

FALL 2019

ENGAGEMENT, INNOVATION, AND IMPACT SHOWCASE

COLLEGE OF BUSINESS



CALIFORNIA STATE UNIVERSITY, LONG BEACH

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AACSB ACCREDITATION ANNOUNCEMENT MAY 2019



Announcing the Peer Review Team recommendation to extend accreditation for the degree programs in business offered by California State University, Long Beach is concurred with by the Continuous Improvement Review Committee (CIRC) and ratified by the Board of Directors. California State University, Long Beach College of Business has achieved accreditation for five additional years.

Dear COB Faculty, Staff, Students, and Alumni:

May 08, 2019

The AACSB is an association of educational institutions, businesses, and other organization devoted to the advancement of higher education in management education. It is also the premier accrediting agency of collegiate business schools and accounting programs worldwide. AACSB accreditation has been earned by less than five percent of the world's business schools.

To earn accreditation, a school must demonstrate a high-quality teaching environment, a commitment to continuous improvement, and curricula responsive to the needs of business. Accredited schools must go through a peer review process every five years in order to maintain their accreditation.

Furthermore, it is with great pleasure to announce that the Peer Review Team recommendation to extend accreditation for the degree programs in business offered by California State University, Long Beach is concurred with by the Continuous Improvement Review Committee (CIRC) and ratified by the Board of Directors. California State University, Long Beach has achieved accreditation for five additional years.

The Office of Accreditation would like to thank those who have been involved in this journey—it was a team effort! This is the time to be a proud member of the COB.

Congratulations to all faculty, staff, students, and all supporters of the school. Thank you for helping make us one of 850 business schools worldwide that have this prestigious AACSB accreditation.

Best Regards,

Dean Michael Solt

Dr. Jasmine Yur-Austin

Aivanna Padilla

THE IMPACT OF TRADE REPORTING AND CENTRAL CLEARING



JOURNAL OF
FINANCIAL
STABILITY

PUBLISHED AUGUST 6, 2019 *by Lu Zhu*

Credit Default Swap (CDS) is blamed for its role in the 2007-08 global financial crisis. New regulation on derivatives markets is needed to prevent risks to the financial system, promote the efficiency and transparency of these markets, and avoid market abuses.

Credit Default Swap (CDS) is blamed for its role in the 2007-08 global financial crisis. New regulation on derivatives markets is needed to prevent risks to the financial system, promote the efficiency and transparency of these markets, and avoid market abuses.

New policies, such as the Dodd-Frank Act passed in 2010, are implemented to regulate

the market. In her newly published paper titled with “The impact of trade reporting and central clearing on CDS price informativeness”, Dr. Lu Zhu studies the effects of the introduction of central clearing on informed trading in the CDS market. The paper finds that the CDS market has become less of a “hidden” trading venue for informed investors since central clearing and trade reporting started. The results support the argument that higher transparency reduces the level of informed trading. The paper has been presented at many influential national and international conferences, including the U.K. Financial Conduct Authority research seminar.



Lu Zhu "The impact of trade reporting and central clearing on CDS price informativeness" Journal of Financial Stability Wednesday, July 17, 2019.

MACROMARKETING CONFERENCE AWARD

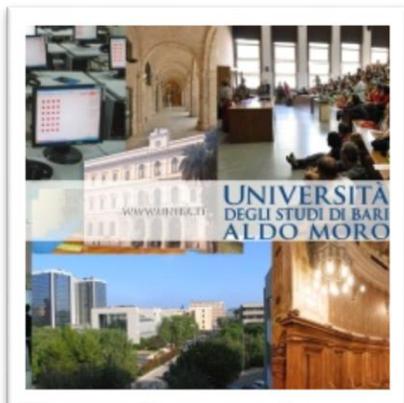
PUBLISHED AUGUST 14, 2019



Marketing Professor Witkowski won the Conference Best Paper Award for “Prohibitions, Boycotts, and Resisting the Green Dragon: Right-Wing Anti-Consumption in America” in the 2019 annual Macromarketing Conference.

The George Fisk Award for the best conference paper. Witkowski, Terrence H., “Prohibitions, Boycotts, and Resisting the Green Dragon: Right-wing Anticonsumption in America.” Accepted for presentation at the 2019 Macromarketing Conference, Cleveland, Ohio, June 26-29

FULBRIGHT SCHOLAR AWARD (2019)



PUBLISHED AUGUST 15, 2019

"Allison E. Butler, J.D., a full-time lecturer at the COB Legal Studies in Business Program and advisor to the Legal Information Clinic has been awarded a Fulbright Scholar Award".

Allison E. Butler, J.D., a full-time lecturer at the COB Legal Studies in Business Program and advisor to the Legal Information Clinic has

been awarded a Fulbright Scholar Award to teach at the Università Degli Studi di Bari Aldo Moro, Bari, Italy for Fall 2019. She will be teaching a Comparative Contract Course with a focus on Freedom of Contract and Arbitration to undergraduate students and an International Business Ethics course to graduate students.

ACADEMY OF MANAGEMENT PERSPECTIVES



ACADEMY OF MANAGEMENT PERSPECTIVES

PUBLISHED AUGUST 19, 2019 by *Herman Aguinis, Chailin Cummings, Ravi S. Ramani and Tom Cummings*

A design-thinking perspective that focuses not only on what is but on what can be for management field.

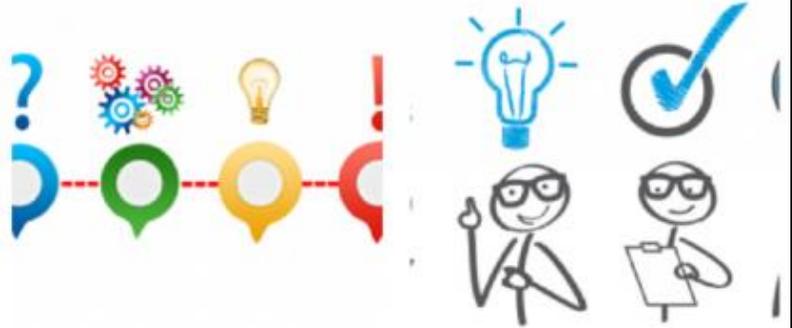
“An A is an A:” Design thinking and our desired future. Academy of Management Perspectives 22 May 2019, Herman Aguinis, Chailin Cummings, Ravi S. Ramani and Tom Cummings

In the context of the current dissatisfaction in the management field regarding the “An A is an A” way of categorizing and valuing research, design thinking involves creating a more desirable future. This paper adopts a design-

thinking perspective and focuses not only on what is but on what can be.

In this more desirable future, the authors are able to (a) more clearly define and measure research performance, (b) consider and align the interests of internal and external stakeholders, and (c) do this through the active involvement of leadership in our field. They describe knowledge that management scholars have created to enable us to turn this more desirable future into a reality

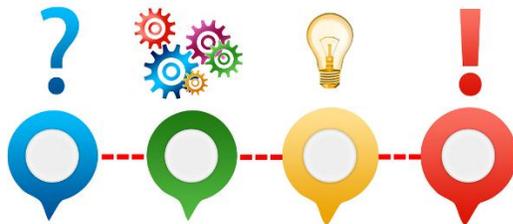
NEW PERSPECTIVE: THE PROVISION OF FEEDBACK IN IDEATION CONTESTS



POMS PRODUCTION AND OPERATIONS MANAGEMENT

PUBLISHED OCTOBER 15, 2019 by Jiang, Juncai and Yu Wang (2019)

New Perspective: The Provision of Feedback in Ideation Contests



Using both a theoretical model and an empirical analysis of field data, the research uncovers the important implications of feedback provision in ideation contests. The dataset includes 9,771 logo design contests in which 415,779 solvers submitted a total of 572,046 logo designs and won nearly 3.4 million CNY in rewards.

In today's world, firms need to innovate faster than ever before to stay ahead of the

competition. An increased emphasis has been placed on ideation— a process of generating new ideas for solving business problems, creating designs and improving products or processes. In particular, ideation contests have gained massive popularity where firms and organizations (i.e., seekers) outsource ideation projects to a community of experts and enthusiasts (i.e., solvers) in the form of an open call with bounties for winners.



In this study, the researchers develop a game-theoretic model of feedback in unblind ideation contests, where solvers' solutions and the seeker's feedback are publicly visible. Their analysis shows that feedback plays an informative role in mitigating the information asymmetry between the seeker and solvers, thereby inducing solvers to exert more efforts in the contest. In addition, some key contests and solver characteristics (CSC, including contest reward, contest duration, solver expertise, and solver population) have a direct effect on solver effort. Interestingly, the optimal feedback volume also increases with contest reward, contest duration, solver expertise, but decreases with the solver population. Thus, CSC elements also have an indirect effect on

solvers' effort level, with feedback volume mediating this effect.

An empirical analysis was conducted to verify these theoretical predictions. The dataset includes 9,771 logo design contests in which 415,779 solvers submitted a total of 572,046 logo designs and won nearly 3.4 million CNY (Chinese Yuan) in rewards. Analysis of the data uncovers patterns that are consistent with the theory.

Contributions: Existing literature usually takes the seekers' feedback as exogenous, while this paper takes the first step towards proposing and validating that seekers are indeed strategic in determining whether to provide feedback and the feedback volume. In light of these results, when assessing the total effect of CSC on solvers' effort level, firms should consider both the direct effect and indirect effect through feedback volume. Otherwise, the design of CSC could be suboptimal.

Jiang, Juncai and **Yu Wang** (2019), "A Theoretical and Empirical Investigation of Feedback in Ideation Contests," *Production and Operations Management*, forthcoming.

Production and Operations Management Journal.

2019 CORPORATE MENTORING PROGRAM LEADERSHIP



The Retreats Determination Rock Climb

PUBLISHED OCTOBER 16, 2019 *by Student Center for Professional Development*

SCPD takes a record 130 senior students on its 2019 Corporate Mentoring Program Leadership Retreat.

Over the September 13 - 15 weekend, the Student Center for Professional Development (SCPD) took 130 senior students and 25 facilitators on its annual Corporate Mentoring Program retreat to a camp near Big Bear.

This 3-day, the two-night event is a unique learning experience focused on teamwork, leadership and the exploration of self-imposed boundaries. Held in the mountains with no connectivity, the students are able to focus on the experience without the distraction phone calls, text messages or email. For most students, the lack of connectivity is a first and

causes many of them to ask themselves if the phone is a productivity tool or an addiction.

Student success is more than just earning a degree and finding a job. Student success is about long-term success in career, community and personal well-being. The Student Center for Professional Development (SCPD) offers business majors and minors' opportunities to learn, grow, develop and succeed both in career and life.

The Corporate Mentoring Program (CMP) is SCPD's yearlong capstone program.

The experiential learning and mentoring that occur in CMP help students' transition from college to long-term career success. A very important element of CMP is a 3-day, 2-night Leadership Retreat that fosters personal growth, teamwork and leadership skills. It consists of lectures and activities that encourage examination of self as well as challenging, experiential learning activities designed to enhance various skills relating to teamwork, leadership, trust, communication and another career/life attributes.

For many students and for many reasons a retreat is a life-altering event. It is held at a camp in the mountains, an environment many students have not experienced. There is no electronic connectivity demonstrating for many for the first time that they can survive without it.

Participants learn what makes teams effective and what leadership styles work in team situations. They develop team problem-solving skills on the low ropes course and breakthrough self-imposed boundaries on the high ropes course. First-generation students learn students that have a family history of the college can socially accept them. Students from immigrant, minority or financially impaired backgrounds learn they can compete with students that were not so disadvantaged.



And everyone must overcome their fear of public speaking to participate in the presentations. The retreat is truly transformative for many students. SCPD programs are voluntary, free to the students and largely funded by grants and donations. Growth in student demand for the mentoring programs always exceeds our available

mentors. This year we had 245 applications but could only accommodate 136 students in CMP. Therefore, we are reaching out to individuals that recognize the importance of graduating students with odds that favor long-term success in career, community and personal

well-being. For more information click on the link below.

Howard Fletcher

Contact Email: howard.fletcher@csulb.edu

BLOOMBERG EXPERIENTIAL LEARNING PARTNER (ELP)



PUBLISHED OCTOBER 21, 2019 by *Peter Ammermann*

Beach Investment Group - SMIF – This is a team of CSULB College of Business students who are interested in finance, practice of portfolio management, asset allocation, accounting, economics, business strategy, and statistics. These students can

make investment decisions; also engage in econometric modeling, research of specific economic sectors, and the study of corporate cultures, and performance histories.

Leadership skills and group dynamics are practiced by working together closely to plan investment strategies and by presenting their results.

The California State University, Long Beach (CSULB) has officially been by Bloomberg, LP, as a Bloomberg Experiential Learning Partner (ELP). To become a part of the ELP program, a university must have at least three Bloomberg terminals on campus, they must integrate the use of the Bloomberg terminals into their curriculum, and they must have at least 100 students every year who complete the Bloomberg Market Concepts (BMC) test and obtain their BMC certificates.

This program enables students to gain hands-on experience with the investment markets through access to real-time investment data, analytical tools, and trading simulations and will help CSULB's students to be much better prepared for the real world of investment analysis and management. Because Bloomberg is such a powerful tool in the finance industry, proficiency with the use of the Bloomberg terminals can give students an advantage in their internship and career searches, as well as, in the intermediate-term,

helping CSULB's Beach Investment Group (BIG) students to conduct their portfolio analysis and help them to make their investment decisions.

But while the system is especially geared toward finance students, a wide variety of business- and economic-related information can be accessed through the Bloomberg system, and familiarity with Bloomberg can benefit all business and economics students. Because of this, the Bloomberg terminals are situated in the COB open-access computer lab so that all students will have easy access to them.

This opportunity is available to CSULB through the generosity of the 49er Shops, who have made an ongoing commitment to provide funding for one of the three required terminals (and for whom the BIG students manage one of their portfolios), as well as alumna Kathleen Hansen (BA, 1975; MBA, 1982), who has long been supportive of our university in a variety of roles. The COB thanks both of these generous donors for their support, which has allowed us to take the education of our students to the next level!

NEW AND RETURNING SCHOLARSHIPS FOR COB STUDENTS



PUBLISHED OCTOBER 29, 2019, by *Sarah Len*

Financial support: New and Returning Scholarships for College of Business Students.

Each year the College of Business Development office works hard to secure scholarship support for business students from alumni, donors, and industry partners. For the 2019-2020 school year, Ella Gomez, Director of Development, and Sarah

Len, Development Coordinator, renewed support for the John W.H. Hinrichs Scholarship and Port of Long Beach Scholarship, in addition to establishing a new scholarship, the MBA Advisory Board Scholarship.

The John W.H. Hinrichs Scholarship was first established in 2014 with College of Business industry partner, Farmers &

Merchants Bank (F&M). F&M, a bank that has served the Long Beach Community since 1907, created this scholarship to honor its Chief Financial Officer and CSULB alum, John W.H. Hinrichs for his 50 years of service. The Hinrichs scholarship supports Finance and Accountancy students in the College of Business who are service-oriented individuals. The College of Business is proud to continue its partnership with F&M for another year. This academic year, the John W.H. Hinrichs Scholarship was renewed for a total of \$10,000.

The Port of Long Beach has been a pillar of support to the CSULB and Long Beach communities for many years. As the second-busiest container seaport in the United States, the Port handles trade valued at more than \$194 billion annually and supports 2.6 million trade-related jobs across the nation, with more than 575,000 in Southern California. In 2007, the Port's commitment to education and community outreach led to the establishment of The Port of Long Beach scholarship within the

College of Business, which benefits International Business majors. This year, the POLB continues its support of COB with a contribution of \$10,000 to support student scholarships.

The MBA Advisory Board Scholarship is a new scholarship within the College of Business. It aims to support students in one of four MBA graduate programs offered. This \$3,000 scholarship was established through the generous contributions from MBA Advisory Board members. The MBA Advisory Board serves the College of Business by connecting students to industry partners, serving as mentors to students, and providing curriculum guidance to ensure MBA students graduate with the practical skills needed to succeed in the business industry.

To learn more about becoming a scholarship donor, contact Elizabeth (Ella) Gomez (562) 985-2264 or Sarah Len (562) 985-4830.

INTERNATIONAL JOURNAL OF EDUCATION MANAGEMENT



PUBLISHED ON NOVEMBER 4, 2019, *by Xuemei Su*

Restructuring Degree Roadmaps To Improve
Timely Graduation in Higher Education.

International Journal of Educational
Management Xuemei Su, Ming Chen, Jasmine
Yur-Austin, Ying Liu

With the aspiration of transforming American
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million additional graduates by 2020 in order
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graduation rate among nations in the world.
According to a study by the Public Policy
Institute of California (PPIC), California will
have a shortage of 1.1 million college
graduates to meet its economic needs by 2030.
The projected workforce shortage is expected
to have an adverse impact on California's

future economic development. In the last decade, considerable institutional resources were spent on boosting the graduation rate and some higher education institutions have even implemented intrusive advising programs to achieve this goal. Nonetheless, the national data paint a grim picture of the four-year graduation rate. The U.S. National Center for Education Statistics reports that the four-year graduation rate for first-time, full-time undergraduate students seeking a baccalaureate degree at four-year degree-granting institutions in the 2009-starting cohort was 34% at public institutions and 53% at nonprofit private institutions. The four-year graduation rate at the national level has remained relatively stagnant all the way back to the 2000 starting cohort. Most strikingly, California State University's (CSU) four-year graduation rate is one of the lowest in the nation, an alarming 19%.

Timely graduation requires a student to successfully enroll in and complete a set of required and elective courses, the relationship of which is bound by the courses' prerequisite requirements. However, due to the fact that class capacity is oftentimes limited and wrongly timed, many students find it challenging to get the classes they need. When we closely examine the enrollment in a full class with a waiting list, we find that some students on the

waiting list need that class badly/immediately for graduation on time, while other students who are already enrolled, although also need the class, do not need the class immediately. They can actually wait for one, even two or three semesters without delaying their degree. After some investigation, we find three culprits for this phenomenon: (1) Students do not have a clear understanding of the path to a degree and choose classes that are easy, fit their schedule, have a nice instructor, or simply because their friends take it. This causes students to end up in a class they don't actually need or don't need immediately while missing the best window to take classes that are critical to their degree progress. (2) On the side of the administration, the decision on the number of sessions/seat offering is based on the seat and session offering of the previous semester and/or one year ago, without paying much attention to admission growth, even less to the shifting of admission changes across different majors in a college. These structural changes in demand, if ignored, can throw capacity planning off much more than the demand change at the aggregate level. The reason is that aggregate level demand change is incremental and controllable. (3) The current registration priority rule is not effective at differentiating the needs as "no need", "need" and "immediate need".

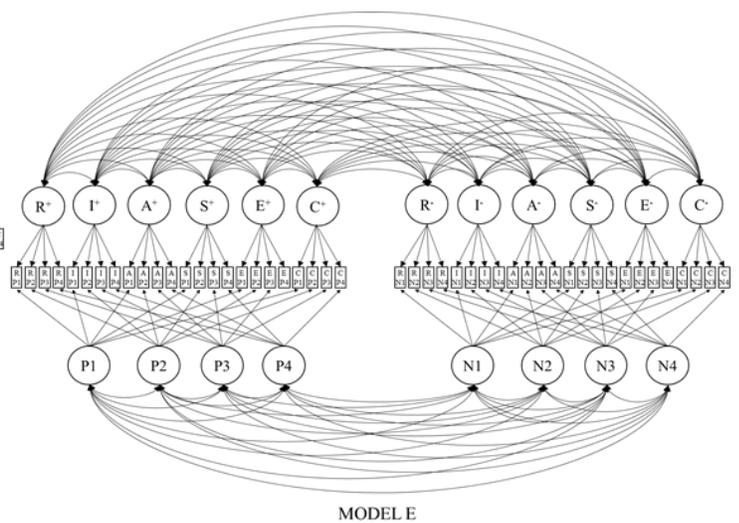
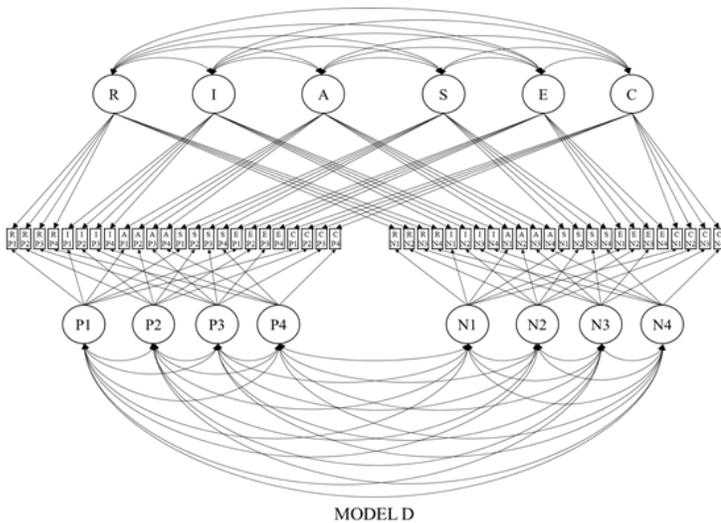


The starting point of solving these problems is to come up with a well-structured degree roadmap for every major and specifies the right courses to take by semester. The degree roadmap will better guide students' course selection and thus increase their chance of earning their degrees within the four-year time window. In our research, we propose a probabilistic model-based method to improve degree roadmap. Given a particular curricular structure, our study applies the line-balancing technique to find the optimized course sequence that can improve the timely graduation rate, while also taking into consideration of the robustness of the roadmap in terms of less susceptible to disruptions. The optimized degree roadmap points out a clearly charted course of action for students. Through intrusive advising based upon the optimized degree roadmap, the institution can effectively guide the timing of students' demand for

specific course seats. The institution can also better forecast time-phased demand and better plan structural capacity, making seats available for the right students, at the right time. While the long-term capacity issues can only be solved by faculty hires and facility addition, an optimized degree roadmap design directly guides structural demand and facilitates structural capacity planning without adding an additional cost.

Another major contribution of our research is to quantitatively assess the timely graduation rate using the probabilistic model and Monte Carlo simulation. Given a degree roadmap, the estimated probability of successful course enrollment, and the actual course successful completion rate, we can simulate the expected 4-year, 5-year, and 6-year graduation rates, respectively. The simulation results further prove that the optimization of roadmap design can significantly improve the timely graduation rate. In addition, we run a sensitivity analysis of the timely graduation rate in response to various initiatives and policy options. The sensitivity analysis identified the most effective actionable options for administration. Our findings would stimulate a mindful conversation between state legislators, administrators, academic advisors, and students to confront the essential timely graduation challenge at higher education.

PREDICTOR OF JOB HAPPINESS



PUBLISHED NOVEMBER 18, 2019 by *Jonathan Phan*

Is Knowing What You Dislike a Better Predictor of Job Happiness?

Finding out what people dislike and helping them avoid these dislikes might be more important for their job satisfaction.

My research focuses on examining *how* you set up your surveys can lead to very different results and often times reveal novel phenomena. For example, many students have received at some point the advice, “find a job that you love and you will never have to work a day in your life.”

Contrary to this popular wisdom, decades of research have demonstrated that interest

pursuit only weakly predicts job satisfaction, if at all.

Instead, what an employee *dislikes* doing maybe a better predictor of whether they will be satisfied at work. Drawing from semantic differential techniques, I replaced bipolar response formats with unipolar affective formats (e.g., asking how much you would feel interested, anxious, bored, etc. in doing a work activity).

I show across two studies and over 700 people, that there are two processes inherent in pursuing your work interests: (a) the work people are drawn to, and (b) what they are averse to—both of which need to be captured

to understand the link between interest (i.e., passion), fit, and satisfaction.

Notably, interest misfit (e.g., doing work you find boring) completely dominates any satisfaction gained from doing what you love (interest fit). These findings challenge the prevailing use of interests, which focuses only on what people like doing.

Model D versus Model E. Testing whether your passions one or two processes. Model E here is a better description of how people engage in their career pursuits. Figure by Phan and Rounds, 2018, Journal of Vocational Behavior, 106, pp. 27.

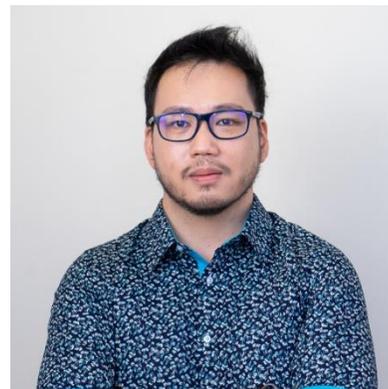
In another project, I use item response tree modeling over five studies to show that people who use the middle point on scale tells us a lot more about them than just their actual selected response. Namely, they display a trait that my collaborators and I call Middle-point Endorsement Habitude (MEH).

A person high in MEH is the sort of person that does not care about and is generally lacking in effort when doing most things. We show that

this MEH trait is as stable as other known personality traits, and predicts life outcomes, such as how satisfied they will be, how likely they are to slack off at work, or even how much weight they will put on—even after a gap of three years.

What is useful about this method is that it can be obtained from any survey a person has previously taken, making it very easy to researchers and organizations to obtain and apply this research. This paper won the best student research methods paper at the 2019 Academy of Management Conference.

Images courtesy of Jonathan Phan.



Assistant Professor Jonathan Phan, Human Resources Management, College of Business.

CALSHRM 2019 STUDENT CASE COMPETITION



PUBLISHED NOVEMBER 25, 2019 by *Dr. Jeff Bentley*

CSULB sent two teams this year to the CalSHRM Student Case Competition. CalSHRM is the California division of the Society for Human Resource Management, the leading professional association for HRM. The CalSHRM Case Competition asks student teams to draw on their HRM coursework and practical experiences to analyze a real-life HRM business scenario, spend two weeks identifying underlying causes and developing a solution, then present and defend that solution in front of a panel of HRM Professionals at the competition itself. This year's team members included Tiffany Ushijima, Bernie Lopez, and Christian Hoffman as the "Supreme Team", and Alexis Ayala, Katherine Pierce, and Arianna Arriola as the "Dream Team".

The two teams met weekly from the end of September through the end of October with Dr. Jeff Bentley, an Assistant Professor in the Department of Management and Human Resource Management, to complete a series of practice cases in preparation for the competition. This year's Human Resource Management (HRM) Case Competition was hosted at CSU Bakersfield on November 8 and 9. Fourteen undergraduate teams from nine different Universities in the CSU system participated in the event in total, including teams from SDSU, SJSU, CSUB, and others. In addition to defending their case analysis and receiving developmental feedback from experienced HR practitioners, a series of presentations were held throughout the competition from speakers including Jon

Decoteau (former HR Executive with Coca-Cola, Motorola, and others), Dr. John Stark (Associate Professor at CSUB), Dan

Klingenger, Esq. (Employment Attorney, spoke regarding new CA legislation), and Laura Hill (Professional Recruiter).

END