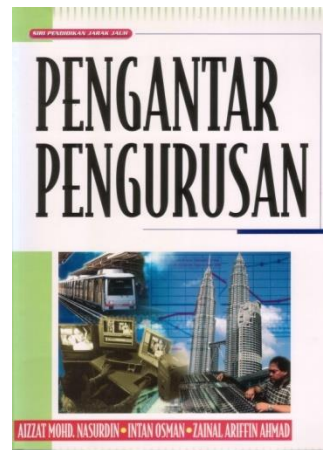
*Entrepreneurship and SME Development in Malaysia:
Perspectives from Malaysia.*



1998

Perlakuan Organisasi

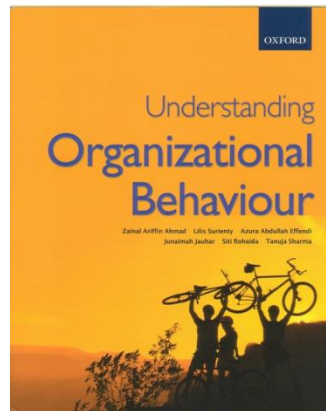
Zainal Ariffin Ahmad,
Intan Osman
Juhary Ali
Syed Azizi Wafa



2003

Pengantar Pengurusan

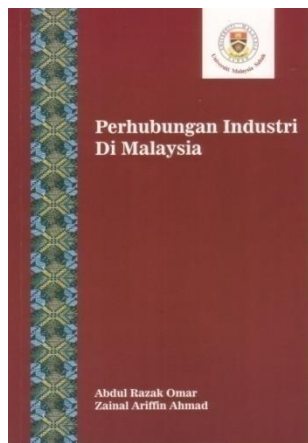
Azzat Mohd Nasurdin
Intan Osman
Zainal Ariffin Ahmad



2009

Understanding Organizational Behaviour

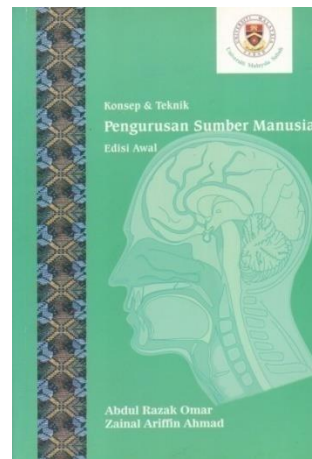
Zainal Ariffin Ahmad, Lilis Surienty,
Azura Abdullah Effendi, Siti Rohaida
Junaiah Jauhar, Tanuja Sharma



1999

Perhubungan Industri di Malaysia

Abdul Razak Omar &
Zainal Ariffin Ahmad



2000

Konsep dan Teknik Pengurusan Sumber Manusia

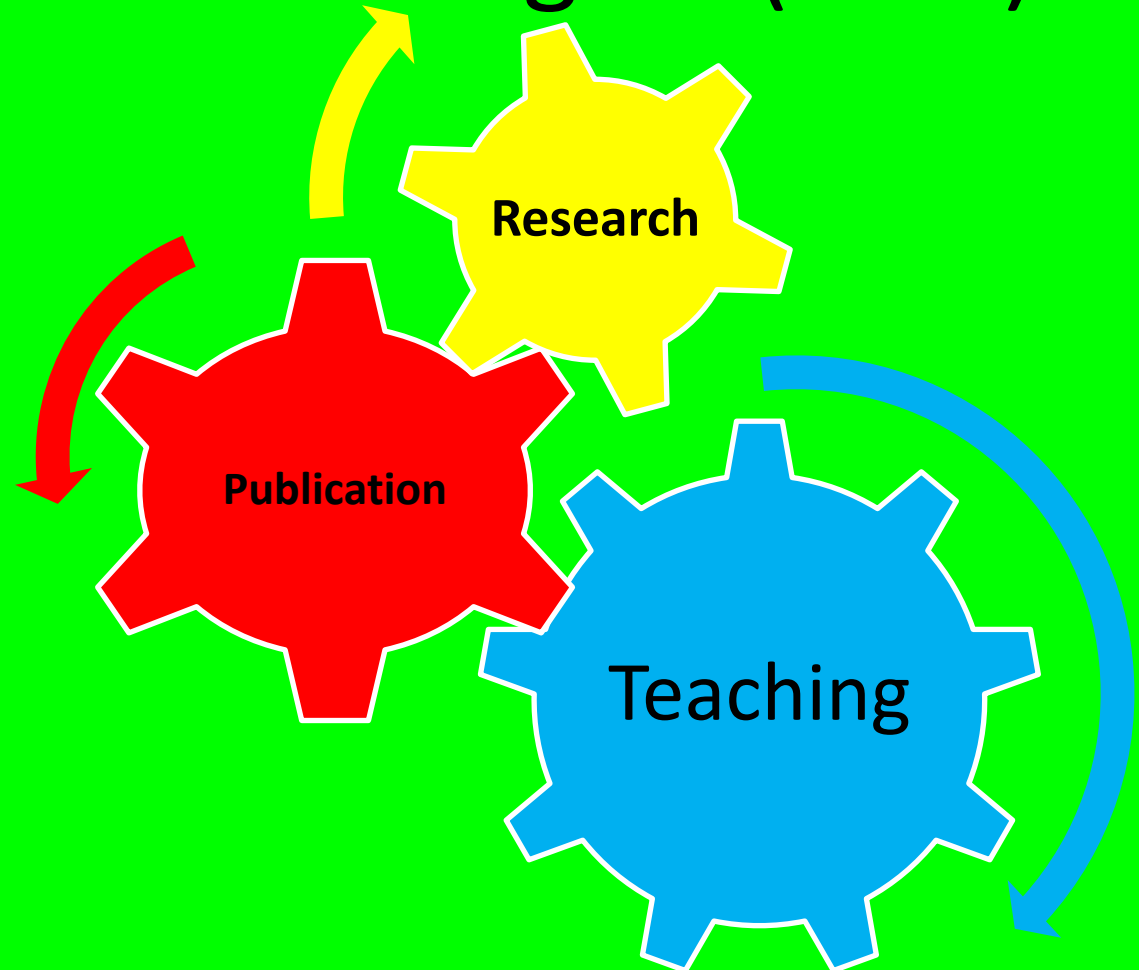
Abdul Razak Omar &
Zainal Ariffin Ahmad

Activity 4: Panel Discussion

Challenges in Teaching & Learning

- What are the challenges you face as a lecturer in your classroom?
- How do handle these challenges?
- What lessons did you learn?

Route Map to Anugerah Akademik Negara (AAN)



Sinopsis dan Agenda

- Peserta akan didedahkan dengan strategi bagi memenuhi penilaian bagi tujuh kriteria Anugerah Pengajaran AAN dan bagaimana selarikan keperluan kenaikan pangkat ahli akademik dengan kriteria AAN di atas.
- 7 Kriteria Anugerah Pengajaran AAN
- Persediaan



AAN 2008

Anugerah Akademik Negara

Selection Criteria for Teaching Award:

- Teaching-related Knowledge and Skills
- Teaching Preparation
- Teaching Methodology
- Learning Assessment
- Counseling and Supervision

Teaching Portfolio/Dossier

- Innovation
- Effectiveness of teaching and learning
- Teaching materials and assessment



7 Syarat Puteri/a AAN

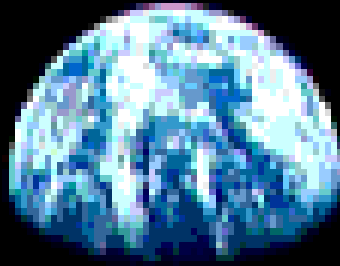
- **Falsafah P&P**
- **Strategi keseluruhan tentang kaedah pengajaran, penyeliaan dan penilaian**
- **Kreativiti dan inovasi dalam P&P dan pentaksiran kesan inovasi yang digunakan terhadap kualiti pengajaran**
- **Kesan inovasi yang digunakan terhadap kualiti pembelajaran**
- **Penilaian pengajaran dan testimonial**
- **Penambahbaikan P&P melalui amalan reflektif dan penyelidikan**
- **Kesarjanaan dalam P&P dan pembangunan profesional.**

Syarat Pertama: Falsafah P&P

Falsafah




My Teaching Philosophy



I am a lifelong learner, therefore I believe

**“learning should be fun,
meaningful and lifelong”**



Syarat Kedua: Strategi keseluruhan tentang kaedah pengajaran, penyeliaan dan penilaian

- Kaedah Pengajaran
- Penyeliaan
- Penilaian

Practice Adult Learning Principles

Trained in adult education, my doctorate (Ed.D.) is in Adult Continuing Education specializing in Human Resource Development. My thesis title:

Zainal Ariffin Ahmad (1994). Chief Academic Officers as Learners: Adult Learning

Patterns Within an Organizational Context. Unpublished doctoral thesis. Northern Illinois University, 231 pages

I teach “Adult Learning and Adult Learners” for AGW 711 Effective Teaching and Training Techniques and use adult learning principles in all my undergraduate/ graduate classes.



Andragogy vs Pedagogy

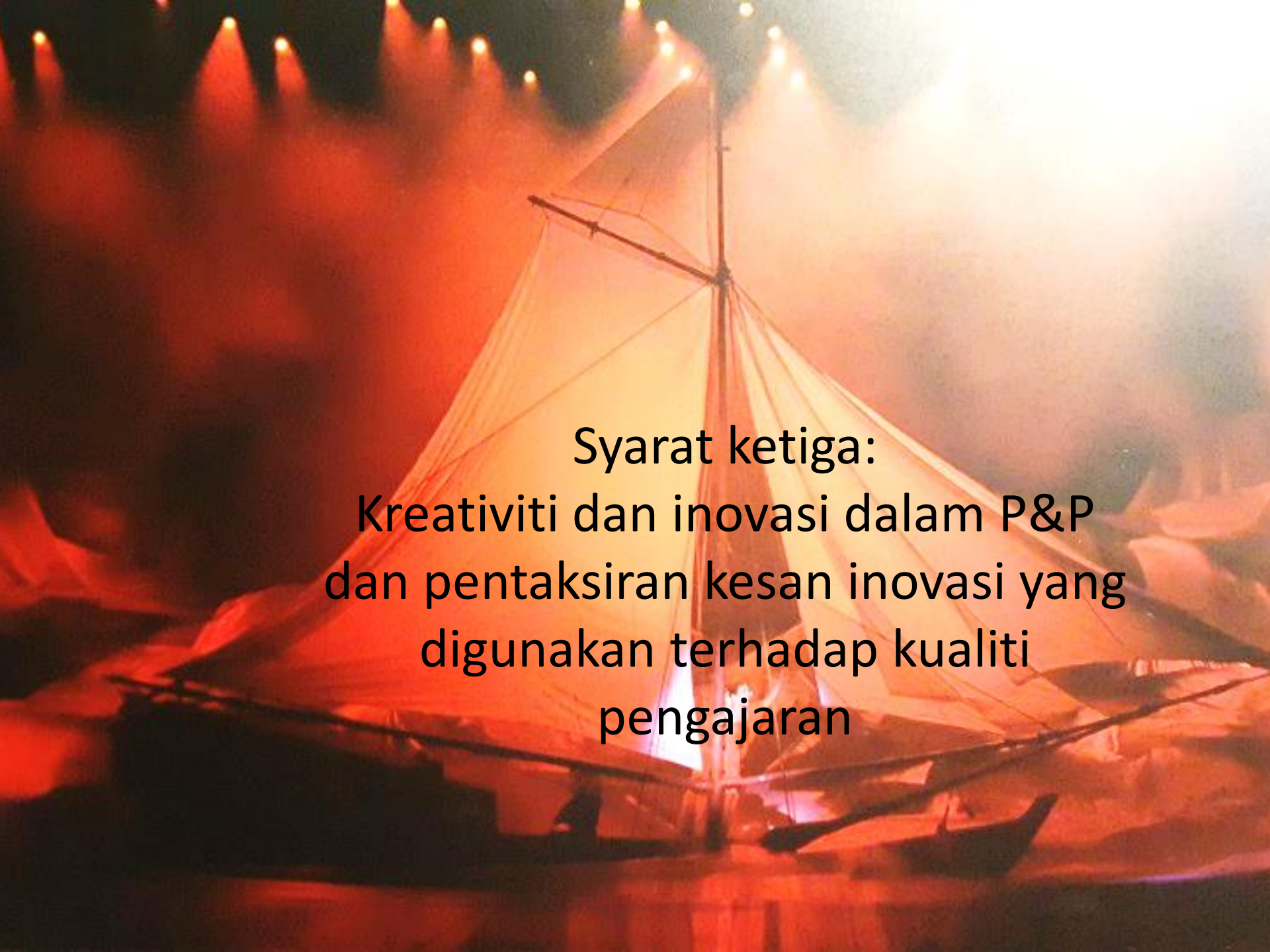
Andragogy - the art and science of helping adults learn

Learner-focused education for people of all ages

Pedagogy - the art and science of educating children

Teacher-focused education

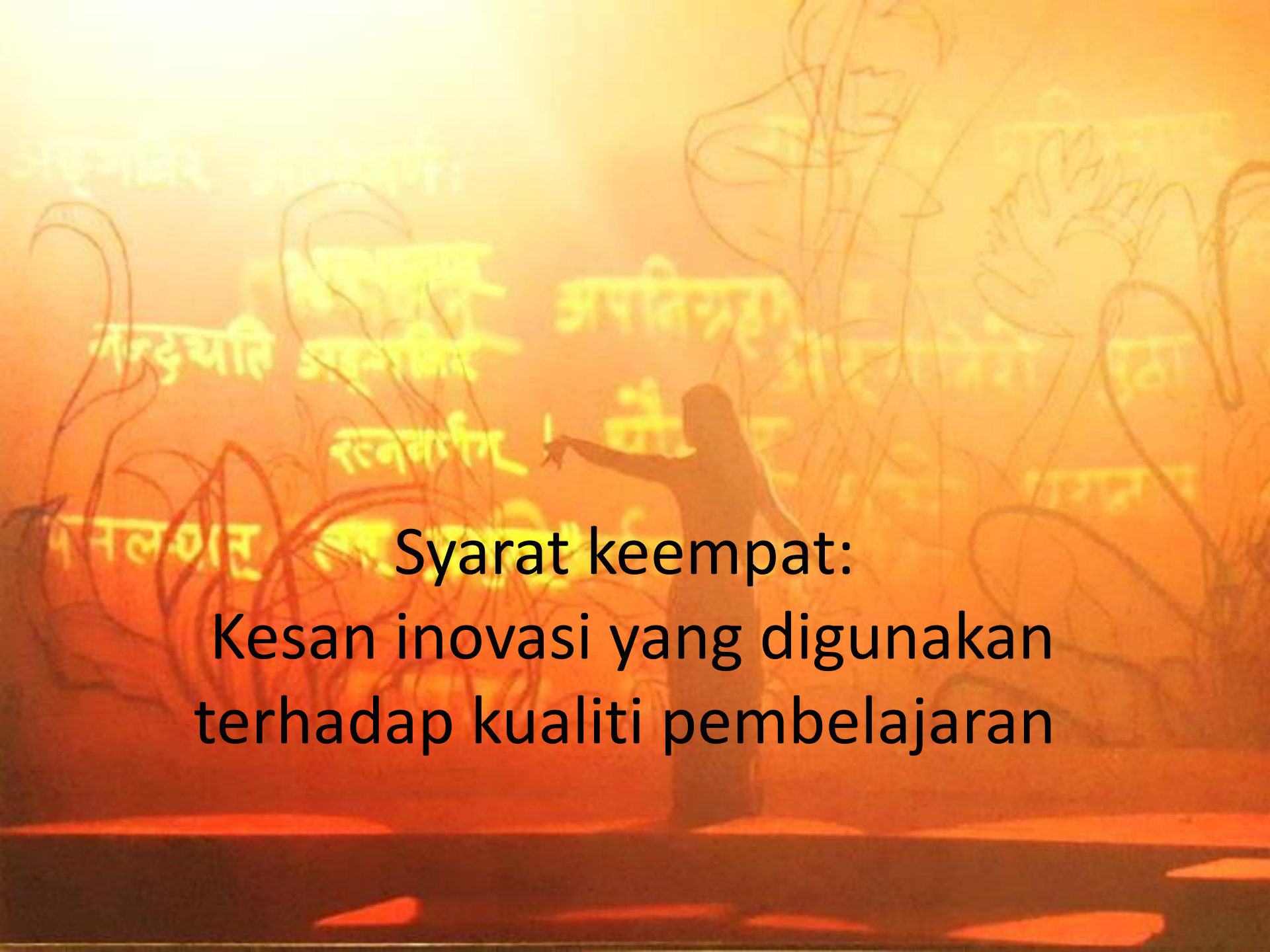
- I observe the 4 characteristics of Adult Learners in class and strategize around them:
 1. ***A different orientation to Education & Learning*** – student come with different agendas to class on what, how, when they want to learn – Asked their learning expectations
 2. ***An accumulation of Experience*** – draw out their rich experiences through activities like student led class discussion or discussants, HR in Practice.
 3. ***Special Development Trends*** – eye sight problem, retention, attention
 4. ***Anxiety & Ambivalence*** – many are concerned about exams and assignments – I teach them learning how to learn, sample exam questions

A large sailboat is positioned on a stage, illuminated by warm, orange-red spotlights. The sails are white and partially unfurled. The background is dark, with several spotlights visible at the top, creating a dramatic atmosphere. The text is overlaid on the center of the image.

Syarat ketiga:
Kreativiti dan inovasi dalam P&P
dan pentaksiran kesan inovasi yang
digunakan terhadap kualiti
pengajaran

My 10 Hallmarks of Teaching Innovations (with evidence)

- 1. Practice adult learning principles – adult learner-centered**
- 2. Use movies and literature to illustrate concepts and applicability of theories**
- 3. Students work in diverse teams of 5 – inculcate diversity**
- 4. Highly interactive student-centered classes – lecturette, role-play**
- 5. Problem-based learning – focus on learning issues, evidence-based teaching e.g. Forensic HR.**
- 6. Bundling popular books with textbooks, e.g. “HR Scorecard”, “Blue Ocean Strategy”, “Five Minds of the Future” as frameworks to evaluate HRM**
- 7. HRM in Practice – MBA candidates share their company’s HRM in class**
- 8. HR Shadow – undergraduate shadow an HR executive for a day**
- 9. Use case study development and case analysis – submit to Case Writers Association of Malaysia**
- 10. Future thinking – Angkasawan and future managers, my future classroom**



Syarat keempat:
Kesan inovasi yang digunakan
terhadap kualiti pembelajaran

From: "Ismael Masri" ismael_malaysia@yahoo.com
Subject: Ismael is here Dear Dr. Zainal
To: "Zainal Ahmad" drzaba2001@yahoo.com



Assalamu alaikum,
Dear Dr. Zainal,

I am extremely happy that you did. You really deserved it. One kind reminder, I loved your lectures and i learned , i think, a lot. However, I wish you had stood on stage and given us more lectures focusing on the main points in HRM. I mean, being the expert, Dr. Zainal , I believe, can make his classes **more interesting and beneficial by giving the students the chance to listen to him...Three lectures would be a good idea. One in the beginning, one in the middle of the journey, and one lecture in the last of the semester.** Your approach of learning is great, but I wish Dr. Zainal had given more lectures last semester. this doesn't mean that what Dr. Zainal did was not great...but it is just a whisper from a dear student. " Ismael" the Palestinian guy...

Please accept my honest appreciation and I promise I will be a brother of yours...a friend, and student...

Congratulations Dr. and May Allah bless you family as well

Do Your Best and Leave to Allah (God) the Rest

Best Regards

Ismael AbuJarad

Bachelor of Arts (B.A.)

English Literature - Al Azhar University

Master of Business Administration (M.B.A.)

Universiti Sains Malaysia

Syarat kelima:
Penilaian pengajaran dan testimonial



Date: Fri, 5 Oct 2007 16:19:55 +0800
From: "Leena Devi Ganesh" leenadevi@gmail.com
To: "Zainal Ahmad" drzaba2001@yahoo.com
Subject: Re: LAST CLASS and Submission of BOS cases, HRM in practice & 5 exercise

Thank you Dr. I really appreciate it.

I have this project going and everything has been given to me in the last minute so that really tied me down. I have attached the Literature paper in this email. I will send another email for the 5 exercises.

The weather is very hot here. I think some parts of the country is already going through winter. Texas, however, is even hotter than Malaysia. Sadly, my company has decided to extend my trip and I wouldn't be back home for one more week. :(I'm missing nasi lemak the most.

Personally I feel, the HRM class is the most interesting one I have attended so far – not only for MBA papers, but comparing to my undergrad classes as well, I think **this class was the most interactive one**. Some lecturers did try to make it interactive but most of the times, it falls short from the "interactiveness".

AGW609 managed to keep the topics alive and I really did learn many new things. Thank you for the great experience you have given to us. I wish USM can make more classes as interactive as HRM.

- 
- Syarat keenam:

Penambahbaikan P&P melalui amalan
reflektif dan penyelidikan

Semester I & II, 1997-98

ATW 251/3	Organizational Behavior	BoM 2	272
AKW 202/3	Organizational Behavior	Minor 2	332
JTW 101/3	Introduction to Management	BoM 1	146
JTW 106/3	Psychology for Management	BoM 1	156

Students select Malay literary works and evaluate them using OB theories. These were later published to show the relevance of classical literature in modern management.

Zainal Ariffin Ahmad (1998). The Malay Annals: Classical Work as Study Text for Organisational Behaviour, *Journal of Humanities*, October 1998, Volume 5, pp.22-44

Zainal Ariffin Ahmad (1999). Malay Studies in the 21st Century. *Pemikir*, January-March 1999, pp. 161-178. KDN PP8381/4/99

Semester I & II, 1996-97

AOW 351/3 Human Resource Management BoM 3 70

ATW 251/3 Organizational Behavior BoM 2 207

AKW 202/3 Organizational Behavior Minor 2 367

*Collaborated with my former supervisor in Northern Illinois University where AOW 351/3 HR students worked with US students as **virtual teams** via internet.*

*Also, they had to shadow an HR executive for a day as **“HR Shadow”** to see what HR does.*



Zainal Ariffin Ahmad & Ralph Catalanello (1997). *Improving the Quality of Learning via Internet: The Malaysian-American Business Students' Experience*. Conference Proceedings. International Conference on University Teaching and Learning for Tomorrow's World: The Asia Pacific Experiences, Indonesia, 27-29 Aug 1997.

EXPERIENCE THE MAGIC ALL OVER AGAIN!

- Syarat ketujuh:
Kesarjanaan dalam
P&P dan
pembangunan
profesional



Graduate Supervision into Publications

To date, 30 PhD, 8 DBAs, 2 MA/MSc and 66 MBAs candidates have graduated under my supervision with the majority after I became an Associate Professor.

As an adult educator, I subscribe to the andragogical approach and see my graduate students as my co-learners, be it in my MBA (OB, HRM) and DBA courses (HRM, consultancy, teaching and training techniques) or in PhD supervision.

We discuss literature and cases, role-play, hands-on, in a relaxed ambiance on first name basis, chat on-line via group list/e-mail, SMS and mock viva.

I would meet with my MBA/DBA/PhD students anywhere (in the world) to discuss their theses—airports, terminals, sidewalk cafe or shopping mall even in Dubai and Medan. Learning happens anywhere and anytime!

Recent Publications PhD candidates

Tarabieh, S. M. Z., Ahmad, Z. A. & Siron, R. (2015). The Synergistic Impact of Customer Orientation and Supplementary Services on Competitive Advantage and Organizational Performance (Pilot Survey). *International Review of Management and Business Research*, 4(2) 523-537. June 2015.
www.irnbrjournal.com . ISI Impact Factor 0.470 (2013), ISI Impact Factor 0.761 (2014).

Mohammed S. Al-Abed, Zainal A. Ahmad, Muhammad A. Adnan (2013). The Effects of Technology Transfer Support, Mechanism, Transferee, Transferor and Technology on Technology Transfer Performance: A Holistic Model, *European Journal of Social Sciences*, 41(3):38-55 December, 2013, <http://www.europeanjournalofsocialsciences.com>, ISSN 1450-2267, SCOPUS.

Zainal Ariffin Ahmad, Abdullah Abbas Al-Kharabsheh & AbdelRhman Abbas AlKharabsheh (2013). Characteristics of Crisis and Decision Making Styles of Among Leaders in Jordanian Civil Defence. *Australian Journal of Basic and Applied Sciences*, AJBAS, 7(14):425-435 December 2013 Available online 1 February 2014. SCOPUS.

Khathija Zeeshan & Zainal Ariffin Ahmad (2013, December). Green Job Degree Programs: Case Study of the National Energy University (UNITEN) Malaysia, *AFBE Journal*, 6(2), December 2013, 194-207, ISSN 2071-7873.

Fadhilah Hana Lestari, Zainal Ariffin Ahmad and Mahmoud Khalid Mahmoud Almsafir (2013). Green Job Creation in Designing and Implementing Smart Grid Technology: Case Study of The Langkawi Island. *Indonesian Scholars Journal*, 1(1) August 2013.

Research into Products/Expo



Green Jobs Model® For Malaysia

SUMMARY OF INVENTION
The Green Jobs Model helps universities to identify and develop Green Jobs Degree Programs (GJDPs) which meet the requirements of green employment. A green job is defined as "work in agriculture, industry, service and administration that contributes to preserving or restoring the quality of environment".

COMMERCIALIZATION
The Green Jobs Model® is a low-cost, stand-alone program that allows universities to be interested parties to support green jobs degree programs and green jobs employment opportunities.

BENEFITS
1. The Green Jobs Model® can help to:
a) identify green jobs degree programs using Green Jobs Analysis;
b) design green syllabus and future skills required for green jobs;
c) prepare students for green employment opportunities;
d) support green jobs policies and initiatives.

APPLICATIONS
The Green Jobs Model® was tested on Universiti Tenaga Nasional (UNITEN) programs and identified 10 out of 20 programs that can be classified as GJDPs. The Malaysian government through Green Technology Corp has disbursed RM1.50 billion through 124 venture projects in the Energy, Transportation, Building and House and Water sectors. These projects have thus generated 1,700 green jobs and create a demand for GJDPs.

NOVELTY
The Green Jobs Model® is an easy-to-use reference tool for universities and organizations to identify, design, prepare and support green jobs creation in Malaysia.

Research Team
Prof. Dr. Zainal Ariffin Ahmad
Khatija Zeehan

REFERENCES
ASEAN Council (2009). Advancing Asia's New Green Jobs Challenge. Retrieved from http://www.asean-council.org/docs/asean_green_jobs_challenge_2009.pdf
ASEAN Council (2010). Advancing Asia's New Green Jobs Challenge. Retrieved from http://www.asean-council.org/docs/asean_green_jobs_challenge_2010.pdf
ASEAN Council (2011). Advancing Asia's New Green Jobs Challenge. Retrieved from http://www.asean-council.org/docs/asean_green_jobs_challenge_2011.pdf



Developing the Green Brand VITAL Index® (GBVI)

Summary of Invention:
Green brand "offers a significant eco-advantage over the incumbents and able to attract consumer who set high priority to be green in their purchase" (Grant, 2008, p. 25). Malaysian manufacturers can use the GBVI to understand and improve consumer's perception of the environmental performance (Value, Image, Trust, Awareness, Loyalty) of their products and brands.

Green Brand VITAL Index® for Product X

Benefits:
Using Green Brand VITAL Index (GBVI)®, manufacturers will be able to:
Discover the consumers' perception about their green products or brands
Understand the environmental performance of their products or brands
The Green Brand VITAL Index® can help Malaysian manufacturers to improve the consumer's perception of the environmental performance of their products and brands through:
Perceived Green Value
Green Brand Image
Green Brand Trust
Green Brand Awareness
Green Brand Loyalty

Novelty:
The Green Brand VITAL Index® is novel in that it can be used by marketers to test their green brands.
Consumers can also use the Green Brand VITAL Index to find out the environmental performance of a particular product or brand.

Commercialization:
The Green Brand VITAL Index® can be marketed as a stand alone program or website based for manufacturers and researchers to study consumers' perceptions of a particular product or brand's environmental performance <http://logs.uniten.edu.my/projects/pid/581/>

Research Team
Prof. Dr. Zainal Ariffin Ahmad
Aibek Doszhanov

REFERENCES
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Chen, Y. S. (2012). Enhance green purchase intentions: The roles of green perceived value, green perceived risk, and green trust. *Management Decision*, 50(3), 502-520.
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21 MARCH 2014

AWARD
Selection of 10 most innovative ideas

ORGANIZER
Innovation & Research Management Centre (IRMC)

9th – 17th Graduate Colloquium



9th Colloquium (2003)

- As Deputy Dean (2003-2007), I was responsible for organising semi-annual 9th to 17th Graduate Colloquium
- Besides outside and inside speakers and chairing viva-voce, I have conducted workshops and seminars on APA writing style, qualitative and case study.



17th Colloquium (2006)



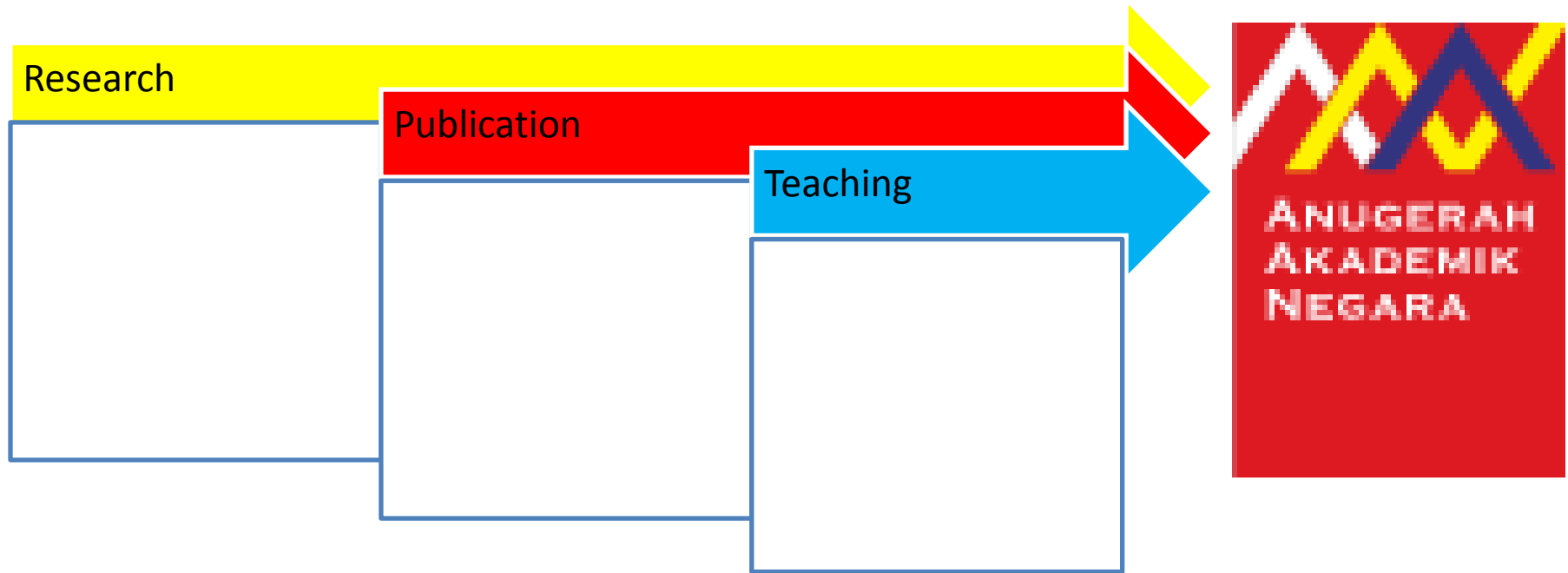
Aton & Rus, Colloquium Organizers

Other Teaching Activities that generate Publications

- Jabatan Pembangunan Koperasi – taught managerial, interpersonal & communication skills workshops
- Malaysian Nurses Association (MNA) – taught leadership, evidenced-based nursing, research methodology
- USM – PTK and CPD - strategic planning, decision making, quality
- National Productivity Corporation – advisor to Electronic Manufacturing Synergies Benchmarking Council
- External examiners for Wawasan Open University & University of Portsmouth



Activity 5: Action Plan



Documentation & Evidence
Gantt Chart
Milestones

Last words...

If you had not learned anything
from me,

but had to learn
everything by yourself,

Then, my mission is
accomplished...

to make you a lifelong,
self-directed learner.



Teach not, learn.
Learn not, teach.



Friendster - Zabayoda