

Master of Business Administration (International Program)

[Revised Curriculum 2018]

Preface

In accordance with the government's policy on Thailand 4.0, which aims to develop its economy by focusing on creativity and innovative ideas to use as the driving force for country development and global market competitions. Currently many organizations need to learn and adapt themselves to the changing business environment. Management education must keep pace with the changing business world and prepare students to enter that world effectively to increase their chances of success.

We have revised the Master of Business Administration, 2018 curriculum (International Program) as well as teaching and learning plan, by focusing on blended course as its education innovation. Course descriptions are modified and up to date as well as including research knowledge to the students. The curriculum development committee invites professional experts and industry representatives to make suggestions on issues that are beneficial to the development of the course content and finally accomplished.

Lastly, the curriculum development committee is confident that the revised Master of Business Administration 2018 curriculum (International Program) will be beneficial for the students to apply knowledge gained from their studies to develop the organization and the nation in the future.

The curriculum development committee
2018

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Master of Business Administration
(International Program)
[Revised Curriculum B.E. 2561/ A.D. 2018]

Name of institution: Stamford International University
Campus/Faculty/Department: Rama 9 - Bangkok Campus / Asoke Campus
Learning Center/ Yangon, Myanmar Off- Campus/
Faculty of Business and Technology

Section 1
General Information

1. Curriculum Name

Thai: หลักสูตรบริหารธุรกิจมหาบัณฑิต (หลักสูตรนานาชาติ)

English: Master of Business Administration (International Program)

2. Name of Degree and Sections

Full Title (Thai): บริหารธุรกิจมหาบัณฑิต

Abbreviation (Thai): บธ.ม.

Full Title (English): Master of Business Administration

Abbreviation (English): M.B.A.

3. Major

None

4. Required Credits

48 Credits

5. Curriculum Characteristics

5.1 Curriculum type/model

Master's Degree

5.2 Language of instruction

☒ Foreign language (English)

5.3 Recruitment

☒ Thai students

☒ International Students

5.4 Cooperation with other universities

☒ This program is a STIU program.

☐ This program is a joint program with other institution

☐ This program is a collaborative program with the degree issued by the university

☐ This program is a joint program with the degree with both institutions issuing a degree

5.5 Degrees offered to the graduates

University's curriculum

- ☒ One degree with no major
- ☐ One degree of more than one major
- ☐ Joint curriculum with other institution
- ☐ One degree of one major issued by each institution
- ☐ One degree of one major issued jointly by both institutions
- ☐ One degree of more than one major

6. Curriculum Status and Curriculum Approval

- ☒ Revised program 2015
- ☒ The Academic Council approved the program in its 2/2561 on 24 April 2018
- ☒ The University Council approved the program in its 3/2561 on 26 April 2018
- ☒ Program start: Term 1 Academic Year 2018

7. The Ability to implement/promote the curriculum

Academic Year 2019

8. Opportunities of the graduates

1. Entrepreneurship/Business Owner
2. International Business Management
3. Business Consultant in area of Specialization
4. Brand Communication Director
5. Preparation for PhD/DBA studies student

9. Names, I.D. Number, title and degree of the person in charge of the curriculum

	Name / ID. Number or Passport	Degree	Field of Degree	Institution	Year of Graduation
Responsible Faculty Rama 9 – Bangkok Campus					
1	Dr. Petcharat Loavichakornতিকুল 3100500424709	Ph.D.	Management Science	Shinawatra University Thailand	2556
		M.S.	Leadership and Management	University of La Verne, CA, U.S.A.	2541
		B.A.	Thai and Mass Communication	Ramkhamhaeng University	2534
		B.B.A.	General Marketing	Chulalongkorn University	2532
2	Dr. Irina Onyusheva N11032093	Ph.D.	Economics	University of International Business, Kazakhstan (Bologna requirement in agreement with George Washington University, USA and City University London, UK	2556
		M.S.c.	Economics, Scientific and Pedagogical	University of International Business, Kazakhstan	2553
		B.A.	Translation and Interpretation (English)	Kazakh Ablai Khan University of International Relations and World Languages, Kazakhstan	2551

	Name / ID. Number or Passport	Degree	Field of Degree	Institution	Year of Graduation
3	Dr. Jan Abrahamsson 92093379	Ph.D.	Business Administration	Umeå University, Sweden	2559
		M.S.c.	Business Administration (Entrepreneurship)	Umeå University, Sweden	2554
		B.S.c.	Business Administration (Management Accounting)	Luleå University of Technology, Sweden	2549
Responsible Faculty Asoke Campus Learning Center					
1	Dr. Scott Roach 488430862	Ph.D.	Business Administration (Marketing)	Louisiana State University, USA	2539
		M.B.A	Business Administration	Northwestern State University, USA	2530
		B.Sc.	Business Administration	Northwestern State University, USA	2518
2	Dr. Triyuth Promsiri 3110101777730	Ph.D.	Entrepreneurship Management	College of Management, Mahidol University	2561
		M.M.	Management	New Technology Venture, College of Management Mahidol University, Thailand	2551
		B.S.c.	Design, Industrial Design, Faculty of Architecture	Chulalongkorn University	2548

	Name / ID. Number or Passport	Degree	Field of Degree	Institution	Year of Graduation
3	Asst. Prof. Dr. Pakdee Manaves 3102201091556	Ph.D.	Politics	Ramkamhaeng University	2561
		Ph.D.	Industrial Engineering	Kasetsart University (Collaboration with Case Western Reserve University, USA	2550
		Ph.D.	Management	American University, USA	2540
		M.B.A.	Finance	University of Liverpool, UK	2556
		M.B.A.	General Management	Thammasat University	2536
		BSc.	Printing and Packaging Technology	King Mongkut's University of Technology Thonburi	2560
		B.A.	Mass Communication	Ramkamhaeng University	2561
		B.Pol.Sc.	Politics	Ramkamhaeng University	2559
		B.Eng.	Civil Engineering	Chulalongkorn University	2541

	Name / ID. Number or Passport	Degree	Field of Degree	Institution	Year of Graduation
Responsible Faculty Yangon					
1	Dr. Kathryn Hughes E3037496	Ph.D.	Philosophy	Macquarie Graduate School of Management, Australia	2559
		M.B.A.	Business Administration	Macquarie Graduate School of Management, Australia	2548
		M.App.Sci.	Applied Science	University of New South Wales, Australia	2540
		B.S.c.	Geography and Botany (1st Class Honors)	University of New South Wales, Australia	2533
		Postgraduate Certificate	In Academic Practice	Heriot-Watt University, Scotland, UK	2557
		Postgraduate Certificate	In Management	Macquarie Graduate School of Management, Australia	2543
2	Dr. Sutthipat Assawavichairoj 3101300272159	Ph.D.	Business Administration in Marketing	Deakin University, Australia	2556
		M.B.A.	Business Economics	Thammasat University	2549
		B.B.A.	Marketing(2 nd class honor)	Thammasat University	2544

	Name / ID. Number or Passport	Degree	Field of Degree	Institution	Year of Graduation
3	Dr. William Philip Wall 488503823	Ph.D.	International Business Management	Shinawatra University	2552
		M.A.	English for International Communication	King Mongkut's University of Technology North Bangkok	2556
		B.A.	Biology-Premedical Dean's List	Eastern Connecticut State University, USA	2519
		A.A.	Biology-Premedical	Manchester Community College , USA	2515

10. Venues to conduct the study

10.1 Stamford International University – Rama 9-Bangkok Campus
16 Motorway Rd. (Km 2), Prawet, Bangkok 10250, Thailand

10.2 Stamford International University – Asoke Learning Center, Thailand
388 Sukhumvit, Klongtoey, Bangkok, 10110

10.3 Stamford International University – Yangon
Panchan Tower, Dhammazed Road, Yangon 11111, Myanmar

11. External factors to be considered in curriculum planning

11.1 Economic situation/development

Thailand has developed a vision for moving the economy from heavy industry to innovative value-based industry characterized by the integration of new technologies to accelerate economic growth. It is called Thailand 4.0. The idea is to move Thailand from the middle-income group of countries to the upper income group. This will call for an approach to education that is likewise innovative and uses new technologies to instill in Thailand's students the necessary knowledge and critical thinking skills to help the country make the creative leap to the new era.

Furthermore, effective communication skills in English are important in any discussion about Thailand's role in the AEC and the ASEAN community. The ability to process texts, analyze information and think critically and creatively contributes greatly to the development of the country and the global economy. Therefore, the development of this curriculum aligns with the economic and socio-cultural development plan of the country in order for the graduates to contribute to an increasingly interconnected world. With the need of highly skilled workforce in the business, government and education sectors globally, this program should offer excellent career opportunities both domestically and internationally for graduates.

11.2 Social and Cultural situation/development

A rapidly developing urban population driven to meet the expectations of Thailand 4.0 means being part of the global economy, Thailand needs to have internationally qualified graduates meeting international standards in knowledge and possessing communication skills, inter-personal cross-cultural skills, professionalism, and ethical behavior, which are key factors in successfully conducting business in an international environment.

12. The effects mentioned in no. 11.1 and 11.2 on curriculum development and its relevance to the missions of the university

12.1 Curriculum development

1. The curriculum aims to prepare students with advanced knowledge in Business as the subject matter in the English language as the form of communication in the International Program.

2. The program utilizes the experiences of working professionals and broadens the learning through understanding how the knowledge conveyed applies to Thailand. Most of our faculty have years of practice as well as academic training. Likewise, our students bring experience as mostly young professionals who have worked in and come from many countries thereby presenting a truly global perspective on the theories and application of business knowledge in a global society.

3. The curriculum will prepare graduates that are knowledgeable, competent, socially accountable, and ethical for working in the business, government and education sectors. Some will be prepared for doctoral level studies.
4. A curriculum assessment is conducted every 5 years, but there is also a yearly internal quality assessment. Plus, we conduct an external quality assessment every five years according to the standard of the Commission on Higher Education of Thailand.

12.2 The curriculum's relevance to the mission of the university

Stamford International University holds to a philosophy of progressivism. We believe that knowledge is constantly changing in our globalized complex world that is, itself, rapidly changing. Therefore, our education model focuses on encouraging students to become resourceful and to know how and where to find knowledge. Learning how to learn may be the most important outcome of participation in our program. We also urge students to utilize knowledge in a socially positive way and that their resulting decisions should be made ethically, with society's well-being in mind. In doing so, they will fulfill the following aspects of the university's mission: Thus, we aim to...

1. Produce academic leaders in socially useful disciplines
2. Develop the university as both an international and local center for excellent academic service
3. Encourage community service
4. Preserve the environment and preserve both Thai and business cultures
5. Promote the university's research works and publications

13. Cooperation with other curricula of the university (if any). For example, students from other departments enroll in some courses of this curriculum and vice versa.

13.1 Courses offered by other faculties

Where appropriate, shared courseware and faculty expertise may be utilized to enhance our or other's programs e.g. PhD qualified faculty serving as occasional lecturers.

13.2. Courses offered to other programs

- INB 538 Cross Cultural Management

13.3 Course Management

Courses and lecturers are selected based on their qualifications and their specialty as needed.

Section 2

Curriculum Information

1. Philosophy, Significance and Objectives

1.1 Philosophy

Stamford MBA program creates strong linkages with companies and industries, broadens International Perspective, and instills Integrity in all we do. We embed '4Is' to ensuring our graduates are fully equipped with the knowledge and skill-sets needed to excel in their careers.

1.2 Objectives

1. Produce graduates:
 - a. with critical thinking skills
 - b. who understand how to make decisions cognizant of ethical, moral, and professional implications.
 - c. who can creatively apply the knowledge and skills acquired to face personal challenges, organizational challenges, and the societal challenges
 - d. with fluency in the English language of which has become the language of global business

2. Plan for development and Improvement

Plan for development / revision	Strategies	Indexes
1. To develop and revise the curriculum in accordance with Commission on Higher Education (CHE) standards as well as international standards	1. Regular scanning of the academic and practitioner literature for insight into how we might revise the curriculum 2. Incorporate formal and informal feedback from employers and students. 3. Regular meetings and faculty seminars	1. Revision documents 2. Faculty meeting notes for developing an academic plan and relevant curriculum development meetings Utilizing TQF 5 to improve each course each term as necessary.
2. Support a student centered approach to learning	1. Offer self-learning activities and evaluations that specify the development of the students in the course syllabi 2. Develop challenging assignments and discussion questions in each course to encourage the practice of ethical and critical thinking.	1. Course Syllabus 2. Assessments 3. Readings, discussion questions, and assignments that challenge learners and develop the skills they will need to succeed in their careers.
3. Improve the quality standards of lecturers	1. Recruit lecturers in accordance with the CHE standards as a minimum but seek experienced educators who have a research agenda and are	1. Lecturer directory 2. Minimum qualification level of all new lecturers is a doctoral degree but we seek experienced

Plan for development / revision	Strategies	Indexes
	passionate about learning themselves.	researchers, preferably with experience as a practitioner and people who enjoy engaging with students.
4. Improve the quality standards of students	1. Promote the selection of experienced and highly committed students 2. Promote the activities in the syllabi and additional events to improve the quality of student learning experience 3. To seek inspired full time students and working adults who aspire to improve themselves and appreciate the challenge of learning in a classroom environment.	1. Percentage of employment is not less than 80% but practically speaking few MBA graduates, if any would be considered unemployed for long. 2. Employers' satisfaction rate is not less than 4.00 (out of 5.00)

Section 3

Educational Management System, Curriculum Implementation and Structure

1. Educational Management System

1.1 System

- ☐ Semester
☒ Trimester
☐ Other Term

Stamford International University organized specific term as Trimester system. Students must study 48 credits, register not less than 12 credits and not more than 20 credits per semester, which is in accordance with the curriculum standard announced by the Ministry of Education.

1.2 Summer session

As a trimester program, a summer session is not held.

1.3 Credit comparison (Credit equivalent to semester system)

Credit Comparison table between Semester and Trimester		
Plan	Semester	Trimester
Plan A	At least 36 credits Total 24 credits (24 X 15 = 360 lecturing hours) Thesis 12 credits (12 X 36 = 432 research hours)	At least 48 credits Total 32 credits (32 X 12 = 384 lecturing hours) Thesis 16 credits (16 X 36 = 576 research hours)
Plan B	At least 36 credits Total 33 credits (33 X 15 = 495 lecturing hours) Independent Study 3 credits (3 X 36 = 180 research hours)	At least 48 credits Total 40 credits (40 X 12 = 480 lecturing hours) Independent Study 4 credits (4 X 36 = 144 research hours)

2. Curriculum Implementation

2.1 Teaching schedule

Term 1: July – October
 Term 2: November – February
 Term 3: March – June

2.2 Qualifications of prospective students

2.2.1 Qualification of the applicants

- 1) University graduates with a bachelor's degree or other equivalent credential that is recognized by the Ministry of Education or University Council.
- 2) Meet the University's language proficiency requirements.

2.2.2 Selection Criteria

- 1) Pass the University's language proficiency requirements.
- 2) Show promise of being an engaged motivated learner willing to do their best.

2.3 Problems which new students encounter when they start the program (predictions)

1. International students (from abroad) may have problems adjusting to the Thai environment. Likewise, Thai students may have certain issues adjusting to the manner of participation by foreign students in the program.
2. Working adult students may have underestimated the amount of time studying would take and find making room amidst family and work demands is difficult

2.4 Strategies to solve problems in No. 2.3

Advisers (including a psychologist), faculty, and the program director are available to assist students in thinking through solutions to problems arising from above.

2.5 Five-Year-Plan for recruitment and graduation of students

Number of Students / Year	Number of students in each academic year				
	Academic Year				
	2018	2019	2020	2021	2022
1st	140	172	195	227	257
2nd	83	106	125	151	178
Total	223	278	320	378	435
Total number of graduates	90	112	128	152	174

(Estimated drop-out 10% per year)

2.6 Budget (Quoted in Thai Baht)

2.6.1 Estimated Income

Estimated Income						
Estimated Income	Fiscal Year					
	2018	2019	2020	2021	2022	Sub total
1. Tuition Fee	39,623,073	47,151,456	53,887,379	63,991,262	73,253,155	277,906,325
2. Other Fees	198,115	235,757	269,437	319,956	366,266	1,389,532
Total	39,821,188	47,387,214	54,156,816	64,311,219	73,619,421	279,295,857

2.6.2 Estimated Expenses

Estimated Expenses						
Estimated Expenses	Fiscal Year					
	2018	2019	2020	2021	2022	Sub total
1. Salaries	14,759,720	17,515,324	19,041,635	22,986,290	26,047,419	100,350,389
2. Other expenses and supplies	398,212	473,872	541,568	643,112	736,194	2,792,959
3. Books and journals	691,697	897,156	1,169,316	1,609,119	2,262,469	6,629,756
Total	15,849,629	18,886,352	20,752,519	25,238,521	29,046,082	109,773,103

2.7 Educational system

- ☒ Classroom Mode
- ☐ Print-Based Distance Education
- ☐ Broadcast-Based Distance Education
- ☒ E-learning-Based Distance Education
- ☒ Internet-Based Distance Education
- ☐ Other (specify)

2.8 Transfer of credits, courses and cross-university registration (If any)

2.8.1 Qualification of transfer students

Students may transfer from another master's degree program if they meet all of the requirements of applicants in section 2.2

2.8.2 Standard guidelines for credit transfer

- 1) Must be courses in a master's degree program accredited by the Civil Service Commission (OCSC) or Committee of Higher Education (CHE).
- 2) The subject must have equivalent or similar content and scope of studies, no less than 75 percent of the requested subject.
- 3) Must be subjects in an MBA course which have letter grade of B or higher or 3.0 in each subject out of a possible 4.0. Must not be the subject completed over 5 years.
- 4) Transfer students are eligible to graduate with distinction

2.8.3 Other Guidelines

- 1) Follow the Stamford International University Code of Conduct in transferring of credits, courses and cross-university registration.
- 2) Transfer students are eligible to receive the Distinction.
- 3) Transfer student must study at Stamford International University for at least one year, but no longer than 5 years to be able to graduate with a Stamford International University Degree.
- 4) Grades presentation and accumulated GPA.
 1. Separate the transferred subjects with the indication of the university name
 2. Only the grades earned from Stamford International University will be accumulated for GPA purposes.

Registrar must report the transfer of credits to the Commission on Higher Education with the following original documents.

- a. Grade report
- b. Course description of transferred subjects

2.8.4 Cross-University Registration

NA.

3. Curriculum and Instructors

3.1 Curriculum Structure

3.1.1 Total Credits

No less than 48 Credits

3.1.2 Structure and Components of plan A (2)

- | | |
|------------------|-------------------|
| a) Core Subjects | 32 Credits |
| b) Thesis | 16 Credits |

OR

3.1.3 Structure and Components of plan B

- | | |
|------------------|-------------------|
| a) Core Subjects | 32 Credits |
| b) Electives | 12 Credits |
| c) IS | 4 Credits |
| Total | 48 Credits |

3.1.3 Subjects

3.1.3.1 Core Subjects

MGN	501	Business Essentials	4(4-0-8)
MGN	511	Human Side of Organizations	4(4-0-8)
MGN	512	Strategic Management	4(4-0-8)
MKT	501	Marketing as Value Creation	4(4-0-8)
ACC	501	Managerial Accounting	4(4-0-8)
FIN	501	Financial Management	4(4-0-8)
ENT	501	Creative Thinking for Innovation and Change	4(4-0-8)
BUS	511	Business Research and Analysis	4(4-0-8)

3.1.3.2 Elective Subjects for Plan B

***MGN 599 Foundations for Independent Study is mandatory.**

MGN	599	Foundations for Independent Study	4(4-0-8)
BUS	531	ASEAN Business Environment	4(4-0-8)
BUS	532	Sustainability	4(4-0-8)
LGM	531	Logistics and Supply Chain Management	4(4-0-8)
BUS	533	Business Process Improvement	4(4-0-8)
MKT	532	Brand Management	4(4-0-8)

MKT	533	Digital Marketing	4(4-0-8)
MKT	534	Strategic Marketing	4(4-0-8)
MKT	535	Consumer Behavior	4(4-0-8)
MKT	536	Services Marketing	4(4-0-8)
ENT	531	New Venture Creation	4(4-0-8)
ENT	532	Corporate Entrepreneurship	4(4-0-8)
ENT	533	Innovation Trends	4(4-0-8)
INB	528	International Business Management	4(4-0-8)
INB	538	Cross-Cultural Management	4(4-0-8)
MGN	568	Project Management	4(4-0-8)
MGN	571	Leadership and Social Responsibility	4(4-0-8)
MKT	531	Integrated Marketing Communication	4(4-0-8)
MGN	530	Managing Innovation and Change	4(4-0-8)
ENT	534	Design Thinking , Creativity & Idea Generation	4(4-0-8)

3.1.3.3 Thesis/IS

GBA	593	Independent study	4(0-0-12)
GBA	597	Thesis	16(0-0-48)

3.1.4 Study Plan

3.1.4.a Plan A (2)

Code	Subject	Credit
Year 1 Term 1		
MGN 501	Business Essentials	4(4-0-8)
MGN 511	Human Side of Organizations	4(4-0-8)

Code	Subject	Credit
Year 1 Term 2		
MKT 501	Marketing as Value Creation	4(4-0-8)
ACC 501	Managerial Accounting	4(4-0-8)

Code	Subject	Credit
Year 1 Term 2		
FIN 501	Financial Management	4(4-0-8)
ENT 501	Creative Thinking for Innovation and Change	4(4-0-8)

Code	Subject	Credit
Year 2 Term 1		
MGN 512	Strategic Management	4(4-0-8)
BUS 511	Business Research & Analysis	4(4-0-8)

Code	Subject	Credit
Year 2 Term 2		
BUS 534 GBA 597-1	Advanced Research Methods (workshop/Seminar) Thesis 1	0 8(4-0-8)

Code	Subject	Credit
Year 2 Term 3		
GBA 597-2	Thesis 2	8(4-0-8)

3.1.4.b Independent Study (IS) Option

Code	Subject	Credit
Year 1 Term 1		
MGN 501 MGN 511	Business Essentials Human Side of Organizations	4(4-0-8) 4(4-0-8)

Code	Subject	Credit
Year 1 Term 2		
MKT 501 ACC 501	Marketing as Value Creation Managerial Accounting	4(4-0-8) 4(4-0-8)

Code	Subject	Credit
Year 1 Term 3		
ENT 501 Elective	Creative Thinking for Innovation and Change Elective Course 1	4(4-0-8) 4(4-0-8)

Code	Subject	Credit
Year 2 Term 1		
FIN 501 BUS 511	Financial Management Business Research & Analysis	4(4-0-8) 4(4-0-8)

Code	Subject	Credit
Year 2 Term 2		
MGN 512 Elective	Strategic Management Elective Course 2	4(4-0-8) 4(4-0-8)

Code		Subject	Credit
Year 2 Term 3			
MGN	599	Foundation for Independent Study	4(4-0-8)
GBA	593	Independent Study	4(4-0-8)

Note: The study plan can be flexible depending on the situation and the readiness and demand of students.

3.1.5 Course Descriptions (see appendix)

3.2. Names, ID, Position and Qualifications of Lecturers

No.	Academic Title	Name ID. Number or Passport	Degree	Field of Degree	Institution	Research/Journal/Conference Publications	Teaching Subjects at Stamford International University
Responsible Faculty Rama 9 – Bangkok Campus							
1	-	Dr. Petcharat Loavichakorntikul 3100500424709	Ph.D. M.S. B.A. B.B.A.	Management Science Leadership and Management Thai and Mass Communication General Marketing	Shinawatra University Thailand (2556) University of La Verne, CA, U.S.A. (2541) Ramkhamhaeng University (2534) Chulalongkorn University (2532)	1) Lovichakorntikul, P. & Walsh, J. (2017). Urban Change and Economic Transformation: The Case of Phnom Penh. International Review of Management and Development Studies, 1(4), June, 2017, 40-46, available at: http://crcltd.org/images/Urban_Change_and_Economic_Transformation_The_Case_of_Phnom_Penh.PDF 2) Bhattarai, U. K. & Lovichakorntikul, P. (2016). The Impact of Human Resource Information System (HRIS) on Human Resource Management (HRM). Journal of Shinawatra University, 3(1), January – April, 2016, 15-27, available at: https://jcwalth.files.wordpress.com/2017/05/jsiu-3-1t.pdf 3) Walsh, J. & Lovichakorntikul, P. (2015). Thitsar-Yazar Hospital: A Case Study of Mandalay's Social and Economic Change. The	1) Managing Organization, Master Level, Year 2016-2017 2) Managing Human Resource, Master Level, Year 2016-2017 3) Current Issues in Business, Master Level, Year 2017 4) Data Driven Decision Making, Master Level, Year 2017

No.	Academic Title	Name ID. Number or Passport	Degree	Field of Degree	Institution	Research/Journal/Conference Publications	Teaching Subjects at Stamford International University
						Myanmar Journal, 2(1), 2015, 1-10, available at: http://www.komyra.com/bbs/board.php?bo_table=articles&wr_id=21 .	
2	Assoc.Prof.	Dr. Irina Onyusheva N11032093	Ph.D. M.S.c. B.A.	Economics Economics, Scientific and Pedagogical Master Program Translation and Interpretation (English),	University of International Business, Kazakhstan (in agreement with George Washington University, USA and City University London, UK (2556) University of International Business, Kazakhstan (2553) Kazakh Ablai Khan University of International Relations and World Languages, Kazakhstan (2551)	1) Zhusupova, Z.M., Onyusheva, I.V., Baizylidayeva, U.B. (2016), Corporate governance and firm value of Kazakhstani companies in the conditions of sanctions against the Russian Federation. Conference proceedings of the 4th International Conference on Management, Leadership and Governance (ICMLG 2016), Thomson Reuters and Scopus Impact Factor databases included, Saint Petersburg, Russia, April 14-15, 2016, pp. 399-405. 2) Pasternak, A.A., Onyusheva, I.V., Mukhammedov, A.U. (2016), Improving innovation activity in transport sector: the case of Kazakhstan, Conference proceedings of the 4th International Conference on Innovation and Entrepreneurship (ICIE 2016), Thomson Reuters and	1) International Business Management, Master Level, Year 2017-2018 2) Strategy for Business Success, Master Level, Year 2017-2018 3) Current Issues in International Business, Master Level, Year 2017-2018 4) Managing Organization , Master Level, Year 2017-2018

No.	Academic Title	Name ID. Number or Passport	Degree	Field of Degree	Institution	Research/Journal/Conference Publications	Teaching Subjects at Stamford International University
						<p>Scopus Impact Factor databases included, Toronto, Canada, April 28-29, 2016, pp. 216-220.</p> <p>3) Onyusheva, I.V. (2015), Human capital in conditions of global competitiveness: the case of Kazakhstan. Conference proceedings of the 12th International Conference on Intellectual Capital, Knowledge Management & Organizational Learning (ICICKM 2015), Thomson Reuters and Scopus Impact Factor databases included, IKI-SEA, Bangkok University, Bangkok, Thailand, November 05-06, 2015, pp. 191-196.</p>	

No.	Academic Title	Name ID. Number or Passport	Degree	Field of Degree	Institution	Research/Journal/Conference Publications	Teaching Subjects at Stamford International University
3	-	Dr. Jan Abrahamsson 92093379	Ph.D. M.B.A. B.B.A.	Business Administration Entrepreneurship Management Accounting	Umeå University, Sweden (2559) Umeå University, Sweden (2554) Luleå University of Technology, Sweden (2549)	1) Abrahamsson, J., Isaksson, A. (2018, forthcoming). The Knowledge-based Resources of Venture Capital firms and Born Global Firms' Internationalization. ASEAN Journal of Management and Innovation. 2) Abrahamsson, J., Vanyushyn, V., & Boter, H. (2018, forthcoming). Organizational Innovativeness in International New Ventures. European Journal of International Management. 3) Vanyushyn, V., Abrahamsson, J. (2017). Triggers of Substantial Business Model Innovation: lessons learned from Swedish SMEs. In G. Tesar & Z. Vincze (Eds.), Motivating SMEs to Cooperate and Internationalize: A Dynamic Perspective. Routledge Studies in Small Business, Taylor and Francis Group.	1) Managing Operations, Master Level, Year 2017-present 2) Managing Innovation and Change, Master Level, Year 2017-present 3) International Business Management, Master Level, Year 2017-present

No.	Academic Title	Name ID. Number or Passport	Degree	Field of Degree	Institution	Research/Journal/Conference Publications	Teaching Subjects at Stamford International University
Responsible Faculty Asoke Campus Learning Center							
1	-	Dr. Scott Roach 488430862	PhD; M.B.A B.Sc.	Business Administration (Marketing) Business Administration Business Administration	Louisiana State University USA (2539) Northwestern State University USA (2530) Northwestern State University USA (2518)	1) Roach, S. (2013) "The Provision of Services in a Less Than Permissive Environment." A symposium presented to members of the United States Department of State at the US Embassy in Baghdad, Iraq, January, 2013. 2) Franco, A. and Roach, S. (2017). Factors That Determine Accounting Anxiety Among Users of English as a Second Language Within an International MBA Program. International Journal of Learning, Teaching and Educational Research 16 (1), 2017. 3) Franco, A & Roach, S. (2017) Perceptions of Consumers in Thailand towards Purchasing Products Made in China: An Empirical Study of an International University in Thailand. ASEAN Journal of Management & Innovation 4 (1), 2017.	1) MBA thesis and Independent Study Advising, Master Level 2) Consumer Behavior, Master Level 3) Marketing/Business Research/Data Driven Decision, Master Level 4) Principles of Marketing, Master Level 5) Integrated Marketing Communications/Promotions, Master Level

No.	Academic Title	Name ID. Number or Passport	Degree	Field of Degree	Institution	Research/Journal/Conference Publications	Teaching Subjects at Stamford International University
2	-	Dr. Triyuth Promsiri 3110101777730	Ph.D. M.M. B.S.c.	Entrepreneurship Management Management Design, Industrial Design, Faculty of Architecture	College of Management Mahidol University, Thailand (2561) New Technology Venture College of Management Mahidol University, Thailand (2551) Chulalongkorn University, Thailand (2548)	1) Sukavejworakit, K. & Promsiri, T. (2018). OETEL: An Innovative Teaching Model for Entrepreneurship Education. Journal of Entrepreneurship Education, 21(2). 2) Promsiri, T. (2018). Developing business ideas through the application of design process: an empirical study of would-be entrepreneurs in a transition from resource-Based to value-based economy. Asia Pacific Social Science Review 3) Sukavejworakit, K., Promsiri, T. & Virasa, T. (2018). Increasing entrepreneurial intention with the application of Experiential Learning Theory: An innovative learning method and empirical test. Asia Pacific Social Science Review	1) Managing Innovation & Change, Master Level, Year 2017 – Present 2) Entrepreneurship, Master Level, Year 2017 – Present 3) Property Development & Management, Master Level, Year 2017 4) Current Issues , Master Level, Year 2017 5) New Venture Creation, Bachelor Level, Year 2015-2017 6) Business Development , Bachelor Level, Year 2014-2015 7) Innovation & Creativity, Bachelor Level, Year 2014-2015 8) Entrepreneurial Mindset, Bachelor Level, Year 2014-2015 9) Presentation Skills, Bachelor Level, Year 2014-2016

No.	Academic Title	Name ID. Number or Passport	Degree	Field of Degree	Institution	Research/Journal/Conference Publications	Teaching Subjects at Stamford International University
3	Asst. Prof.	Dr. Pakdee Manaves 3102201091556	Ph.D.	Politics	Ramkamhaeng University (2561)	1) Pakdee M. (2011). Collaborative of the Supply Chain Partnership for Competitive Advantage of the Supply Chain Partnership. Stamford International University Journal, 3(1).	1) ECO 557 Managerial Economics, Bachelor Level, Year 2012
			Ph. D.	Industrial Engineering	Kasetsart University (Collaboration with Case Western Reserve University, USA, (2550)	2) Pakdee M. (2017). Development of Thailand's Health Tourism Potential as an ASEAN Hub. International Conference No. 1, 24 June 2017, Rajapark University, Thailand.	2) MGN 590 Strategy for Business Success, Master Level, Year 2004
			Ph.D.	Management	American University, USA (2540)		3) MGN 562 Managing Operations, Master Level, Year 2004
			M.B.A.	Finance	University of Liverpool, UK (2556)		4) INB 574 AEC Opportunities and Challenges, Master Level, Year 2016
			M.B.A.	General Management	Thammasat University (2536)		5) INB 579 International Alliances and Joint Ventures, Master Level, Year 2016
			B.S.c.	Printing and Packaging Technology	King Mongkut's University of Technology Thonburi (2560)	3) Leadership Changes in Influencing the Performance of Staffs: A Case Study of the Line Assistant Governor of the Maintenance Section of the State Enterprise. International Conference No. 1, 4 March 2018, Prathumtani University, Thailand.	6) INB 528 International Business Management, Master Level, Year 2002
			B.A.	Mass Communication	Ramkamhaeng University (2561)		7) MKT 570 Strategic Marketing, Master Level, Year 2016
			B.Pol.Sc.	Politics	Ramkamhaeng University (2559)		8) MGN 520 Supply Chain Management, Master Level, Year 2012
			B.Eng.	Civil Engineering	Chulalongkorn University (2541)		

No.	Academic Title	Name ID. Number or Passport	Degree	Field of Degree	Institution	Research/Journal/Conference Publications	Teaching Subjects at Stamford International University
Responsible Faculty Yangon							
1	-	Dr. Kathryn Hughes E3037496	Ph.D. M.B.A. M.App.Sc. B.S.c Postgraduate Certificate Postgraduate Certificate	Philosophy Business Administration Applied Science Geography and Botany In Academic Practice In Management	Macquarie Graduate School of Management, Australia (2559) Macquarie Graduate School of Management, Australia (2548) University of New South Wales, Australia (2540) University of New South Wales, Australia (2533) Heriot-Watt University, Scotland, UK (2557) Macquarie Graduate School of Management, Australia (2543)	1) Hughes, K. (2017) Invited Presenter ‘Refugee Children in the Humanitarian Supply Chain’ Production and Operations Management Society (POMS) Conference, Seattle, USA, 5-8 May. 2) Alexander, O., Sloan, D., Hughes, K., Ashby, S. (2017) ‘Engaging with quality via the CEM model: Enhancing the content and performance management of postgraduate in- sessional academic skills provision’, Journal of English for Academic Purposes, 27: 56-70 3) Gaillard, D. & Hughes, K. (2015) ‘Key considerations for facilitating employment of female of Sudanese refugees in Australia’ Journal of Management and Organizations (Journal for the Australian New Zealand Academy of Management); Ranked 3* in Australia.	1) Managing Operations, Master Level, Year 2017 2) Logistics and Supply Chain Management, Master Level, Year 2017 3) Data Driven Decision Making, Master Level, Year 2017 4) International Business Management, Master Level, Year 2017 5) IS Plan (Marketing Plan, Business Process Improvement (BPI), Business Plan) in Thailand and Yangon, Master Level, Year 2017

No.	Academic Title	Name ID. Number or Passport	Degree	Field of Degree	Institution	Research/Journal/Conference Publications	Teaching Subjects at Stamford International University
2	-	Dr. Sutthipat Assawavichairoj 3101300272159	Ph.D. M.B.A. B.B.A.	Business Administration in Marketing Business Economics Marketing(2 nd class honor)	Deakin University, Australia (2556) Thammasat University (2549) Thammasat University (2544)	<p>1) Assawavichairoj, S. & Taghian, M. (2017). Cross-cultural comparison of consumer pre-purchase decision-making: Anti-aging products. Asia Pacific Journal of Marketing and Logistics, 29 (1), 27-46. 2.</p> <p>2) Assawavichairoj, S. (2018). The Effect of Support of Manager Job Satisfaction and Job Commitment on Employee Loyalty to the Organization. Veridian E-Journal; International Humanities, Social Sciences and Arts, 11 (4), 252-260.</p> <p>3) สุทธิภัทร อัครวิชัยโรจน์. (2557). ผลกระทบของความสำเร็จของปัจจัยทางการตลาดและประสิทธิภาพของเครื่องยนต์ไฮบริดที่มีต่อการเลือกซื้อรถยนต์ไฮบริด. การประชุมวิชาการเสนองานวิจัยระดับชาติ ครั้งที่ 2 สหวิทยานงานวิจัย เพื่อพัฒนาสู่อาเซียน. กรุงเทพฯ: มหาวิทยาลัยกรุงเทพธนบุรี.</p>	<p>1) Consumer Behaviour, Master Level, Year 2016</p> <p>2) Data Driven Decision Making, Master Level, Year 2017</p> <p>3) Strategy for Business Success, Master Level, Year 2017</p> <p>4) Strategic Marketing, Master Level, Year 2017</p> <p>5) Brand Management, Master Level, Year 2017</p> <p>6) Marketing, Master Level, Year 2017</p> <p>7) International Business Management , Master Level, Year 2017</p> <p>8) Integrated Marketing Communication, Master Level, Year 2017</p> <p>9) E-Marketing Solutions for Hospitality Services , Master Level, Year 2017</p>

No.	Academic Title	Name ID. Number or Passport	Degree	Field of Degree	Institution	Research/Journal/Conference Publications	Teaching Subjects at Stamford International University
3	-	Dr. William Philip Wall 488503823	Ph.D. M.A. B.A. A.A.	International Business Management English for International Communication Biology-Premedical Dean's List Biology-Premedical	Shinawatra University (2552) King Mongkut's University of Technology North Bangkok (2556) Eastern Connecticut State University, USA (2519) Manchester Community College , USA (2515)	1) Laomeechaicharoen, S., Nithisathian, K., & Wall, W. P. (2017). The importance of non- verbal communication toward hiring decision, RMUTL Journal of Humanities and Social Sciences, (5)2. July-December 2017, Bangkok, Thailand. 2) Maneesaeng, M. & Wall, W. P. (2017). Factors Influencing Tourist Decision-Making Towards Traveling to Luang Prabang, Dusit Thani College Journal, 11(3). September-December 2017, Bangkok, Thailand. 3) Wall, W.P. & Pitasuman, S. (2017). Elements Influencing Trading Decisions. ASEAN Journal of Management & Innovation 4(2), July-December 2017, Bangkok, Thailand.	1) MGN 590 Strategy for Business Success, Master Level, Year 2017 2) INB 574 AEC Opportunities and Challenges, Master Level, Year 2017 3) INB 579 International Alliances and Joint Ventures, Master Level, Year 2017 4) INB 574 AEC Opportunities and Challenges, Master Level, Year 2017 5) INB 579 International Alliances and Joint Ventures, Master Level, Year 2017 6) MGN 590 Strategy for Business Success, Master Level, Year 2017 7) MGN 521 Managing Organization, Master Level, Year 2017 8) INB 574 AEC Opportunities and Challenges, Master Level, Year 2017

4. Details of the Practicum

Not applicable

5. Thesis, Independent Study (IS), and Comprehensive Examination

After the completion of coursework according to the requirements, the students in Plan A will be eligible to present and defend their thesis. After the completion of comprehensive exam, according to the requirements, the students in Plan B will be eligible to undertake the Comprehensive Examination and to defend their Independent Study (IS).

A student must have enrolled for at least 16 thesis credits or 4 IS credits to be eligible for their final defense.

Students must submit their completed thesis or IS within the time designated by the university.

Process of thesis (Plan A)

- 1) A student may be allowed to enroll for thesis with the approval from Thesis Advisory Committee.
- 2) The Thesis/IS Advisory Committee is responsible for advising, controlling thesis production, and being the examiners for the Qualifying Examination and the Thesis Defense Examination.
- 3) The Thesis Examination Board is responsible for conducting the evaluation of the Thesis. Total consensus of the board is required to determine a satisfactory grade result.

3.1) The grade result of thesis shall be recorded as S (Satisfactory) or U (Unsatisfactory).

3.2) The thesis or at least parts of the thesis work must be published in an approved academic publication or presented in an approved conference where the paper is published in a conference proceeding according to the announcement of CHE.

Process of the Independent Study (IS) (Plan B)

- 1) The process of the Independent Study Plan will be as announced by the university.
- 2) The IS report or part of the report must be disseminated in a searchable form.
- 3) The grade result of IS shall be recorded as S (Satisfactory) or U (Unsatisfactory).

Comprehensive Examination (Plan B)

The process of the comprehensive examination will be as announced by the university.

Section 4

Learning Outcomes, Teaching Strategies and Evaluation

1. Developing Student Characteristics

Graduates will be prepared to work in an international environment using the English language, critical thinking skills, and abiding by professional ethics.

Special Characteristics	Strategies and Activities
Moral and Professional ethics	Educate learners about corporate and personal responsibility and the impact on society of their actions. We try to create a professional environment inculcating discipline in observing university regulations. When working in groups, students must be honest and understand their responsibility clearly. Cheating on tests and copying other people's work will not be tolerated. In addition to this, lecturers need to include morality and ethics when teaching each and every subject. This might include organizing activities to promote morality and ethics where students who have exemplified these values are commended for doing so.
Knowledge of International and Local Business	Learners are taught from an international perspective and, due to their international colleagues learn the theories and how they are applied (or not) in various places in the world. But it is equally important for our students to understand the Thai perspective including the challenge to compete without losing a sense of what it means to be Thai. For example, we do encourage thinking about the implications of the SEP (sufficiency economy principles) on the practice of business.
Critical and Analytical Thinking Skills	All students are encouraged to develop their own point of view, to discover contradictory evidence, to apply the rules of the scientific method in their thinking, and to make a case for their conclusions on discussion questions and assignments. Further, all students must learn to identify appropriate research tools for use in their Thesis or IS. This is an essential component to the knowledge and application of analytical thinking skills.
Interpersonal Skills	Throughout the program, our students are asked to work in teams and to write reflection papers regarding their experience for the purpose of improving their interpersonal skills and ability to work well with other members of their teams, some of whom they only work with once or twice.
Technology , Communication and English Skills	All students are required to be familiar with current research tools, classroom IT platforms for online discussion, the suite of Microsoft programs and platforms for conducting their studies and research. All courses are taught in English. Lecturers use a variety of teaching methods by emphasizing theory and seminal principles. In addition, we encourage students to apply what they have learned and to keep

Special Characteristics	Strategies and Activities
	up-to-date with the changes in business administration practice; organize activities that help students gain a situational understanding of the various topics discussed by taking field trips or by inviting experts in the field to speak on the topic. All of this in English.

2. Learning Development

The program has developed learning outcomes for each course as indicated on the course descriptions in the appendix.

2.1 Morality and ethics

2.1.1 Morality and ethics gained from Learning

One of the four pillars of Stamford International University is integrity. To hold to strong moral values such as respect for others, honesty, accountability, responsibility for one's actions, generosity and gentleness should be the drive of Stamford's students. In a university that has been a witness of students, coming from over a 100 nationalities, the words respect, empathy and understanding should be at the top of any interaction between Stamford's stakeholders. Discrimination against a fellow student or any other stakeholder of the university based on differences in age, gender, religion, race, nationality, disability and/or any other difference will not be tolerated. Every person is unique and deserves respect and equal treatment. It is important to remember that one's freedom finishes when another person's freedom starts. Failure to comply with these professional conduct guidelines will lead to a corresponding fair hearing in front of the disciplinary committee of the university and consequences vary depending on the nature of the actions. MBA Students are representatives of Stamford in and outside the campuses. A high level of professionalism is expected from them when communicating with all the stakeholders, inside and outside the walls of Stamford, applying the moral principles previously mentioned.

The program has developed learning outcomes for each of the five areas based on the qualifications of higher education by distributing the responsibility of learning into General Education and Professional Core courses as follows.

- 1) Self and social responsibility.
- 2) Respecting others' values and dignity as human beings; and listen to their opinions.
- 3) Respect and follow rules and regulations under principles of good corporate governance.
- 4) Respect and adhere to professional ethics.

2.1.2 Teaching strategies used to develop morality and ethics

Create a professional environment inculcating discipline in observing university regulations. When working in groups, students must be honest and understand their responsibility clearly. Cheating on tests and copying other people's work will not be tolerated. In addition to this, lecturers need to include morality and ethics when teaching each and every subject. This might include organizing activities to promote

morality and ethics where students who have exemplified these values are commended for doing so.

2.1.3. Evaluation Strategies Used in Learning Morality and Ethics

- 1) Evaluate whether or not assignments addressed the topics and were turned in on time as well as presented well in class.
- 2) Evaluate students' discipline and preparation during activities and group work
- 3) Evaluate student's exam result that includes attention to moral and ethical perspectives
- 4) Evaluate based on fulfilling the responsibilities of the assigned tasks in an ethical manner

2.2 Knowledge

2.2.1 Knowledge gained from Learning

Students must have knowledge and be professional in business administration,

- 1) Knowledge and understanding of theories, principles, and methods in the profession.
- 2) Knowledge and understanding of a project representing personal research into a professional problem or specialized area.
- 3) Be able to analyze problems and apply knowledge and skills to solve them using appropriate tools.
- 4) Be able to analyze and adapt to changes in the profession.

2.2.2 Teaching Strategies Used for Knowledge Development

We use a variety of teaching methods by emphasizing theory and principles and practical examples; encourage students to apply what they have learned and to keep up-to-date with the changes in business administration practice; organize activities that help students gain a situational understanding of the various topics discussed. This can be done by taking field trips or by inviting experts in the field to speak on the topic.

2.2.3 Evaluation Strategies used in Knowledge Development

All subjects will be evaluated from students' learning and activities may include any or all of the following:

- 1) Case Study
- 2) Submission all Assignments
- 3) Tests during the term
- 4) Student reports
- 5) Student presentations
- 6) Student's business plan/project

2.3 Cognitive Skills

2.3.1 Cognitive Skills Gained from Learning

Students must be able to analyze the situation, understanding the conceptual theory and processes. They must be able to improve their professional skills and apply this knowledge in the work place.

- 1) Ability to think critically and systematically.
- 2) Ability to search, interpret and analyze information to solve problems creatively.

2.3.2 Teaching Strategies used in Cognitive Skill Development

- 1) Applicable Case Studies for each discipline.
- 2) Papers and assigned group debates.
- 3) Organized activities that allow students to gain situational knowledge.

2.3.3 Cognitive Skills Gained from Learning

Each discipline applies evaluation strategies for gaining intellectual skills in a group project, case study, and on their final test. Students solve problems, explain problem-solving concepts, and apply what they have learned in solving the problems. Lecturers can evaluate students' work according to TQF3 documents.

2.4 Interpersonal skills and responsibility

2.4.1 Interpersonal skills and responsibility Gained from Learning

- 1) Ability to communicate in a professional manner.
- 2) Ability to lead and follow as a member of a team and know how to manage conflicts.
- 3) Ability to develop effective professional relationships.

2.4.2 Strategy for teaching the interpersonal skill and responsibility

Knowledge should be applied in various daily activities, for example in school and at work. By having class discussions, learners behave professionally and practice using what they learn in student groups, in class, and when they return to their workplaces where they immediately apply what they have learned in a professional manner.. These actions help convey the importance of professional behavior in a business environment.

2.4.3. Evaluation strategies for learning outcome

Evaluate the behavior and knowledge of students during activities and class presentations

2.5 Numerical Analysis Communication & IT Skills

2.5.1 The learning outcomes of Analytical, Communication and Information Technology Skills

- 1) Ability to analyze and solve problems using appropriate technology.
- 2) Ability to communicate effectively using technology.
- 3) Ability to apply quantitative methods to analyze and solve problems within the profession.

2.5.2 Teaching Strategies used in Developing Skills in Numerical Analysis, Communication, and Information Technology

We have various courses that will help them develop their ability in using information technology and computers, though that is commonplace today. As students analyze various problems by identifying and using appropriate methods in their classes and final capstone project. Provide constructive criticism to students to improve their skills.

2.5.3 Evaluation Strategies used for learning outcome of Numerical Analysis, Communication, and Information Technology

- 1) Each course contributes to the students overall ability to analyze problems, communicate with others in class about dealing with those problems and use computers, laptops and tablets to work with various methodologies to explain their thinking and how they arrived at solutions.
- 2) Each syllabus allocates points according to specific criteria.

3. Curriculum Mapping

3.1 The Learning Outcomes

3.1.1 Moral and Ethics

- 1) Self and social responsibility.
- 2) Respecting others' values and dignity as human beings; and listen to their opinions.
- 3) Respect and follow rules and regulations under principles of good corporate governance.
- 4) Respect and adhere to professional ethics.

3.1.2 Knowledge

- 1) Knowledge and understanding of theories, principles, and methods in the profession.
- 2) Knowledge and understanding of law and culture related in the profession.
- 3) Be able to analyze problems and apply knowledge and skills to solve them using appropriate tools.
- 4) Be able to analyze and adapt to changes in the profession.

3.1.3 Cognitive Skills

- 1) Ability to think critically and systematically.
- 2) Ability to search, interpret and analyze information to solve problems creatively.

3.1.4 Interpersonal Skills and Responsibility

- 1) Ability to communicate in a professional manner.
- 2) Ability to lead and follow as a member of a team and know how to manage conflicts.
- 3) Ability to develop effective professional relationships.

3.1.5 Numerical Analysis Communication & IT Skills

- 1) Ability to analyze and solve problems using appropriate technology.
- 2) Ability to communicate effectively using technology.
- 3) Ability to apply quantitative methods to analyze and solve problems within the profession.

3.1.6 Curriculum Mapping

3.1.6.1 Core Courses

Subjects	1. Moral and Ethics				2. Knowledge				3. Cognitive Skills		4. Interpersonal Skills & Responsibility			5. Numerical Analysis Communication & IT Skills		
	1	2	3	4	1	2	3	4	1	2	1	2	3	1	2	3
MGN 501 Business Essentials	●	○	●	○	●	○	●	○	●	●	●	○	○	○	●	○
MGN 511 Human Side of Organizations	●	●	○	○	●	○	●	●	●	●	●	●	○	○	●	○
MGN 512 Strategic Management	●	○	●	○	●	○	●	●	●	●	●	●	○	○	●	○
MKT 501 Marketing as Value Creation	●	○		○	●		●		○	●	●	○	○		●	

Subjects	1. Moral and Ethics				2. Knowledge				3. Cognitive Skills		4. Interpersonal Skills & Responsibility			5. Numerical Analysis Communication & IT Skills		
	1	2	3	4	1	2	3	4	1	2	1	2	3	1	2	3
ACC 501 Managerial Accounting	○	●	○	●	●	●	●	○	●	●	●	●	○	●	●	●
FIN 501 Financial Management	○	●	○	●	●	●	●	○	●	●	●	●	○	●	●	●
ENT 501 Creative Thinking for Innovation and Change	●	●	○	○	●	○	●	●	●	●	●	●	○	○	●	○
BUS 511 Business Research and Analysis	●	●	●	●	●		●		●	●	●	●	○	●	●	●

3.1.6.2 Elective Courses

Subjects	1. Moral and Ethics				2. Knowledge				3. Cognitive Skills		4. Interpersonal Skills & Responsibility			5. Numerical Analysis Communication & IT Skills		
	1	2	3	4	1	2	3	4	1	2	1	2	3	1	2	3
MGN 599 Foundation for Independent Study	○	●	●	●	●	○	●	●	●	●	●	○	○	○	○	●
BUS 531 ASEAN Business Environment	●	●	○	○	○	●	●	●	●	●	●	●	○	○	●	○
BUS 532 Sustainability	●	○	●	○	●	○	●	●	●	●	●	○	○	○	●	●
LGM 531 Logistics and Supply Chain Management	○	●	○	●	●	○	●	○	●	●	●	●	○	●	●	○

Subjects	1. Moral and Ethics				2. Knowledge				3. Cognitive Skills		4. Interpersonal Skills & Responsibility			5. Numerical Analysis Communication & IT Skills		
	1	2	3	4	1	2	3	4	1	2	1	2	3	1	2	3
BUS 533 Business Process Improvement	○	●	○	●	●	○	●	○	●	●	●	●	○	●	●	○
MKT 532 Brand Management				●	○	○		●		●	●	○	○	●	○	○
MKT 533 Digital Marketing	●	○		○	●	○	●	○	●	○	●	○		●	●	●
MKT 534 Strategic Marketing	○	●	○	○	●	○	●	○	●	●	●	●	○	●	●	○
MKT 535 Consumer Behavior	○	●	●	○	●		○	○	○	●	○	○	○	●	●	○

Subjects	1. Moral and Ethics				2. Knowledge				3. Cognitive Skills		4. Interpersonal Skills & Responsibility			5. Numerical Analysis Communication & IT Skills		
	1	2	3	4	1	2	3	4	1	2	1	2	3	1	2	3
MKT 536 Services Marketing	●			○	○		○	●	○	●	○	○	●	●	○	○
ENT 531 New Venture Creation	●	○	●	○	●	○	●	●	●	●	●	●	●	○	●	●
ENT 532 Corporate Entrepreneurship	●	○	●	○	●	○	●	●	●	●	●	●	○	○	●	●
ENT 533 Innovation Trends	●	○	○	○	●	●	●	●	●	●	●	○	○	●	●	●
INB 528 International Business Management	●	○	○		●	○	○	○	●	●	●	●	○	●	●	○

Subjects	1. Moral and Ethics				2. Knowledge				3. Cognitive Skills		4. Interpersonal Skills & Responsibility			5. Numerical Analysis Communication & IT Skills		
	1	2	3	4	1	2	3	4	1	2	1	2	3	1	2	3
INB 538 Cross-Cultural Management	●	○	○	●	●	○	●	●	●	○	●	○		○	●	○
MGN568 Project Management	○		○	○	●		●	○	●	●	●	○		●	●	○
MGN 571 Leadership and Social Responsibility	●	○	○	●	○	●	○		●	○	●	○		○	●	
MKT 531 Integrated Marketing Communication	○	○	○	●	●	○	●	●	●	●	●		○	○	●	

Subjects	1. Moral and Ethics				2. Knowledge				3. Cognitive Skills		4. Interpersonal Skills & Responsibility			5. Numerical Analysis Communication & IT Skills		
	1	2	3	4	1	2	3	4	1	2	1	2	3	1	2	3
MGN 530 Managing Innovation and Change	●	○	○	●	●	○	○	●	●	○	●	●		○	●	○
ENT 534 Design Thinking , Creativity & Idea Generation	●	○		○	●	○	●	○	●	●	○	●		●	○	○

Thesis / IS

Subjects	1. Moral and Ethics				2. Knowledge				3. Cognitive Skills		4. Interpersonal Skills & Responsibility			5. Numerical Analysis Communication & IT Skills		
	1	2	3	4	1	2	3	4	1	2	1	2	3	1	2	3
GBA 593 Independent Study	●	○	○	●	●		●	●	●	●	●			●	○	●
GBA 597 Thesis	●	○	○	●	●		●	●	●	●	●			●	○	●

Section 5

Criteria for Students' Assessment

1. Grading System

In accordance with the rules and announcements of Stamford International University, the following scale is used:

Grade Percentage

A	≥ 90%
B+	85% - 89%
B	80% - 84%
C+	75% - 79%
C	70% - 74%
D+	65% - 69%
D	60% - 64%
F	≤ 59%

2. Students' Outcomes Assessment

2.1 Assessment before the graduation

- 1) The assessment plan is designed to be part of university quality assurance and the assessment performance can be assessed by the external quality assurance committee
- 2) Various assessments are conducted in each course based on assignments, discussions and exams. Together they give a good picture of a student's performance and how well the course objectives have been met.
- 3) Curriculum level assessment is also done by internal quality control. Likewise, faculty members adjust each course they teach in accordance with the TQF5.

2.2 Assessment after graduation

- 1) Employment rate of the graduates, which is high, is expected, since most students are working professionals. The MBA credential does however, lead to a promotion or raise for most graduates.
- 2) A satisfaction survey of employers is conducted at regular intervals

3. Graduation

Graduate Students will graduate from the University under the following conditions:

- 1) A completion of all the academic requirements with a minimum cumulative 3.0 grade point average is required for graduation.
- 2) Distinction will be awarded to students who fulfill all the requirements for graduation within the specified period of study time with a cumulative GPA of 3.75 or above and never repeat any subject.
- 3) Plan B students must also pass a comprehensive exam.

Plan A is the study plan that focuses on course work and Thesis. Student must take at least 32 credits of course work and 16 credits of Thesis as designated by the University's curriculum plan of study. Students must receive the cumulative GPA not less than 3.00 out of possible 4.00 and must pass both a comprehensive exam and the final thesis defense; and must publish an article from their thesis in a Thai Citation Index or International Index journal or the proceedings of a conference.

Plan B is a plan of study that focuses on course work. The student must take least 4 credits of Independent study after at least 44 credits of course work as designated by the University's curriculum including a 4-credit core IS preparation course. They must receive the cumulative GPA not less than or equal 3.00 out of a possible 4.00 and must pass both an IS defense and a comprehensive examination.

Section 6

Faculty Development

1. Preparing for new lecturers

- 1) There is an orientation for new lecturers in which they are taught about university policies, their role as a lecturer, and the various rules and regulations including the rights of lecturers.
- 2) Lecturers must expand their overall knowledge by attending a training session in order to develop their abilities to teach, evaluate, and research. Taking field trips, attending seminars, and work presentations in and out of the country are also discussed in this training.

2. Developing the knowledge and skills of lecturers

2.1 Developing Management Skills for Teaching and Evaluating

- 1) Lecturers must expand their overall knowledge by attending training sessions in order to develop their abilities to teach, evaluate, and research. Attending conferences and making presentations in and out of the country are also discussed in this training.
- 2) Lecturers should carry out research regarding the teaching and learning process and classroom improvements as well as scholarly research in their field.

2.2 Developing Academics and other professions

- 1) Lecturers should participate in academic related community service
 - a. Join an academic or occupational committee in an outside university or organization
 - b. Join a thesis defense committee from another university
 - c. Join a program that helps in the integration of knowledge about society and the community at both the national and international level.
- 2) Encourage research activities, for example:
 - a. Research for course or curriculum development
 - b. Promote lecturers' research and publications nationally and internationally
 - c. Secure outside research funding for lecturers
- 3) Encourage lecturers to attend skill workshops and training, for example:
 - a. Academic workshops for professional skill development
 - b. Learning and teaching workshops in order to increase the skill level of learning and teaching at the university
 - c. Encourage lecturers to attend international and national seminars and conference
 - d. Enable lecturers to benefit from the shared resources of the Laureate International Network of Universities.
- 4) Encourage the internal sharing of research interests and outputs
 - a. By holding regular faculty seminars
 - b. Reaching out to faculty for work in progress

- c. Editing colleagues' papers and
 - d. Engaging regularly with colleagues to develop research ideas and share knowledge
- 5) Develop potential research partnerships with IS and thesis students to fulfill both the students' responsibility to disseminate their work and to enable faculty to benefit from joint publications.

Section 7

Ensuring Curriculum Quality

1. Standard Assurance

Faculty has formed a committee to oversee the operation and management of the program according to the Standard Criteria of Master Degree Curriculum B.E.2558 prescribed by the Commission on Higher Education.

1.1.1 Curriculum instructors: have a master's degree as the minimum qualification or the equivalent thereof and have at least three academic works (which are not part of the degree graduation) and were published in line with set criteria for considering the appointment of the person to academic positions over the past five years. At least one publication must be a research publication.

1.1.2 Responsible instructors: there must be at least three qualified responsible instructors for a curriculum. The responsible instructors must have a doctorate degree, or a master's degree with an Associate Professor title. Furthermore, the responsible instructors are required to have at least three academic works (which are not part of the degree graduation) and were published in line with set criteria for considering the appointment of the person to academic positions over the past five years. At least one publication must be a research publication.

1.1.3 Thesis and independent research advisor are divided into the following two types:

1.1.4 Primary thesis and independent research advisor must be curriculum instructors with a doctorate as the qualification, or a master's degree or the equivalent thereof with a position of an associate professor. Furthermore, curriculum instructors are required to have at least three academic achievements which are not part of the course of study for a degree and be published in line with set criteria for considering the appointment of the person to academic positions over the past five years. At least one achievement must be in research.

1) Thesis co-advisor (if any) are required to meet the following qualifications:

Thesis co-advisors who are curriculum instructors are required to meet the same qualifications and academic achievements as the primary thesis advisor.

Thesis co-advisors who are qualified experts from outside the institute are required to have a doctorate as a qualification or the equivalent thereof in addition to not less than 10 published academic achievements on the topic or related to the topic of the thesis or independent research in magazines with names listed in a nationally accepted database.

In cases where qualified experts from outside the institute do not meet the aforementioned qualifications and academic achievements, qualified experts from outside the institute must be persons with high and accepted knowledge, expertise and experience on the topic or related to the topic of the thesis or independent research who received approval from the council of that institute of higher education in addition to notifying the Higher Education Commission.

1.1.5 Panels of thesis defense examiners must be composed of not less than three curriculum instructors and qualified experts from outside the institute. The chairman of the evaluation committee must not be a primary thesis or independent research advisory professor or thesis or independent research co-advisory professors. Thesis defense evaluating or testing professors are required to meet the following qualifications and academic achievements:

1) In that the case of curriculum instructor or instructors, course instructors are required to have a doctorate degree or a master's degree as the minimum qualification, or the equivalent thereof, or a position as an associate professor. Furthermore, curriculum instructors are required to have at least three academic achievements published in line with set criteria for considering the appointment of the person to academic positions over the past five years. At least one achievement must be in research.

2) Qualified experts from outside the institute are required to have a doctorate as a qualification or the equivalent thereof in addition to having not less than 10 published academic achievements on the topic or related to the topic of the thesis or independent research, which have been in magazines with names listed in a nationally accepted database.

In cases where qualified experts from outside the institute do not meet the aforementioned qualifications and academic achievements, qualified experts from outside the institute must be persons with high and accepted knowledge, expertise and experience on the topic or related to the topic of the thesis or independent research who received approval from the council of that institute of higher education in addition to notifying the Higher Education Commission.

1.1.6 Instructors must be Full-time instructors or part-time instructors who have a master's degree or the equivalent thereof in relevant subjects or fields involving the subject taught. Instructors are required to have teaching experience and at least one academic achievement which is not part of the course of study for a degree and be published in line with set criteria for considering the appointment of the person to academic positions over the past five years.

Part-time instructors must have teaching hours not exceeding 50 percent of the subject and a Full-time instructor or instructor must be responsible for that subject.

2. Graduate

The most important mission of Stamford International University is to produce high caliber graduates and provide teaching and learning activities that would enhance academic and professional development of students according to the aims of the curriculum. The graduates must be knowledgeable, hold high moral and ethical standards, and equip with live long learning skill.

The quality of graduates from the program reflects graduate attributes according to the Thailand Qualification Framework for Higher Education. The following factors are taken into consideration:

1. Learning outcome results - Assessed by graduate users
2. Employability results – Employment data

Faculty develop Internship and Career Center development plan to focus on employability, capability and ensure the quality of the graduates. Employer feedback survey will be conducted to find out the satisfaction of employers toward the quality of graduates from Stamford International University. The information that employers provide will aid the university in curriculum as well as the teaching and learning developments. The university also explore and assess the satisfaction of students in the internship program with external agencies.

3. Students

3.1 Admission process and students preparation before start the program

Stamford provides a cross-cultural environment for our students to develop real-world work and is preparing students for successful lives and careers. There are two different types of entry requirements for our international MBA programs: academic qualifications and English proficiency qualifications.

The required academic qualification is

- 1) Completing a bachelor's degree or an equivalent thereof either domestically or internationally, approved by related government agencies, and meet the requirements on grades, and work experience if required;
- 2) Meeting the language proficiency criteria set forth for each curriculum as acknowledged by Office of the Higher Education Commission;
- 3) Having no infectious or other serious disease, which may hinder the study; and
- 4) Having never committed any serious misconduct.

3.2 Counseling, academic advising, persistence and graduation.

3.2.1 Appoint advisor to support students with their needs and assist them with the problems.

3.2.2 Provide students with business consultants on campus and off campus.

3.3 Satisfaction and how to handle the complaints of students.

Teaching and learning satisfaction survey will be conducted towards the quality of teaching and learning support. If a student has questions about exam scores, they may request to see the test answer sheet as well as the instructor's grading method. This applies to all subjects. The university also conduct Net Promoter Score (NPS) survey to gauge the loyalty of a university's customer relationships. It measures the loyalty that exists between a university and students.

4. Instructors

4.1 Employee's management and development

New faculty recruitment

Faculty set up the recruitment to employ new instructors according to the MOE regulations and standard guideline of the curriculum.

4.1.1 Arrange a meeting with all the academic committees of the program to finalize the criteria of new faculty recruitment based on the education backgrounds, research experiences and business experiences to match the courses that they will be teaching.

4.1.2 Human Resources Department search for potential candidate and arrange for interviews.

- 4.1.3 Conduct an interview and compile a list of those who have been selected to get the approval from the Executives.
- 4.1.4 Announce the interview result to candidates.
- 4.1.5 Official appointment of faculty members by the University Councils.

New Teacher Induction Program (NTIP)

New Teacher Induction Program (NTIP) supports the growth and professional development of new teachers. It is a step in a continuum of professional learning for teachers to support effective teaching, learning, and assessment practices. It provides another full year of professional support so that new teachers can continue to develop the requisite skills and knowledge that will support increased success as teachers in Ontario. By helping new teachers achieve their full potential, the NTIP supports Ontario's vision of achieving high levels of student performance. NTIP support offers the following induction elements:

- Orientation for all new teachers to the school and school board
- Mentoring for new teachers by experienced teachers
- Professional development and training in specified areas such as:
 - Classroom management, effective parent communication skills, and instructional strategies that address the learning and culture of students with special needs and other diverse learners.
- Mentoring programs established by the school board and principals; and
- Two teacher performance appraisals for each new teacher in the first 12 months of hire

4.2 Qualifications, knowledge and expertise in the field

Instructors' qualifications are:

- Have Masters and/or PhD in the relevant field.
- Have teaching and publication experiences
- Have excellent communication skills in English

Instructors' academic profile

- The activities performed by faculty members comprise four areas: teaching, research or creation in any of its forms, extension and management.
- The University will formalize academic careers preferably devoted to teaching, to research or creation in any of its forms, to extension or to university management and service, within the work teams where such activities are performed.
- Faculty, as part of their academic duties, be involved in teaching and research or creation activities with a load to be defined by each Academic Unit or School in the University.
- For an adequate evaluation and rating of individual academic performance, professors must define, in agreement with their immediate superior authority, the academic activities that they will be performing, may these be teaching, research or creation, extension or management.
- An efficient faculty member is a professor whose presence is coherent with the work load they have been assigned in agreement with their contract. They are

actively involved in the progress and learning of their students or tutors being able to tackle doubts and queries. Contents of classes are constantly updated and they contribute to others with their own experience, not only in the area of their own discipline but also as far as methodologies of teaching-learning are concerned.

Academic rank, promotions and appointments

- The appointment of assistant professors corresponds to a faculty member on a period of initial assessment, whose contract is extended in fixed renewable terms until it reaches the maximum years stated in the faculty regulation.
- The requirements established by the promotion criteria to consider faculty members for tenure or promotion must be subject to objective proof that the candidate meets criteria associated to the demonstration of increasing levels of high quality academic activities in the core areas stated by university authorities.
- The University will seek to provide possibilities for continuous education along the faculty's academic life as well as to consider these aspects in the process of qualification and promotion as it takes place periodically.
- To be appointed to the category of Professor, faculty members must show a clear commitment to the mission of the University and its principles. It is essential as well that faculty members have reached wide recognition and leadership in their own field of expertise, as a result of an original and meaningful contribution to their areas of knowledge. The latter is expected to reflect in the sustained development of a relevant academic activity.
- To be appointed to the ordinary category of Associate professor faculty members must demonstrate a clear commitment to the mission of the University and its principles, and at the same time they must have reached recognition in their field of expertise as a result of an original contribution to their area of study, reflected in the development of a relevant academic activity. It is expected that each faculty member gets involved in teaching, receives the appreciation of students and peers and has demonstrated competence on intellectual production (investigation or artistic creation in any of its forms) having published or communicated their experiences according to the specific standards of their own discipline.

4.3 Faculty Development Plan

- 4.3.1 Form a committee to assess instructors' qualifications and determine the suitable subjects for them.
- 4.3.2 Provide instructors with training, seminar and flexible working hours needed for professional development.
- 4.3.3 Support the scholarship of teaching and learning as evidence of institutional commitment and contribution to the quality of teaching and learning.
- 4.3.4 Promote the internal quality culture through active dissemination and make sure instructors know the teaching and learning framework they operate within.

4.3.5 Ensure that all initiatives to foster quality teaching involve teachers from the outset as well as deans, heads of programs and other team leaders who are drivers of change.

4.3.6 Allow adequate time, human resources, funding and facilities to ensure that quality improvement initiatives meet the needs of teachers and foster the sense of ownership amongst the community.

4.3.7 Develop appropriate tools to monitor teaching quality (e.g. through surveys) and ensure that these are well-designed to provide useful, constructive and timely feedback to instructors.

4.3.8 Encourage instructors to link innovations in their teaching practice to the institutional teaching and learning goals (e.g., submissions for pedagogical innovations must demonstrate alignment with the institutional educational model).

5. Curriculum, teaching and learning, Assessment of Students Learning

In developing a new program, there are a number of stages which faculty must complete as listed below.

5.1 Content of courses in the curriculum/program of studies

Stages of curriculum development

- Determine and agree the educational or professional context in which the program is to be developed and delivered.
- Define the needs of the learners in line with the requirements of professional bodies.
- Determine the aims and broad learning outcomes of the program.
- Identify ideas and constraints.
- Agree the broad structure and framework of the program, the main areas of teaching and learning, the sequence of the main topics and the key assessments.
- Allocate the detailed development of each topic or course area in terms of defining objectives and learning outcomes to individuals or teams.
- Course teams to develop coherent program which have defined learning outcomes, timetables, content, appropriate teaching, learning and assessment methods and which utilize relevant and available learning resources.
- Implement and refine the program.
- Develop an appropriate and deliverable evaluation strategy.
- Review and revise the course in line with feedback.

Assessment of students learning

The starting point of the assessment methods that measure students' learning will be the stated learning outcomes. Assessments will check that students have achieved the learning outcomes in various contexts and thus that the content has been covered. There is an Examination Board to ensure the quality of exams in order to maintain teaching and learning standard. An examination board (or exam board) sets examinations, responsible for marking them, and distributes results. An expert committee has been formed to examine the syllabus, pattern, quality and appropriability of the examinations. The committee will look into all aspects of examinations, give suggestions if needed.

The evaluation system of teaching and students assessment Students

- Assessment of student achievement.
- Student Satisfaction
- Employee's satisfaction of the graduates.

Instructors

- Based on KPI's of faculty
- Academic papers and research papers.
- An assessment of teaching through the teaching assessment

Once the head of the program receive evaluation results, he/she will inform the results to each teacher to acknowledge the problem and find ways to help and improve the quality of teaching and assist instructors with the academic paper or research if needed.

Monitoring curriculum implementation

- Observation – the teaching and learning process can be observed in a variety of setting and forms can be used to record the information in a standardized way.
- Feedback questionnaires – questionnaires will be used to collect information from staff, students and external people or groups involved with the course.
- Focus groups/meetings//interviews – structured or semi-structured meeting and focus groups will be conducted to obtain useful information about a program. The results of meetings must be fed back into the overall quality assurance mechanism so that appropriate action can be taken.
- Student assessment results – results from both formative and summative assessments will be analyzed regularly in order to evaluate whether individual assessments are performing reliably and validly and also whether minimum set standards are being achieved. The reports from external examiners are useful source of external information about the course.
- Reports – reports which the faculty will provide for internal use.

5.2 Establishment of system for instructors and procedures for learning and teaching

Submission of each TQF form is managed in accordance with university TQF management calendar in each academic semester. This is monitored by the dean or the director of each faculty as follow:

- The details of every course and field experience (if applicable) follow forms TQF.3 and TQF.4 and are available before the start of each course in each semester/trimester at the latest.
- Student achievements are verified based on the learning outcome standards specified in forms TQF.3 and TQF.4 (if applicable) for at least 25 percent of the courses taught in each academic year.
- Academic staff and the department responsible for the courses in the curriculum must manage and organize the teaching & learning program as well as assessment process according to the details stated in the TQF form.

- Thesis advisor and committee must closely monitor, follow up and assess their students. All the teaching and learning processes must be complied with quality standard of graduate study.

5.3 Assessment of learners

It is important that assessment aligns with learning outcomes. In an outcomes-based learning environment the focus is on helping a variety of learners achieve learning outcomes. Learners must go beyond knowing to being able to show what they know. In short, well planned assessments allow learners to demonstrate that they have achieved the learning outcome(s) or provide feedback that identifies the progress they are making towards their achievement. There may be several ways to assess student learning but they should all be linked directly to the learning outcomes.

Performances will be levelled:

During course—applied exercises for monitoring development.

End of unit of learning/course—demonstration of achievement of course learning outcome.

End of program—demonstration of program level learning outcomes.

Assessment of learning and assessment as learning incorporate:

- Self-assessment and peer assessment.
- Strategies for students to actively monitor and evaluate their own learning.
- Feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills.

Assessment of learning involves instructors using evidence about students' knowledge, understanding and skills to inform their teaching. It reflects a view of learning in which assessment helps students learn better. The planning of future learning includes clear goals for the learning activity provides effective feedback that motivates the learner and can lead to improvement reflects a belief that all students can improve encourages self-assessment and peer assessment as part of the regular classroom routines involves teachers, students and parents reflecting on evidence is inclusive of all learners.

Supervising assessment of learning/teaching, curricula

- The performance reports of all courses and field experience (if applicable) are finished, using forms TQF.5 and TQF.6, within 30 days after the end of the semester/trimester in which the courses are taught.
- The performance report of the program is finished, using form TQF.7, within 60 days after the end of each academic year.
- The teaching and learning, teaching strategies, or learning outcome evaluation is developed/improved based on the performance assessment report (TQF.7) of the previous year.
- The average level of satisfaction of the senior students or new graduates towards the quality of the study program is not less than 3.5 out of 5.0.

- The average satisfaction level of employers towards the new graduates is not less than 3.5 out of 5.0.

5.4 Curriculum operational results per Thai Qualifications Framework for Higher Education

Operational results are monitored according to the operation plan indicators at least twice a year, and the results are reported to the administrators for consideration. Operational results are assessed according to the strategic plan indicators at least once a year, and the results are reported to the administrators and institution council for consideration.

- System and mechanisms for curriculum development and administration develop curricula according to its philosophy, commitments, vision, missions, and capabilities as well as the academic and professional demands of society. Every curriculum will be assessed regularly based on its quality assurance criteria. Faculty devise an effective system and mechanisms for curricular management, and curricula will be updated in order to keep up with current changes.
- Full-time instructors holding doctoral degrees requires knowledgeable and skillful instructors with deep insights in their academic fields in order to perform the crucial mission of the institution, namely graduate production. Research will be conducted to keep up with academic advancement.
- Full-time instructors holding academic titles encourage their instructors to study and conduct research to discover and add to the body of knowledge in each discipline on an ongoing basis. The holding of academic title reflects an instructor's performance of these aforementioned duties in accordance with institutional missions.
- System for faculty and supporting personnel development. The learning and teaching process will be optimized, using learning outcomes and opinions of the learners. In addition, qualified supporting personnel are needed in order to fulfill the missions and goals of the institution.
- Library, educational equipment, and learning environment provide a comprehensive physical plant and range of services, especially things that facilitate learning such as educational technological media, libraries and other learning resources, registration services, international student services, etc. Additionally, an environment and physical plant that enhances the quality of student life is essential as well, such as a suitable campus environment, student dormitories, classrooms, exercise facilities, sanitation services, and food services.
- System and mechanisms for teaching and learning management. The format of the teaching and learning will be appropriated and flexible, with the participation of external individuals, organizations, or communities.
- System and mechanisms for developing educational achievements according to graduates' qualifications. These qualifications are based on 2 sources, i.e. 1) graduate qualities from the Thai Qualification Framework for Higher Education and 2) graduates qualities demanded by employers. The graduate qualities specified by the Thai Qualification Framework for Higher Education are composed of 5 aspects which are morality and ethics, knowledge, intellectual skills, interpersonal skills and

responsibility, and skills in quantitative analysis, communication, and information technology usage. The graduate qualities required by employers may vary depending on professions and contexts. Those who have completed a graduate studies program or a program that focuses on research should possess additional qualities, e.g. scholarliness, thought leadership, especially critical thinking skills, and presentation skills.

- Success rate in reinforcing moral and ethical character traits in students. High moral and ethical standards are desirable qualities on students. These will be essential factors that contribute to the quality of graduates according to the intent of the Thai Qualification Framework for Higher Education, and the expectations of employers and society.
- System and mechanism to provide guidance and information services. Faculty provide a comprehensive range of services for its students and alumni, especially (1) counseling service which gives advice on both academic and life issues, (2) beneficial information services about useful topics for students and alumni, such as educational loans, scholarship sources, job placement assistance, professional work experience opportunities, and current events inside and outside the institution, and (3) projects that provide various types of professional experience for students and alumni.
- System and mechanism to promote student activities. Faculty support a variety of types of appropriate student activities. The student activities are extra-curricular activities organized either by the institution or student organizations in which participants have an opportunity to develop themselves intellectually, socially, emotionally, physically, and morally based on the 5 desirable graduate qualifications which are (1) morality and ethics (2) knowledge (3) intellectual skills (4) interpersonal skills and responsibility and (5) skills in quantitative analysis, communication, and information technology usage, and other additional desirable characteristics specified by professional councils or organizations and graduate employers.

6. Support Facilities

The annual budget of Stamford is allocated to purchase textbooks, teaching materials and computer equipment. The survey will be conducted to find out the needs of Entrepreneurship textbooks to be placed in the library, then place the order according to the survey in each year.

6.1 Bloomberg Lab

Students can join the Financial Bloomberg Lab for extra-curriculum.

6.2 Library

See appendix 2

7. Key Performance

The university has successfully achieved the goal for all performance indicators, and has been in good standing for two consecutive academic years and will continue to monitor the implementation of the TQF process. The criteria to pass the assessment is to implement and operate the plan under numbers 1-5 (in this section) with at least 80 percent of performance indicators specified each year.

Key Performance Indicators	MBA International Program		
	Year 1	Year 2	Year 3
(1) At least 80 percent of lecturers in the program participate in meetings to plan, monitor and review the implementation related to the curriculum.	X	X	X
(2) Details of curriculum are provided according to TQF2 and consistent to the standards of the qualifications / programs.	X	X	X
(3) Details of the courses and field experience (if any) according to TQF3 and TQF4, at least prior to the starting of each term for all courses.	X	X	X
(4) Reports on the implementation of courses and field experience (if any) are prepared according to TQF5 and TQF6 within 30 days after the end of the term for all courses offered.	X	X	X
(5) Reports on the implementation of curriculum are prepared according to TQF7 within 60 days after the end of the academic year.	X	X	X
(6) Examination result of all subjects are reviewed by the committee appointed by the Dean and are reported to the Dean after each Academic Term.	X	X	X
(7) There are development / improvement of teaching and learning, strategies or assessment of learning from the results of operations reported in TQF7 last year.		X	X
(8) All new lecturers (if any), receive orientations or advices in teaching and learning.	X	X	X
(9) All full-time lecturers receive academic support in improving at least once a year.	X	X	X
(10) Number of instructional support personnel (if any) has been developed academic and / or professionally, not less than 50 percent per year.	X	X	X
(11) The level of satisfaction of the final year students / new graduates of the quality of the curriculum has the average of at least 3.5 points out of 5.0 points.		X	X
(12) The employers' satisfaction of the graduates should be at least 3.5 points out of 5.0 points on the average.			X

Section 8

Evaluation and Improvement of the Curriculum Implementation

1. Evaluation of teaching efficiency

1.1 Evaluation of teaching strategies

1.1.1 Analyze students' evaluation of courses and instructors

1.1.2 Teaching observation by program director

1.2 Evaluation of lecturers' skills in using teaching strategies

1.2.1 Analyze students' evaluation of courses and instructors

1.2.2 Hold workshops for all instructors on ways to improve teaching

2. Evaluation of the curriculum in general

- Survey instructors' opinions toward students and vice versa
- Survey graduates' employment
- Provide external evaluation of curriculum
- Survey employers' satisfaction with graduates
- Revise the curriculum at least every five years

3. Evaluation of curriculum implementation in accordance with the curriculum

Evaluation is made annually by the associate dean and instructors according to key performance indicators.

Score of 1	Score of 2	Score of 3
Achieving the first 6 items	Achieving the first 11 items	Achieving all items

4. Review of the evaluation and plans for improvement

Instructors in the program are involved in revising, evaluating, and planning to improve and/or develop the curriculum by analyzing results from students' evaluations of instructors; job availability of graduates; level of employers' satisfaction with graduates; and other evaluation results that relate to the courses, majors and the curriculum for improvement.

APPENDICES

Appendix 1

Course Descriptions

Core Courses (In recommended order)

MGN 501 Business Essentials

4 (4-0-8)

Business Essentials will introduce learners to the broad spectrum of issues facing business and the tools used to manage internally, position the organization in the market, face societal expectations, perform in an ethical manner, fund its activities, and improve business processes. This will develop learners' ability to understand and analyze various legal, societal, and economic challenges facing business.

MGN 511 Human Side of Organizations

4 (4-0-8)

The Human Side of Organizations will provide learners with the knowledge and skills needed for managing others. The course begins with an examination of oneself before examining how to see the core strengths and talents of others. Following this, learners will explore the human side of management: human resources, organizational culture, and leadership with a focus on effectiveness. The content will help students understand the key managerial tasks in public and private organizations while considering emerging national and international trends.

MGN 512 Strategic Management

4 (4-0-8)

Strategic Management will introduce a wide variety of frameworks and methodologies to assess the competitive business environment facing organizations. The class will learn methods for assessing the strength of competition, for conducting situational analysis, for understanding relative bargaining power, for anticipating competitors' actions, and for assessing potential changes in the scope of the firm (diversification and vertical integration). Learners will understand that the function of strategy is to help the organization successfully compete, fulfill its mission, and to realize its vision. Learners will integrate their new understanding by developing a business plan as a culminating exercise.

MKT 501 Marketing as Value Creation

4 (4-0-8)

Marketing as Value Creation presents an integrative framework for understanding the challenges of introducing products and services to customers. Learners will understand the philosophy of marketing as a means to meet the needs and solve the problems of consumers and customers, as well as the marketing role within organizations. It explores how marketers can use the tools available to them (the elements of the marketing mix) to create value for their target market and thereby create a satisfying exchange between the users of products and services and the organization. Students will learn about markets, consumer behavior, market segmentation, strategy development and ways to measure success and control marketing efforts.

ACC 501 Managerial Accounting

4 (4-0-8)

In Managerial Accounting, learners will analyze financial documents and accounting information for use in evaluating the financial performance of organizations and the quality of their financial decision-making. Learners will also study income statements and balance sheets and how to use the data that they provide to create ratios used to compare firm performance with industry standards.

FIN 501 Financial Management**4 (4-0-8)**

Financial Management examines the concepts, practices and problems in financial management for corporate decision making. This course will familiarize students with terminology and methods so that they are able to interpret, analyze, and evaluate choices in corporate finance. Topics include financial statement analysis with the application and interpretation of financial ratios, the concept of time value of money, discounted cash flows, asset valuation, capital structure and financing, capital budgeting, and the nature and measurement of risk and return.

ENT 501 Creative Thinking for Innovation and Change**4 (4-0-8)**

Creative Thinking for Innovation and Change deals with the tension between the organizational need for stability and the competitive environment characterized by constant change and technological disruption. Learners will study how to creatively influence each of the key domains of the organization (intrapersonal, interpersonal, team, culture) to effectively select and apply the appropriate change tool(s) to the right situation. Further, techniques of stimulating innovation and creativity will be studied in the context of preparing the organizational culture for a world of constant change.

BUS 511 Business Research and Analysis**4 (4-0-8)**

Business Research and Analysis focuses on the need for and methods for using appropriate data for business decision-making. Emphasis is placed on the scientific method: problem identification and definition; review of related literature; identification and appropriate use of analytical tools; research design; sampling and field work; basic statistical concepts used in data analysis; use of data to develop and implement strategy; and the presentation of research findings. The focus is on helping learners use the methods required in the conduct of the University required Independent Study (IS) or Thesis.

Elective Courses

MGN 599 Foundations for Independent Study**4 (4-0-8)**

A mentoring workshop-based approach on the best ways for learners to organize and approach the undertaking of an Independent Study. Topics to be covered will include the best way to approach the literature review, how to identify resources, the appropriate analytical tools, and the practical aspects of understanding the conduct of field work and assessing an applied project.

BUS 531 ASEAN Business Environment**4 (4-0-8)**

The study of the ASEAN Business Environment develops students understanding of the political, cultural, and economic environment of ASEAN countries. In particular, students learn about the opportunities and challenges of doing business within the ASEAN region. The relationships between ASEAN countries and between ASEAN and its major trading partners will be a prime focus.

BUS 532 Sustainability**4 (4-0-8)**

Sustainability is examined from two key viewpoints: the concept of businesses longevity and competitive advantage, as well as the environmental impact of the business on its immediate context and along the supply chain. Successful business develop ways of competing that extend their reach in the marketplace. Sustainable businesses consider their environmental, social and economic impact, effects on stakeholders, green activities, and employee health and safety.

LGM 531 Logistics and Supply Chain Management**4 (4-0-8)**

The movement of goods, services, information, finance and people through the business environment are critical activities in today's marketplace. Understanding the customer provides a competitive advantage that businesses can leverage. Emphasis is on the strategic tools used in logistics and supply chain management that lead to successful competition in the provision of goods and services in both business-to-business (B2B) and business-to-customer (B2C) contexts.

BUS 533 Business Process Improvement**4 (4-0-8)**

Business Process Improvement introduces learners to the tools that can be applied within a business and/or along the supply chain to improve the efficient use of human, material, and financial resources including the use of time. Emphasis is on the application of the tools to real world issues and challenges. Both micro and macro lenses will be used to explore the process improvement issues faced by businesses, not-for-profit organizations, and government departments. The class will learn that process improvement leads to cost reduction; a decrease in non-value added time use; improved responsiveness to customers and suppliers; and organizational flexibility.

MKT 532 Brand Management**4 (4-0-8)**

This course covers a broad range of marketing concepts and focuses on the applications of marketing strategies to maintain and promote a brand. Students will learn how to determine, create, communicate and deliver a value proposition that meets the needs of the customer through the evaluation the several successful international brands. Students will develop a solid understanding of brand issues, models and practices. This course provides students with skills and knowledge necessary to analyze brand positioning and assess brand value. Toward the end, students will be able to think strategically and integrate all areas of marketing concepts to be able to develop branding strategies.

MKT 533 Digital Marketing**4 (4-0-8)**

The course focuses on how to conduct marketing activities online using suitable digital and electronic platforms. Learners will study digital marketing environments, technical issues, and other fundamental knowledge necessary to effectively create a digital marketing strategy. The course provides an understanding of digital marketing processes and techniques, plus an understanding of how to evaluate the plan. Upon completion, participants will be able to apply the knowledge and skills gained in this course to a real business environment through several assignments.

MKT 534 Strategic Marketing**4 (4-0-8)**

Strategic Marketing equips students with skills required to be able to design and develop effective marketing strategies to create, deliver, and sustain customer value. The course provides students with marketing management views from the firm's overall strategic perspective, and aligns to the organization's culture, structure, and goals. Students will learn to strategize marketing plans through several real-world case studies and examples. Students will also practice their analytical, teamwork, presentation, and communication skills simulating the role of a marketing manager.

MKT 535 Consumer Behavior**4 (4-0-8)**

The Consumer Behavior course focuses on the theory of consumer behavior and its relationship to the practice of marketing. The main internal influence factors such as motivation and involvement, personality, life-style, perception, learning style, attitude formation and change; plus, the main external influencing factors such as culture, subculture, social class, reference groups and family, and how they combine to influence consumer decision making will be discussed.

MKT 536 Services Marketing**4 (4-0-8)**

Services Marketing looks at developing, pricing, distributing, and promoting services and service products; the control of the quality of customer encounters through service automation and/or employee selection and training; the place of marketing in the structure of service organizations; and the strategic implications of the structure of service industries. The purpose of all of this is to create and maintain quality in the provision of services.

ENT 531 New Venture Creation**4 (4-0-8)**

New Venture Creation focuses mainly on entrepreneurship and start-up organizations. Learners will be trained in all aspects of setting up a new, scalable, start-up company through hands-on learning using a lean start up methodology. The design of business models and value propositions, pitching ideas to potential funders and sources of start-up funding and methods of investment are included.

ENT 532 Corporate Entrepreneurship**4 (4-0-8)**

Corporate Entrepreneurship is entrepreneurship within existing and established corporations. As such, the course focuses on how to generate new growth opportunities and avoid stagnation through, for instance, open innovation, the development of dynamic capabilities, business model innovation, and the creation of new market spaces through blue ocean strategies among others.

ENT 533 Innovation Trends**4 (4-0-8)**

In a dynamic and ever-changing business landscape, Innovation Trends zeroes in on current and emerging trends within the areas of entrepreneurship and innovation. This includes, but is not limited to the growth of new industries and new technologies, such as blockchain, additive manufacturing, and industry 4.0. New innovative sources of financing such as cryptocurrencies, ICOs and crowdfunding will also be addressed.

INB 528 International Business Management**4 (4-0-8)**

Internationalization Strategies introduces learners to international political and financial environments, compacts and regional alliances and networks, and their relationship to UN and other global level agreements. The process of risk management in doing business abroad is examined in the context of legal obligations, risk, and corporate social responsibility.

INB538 Cross-Cultural Management**4 (4-0-8)**

Cross-Cultural Management looks at values, thought patterns and models of reality as they appear in different cultures; cultural differences both within organizations and between individuals in the organization; and, cultural perspectives of business and social exchanges in the organization. Cognitive styles in different cultures are examined in the context of adapting management and the cultural environment in accordance with the organization's values.

MGN568 Project Management**4 (4-0-8)**

This course develops a foundation of concepts and solutions that supports the planning, scheduling, controlling, resource allocation, and performance measurement activities required for successful completion of a project.

MGN571 Leadership and Social Responsibility**4 (4-0-8)**

This course provides concepts, mental frameworks, and skills for socially responsible and ethical leadership of teams and organizations. Students acquire competencies in critical thinking, comparative ethical reflection, situational leadership, and multicultural team building. Topics covered include communicating across cultures, leading multicultural and conflict resolution, appreciating and motivating and empowering followers, comparative leadership theories and styles, moral considerations in power and politics, thinking strategically, promoting multi-national visions, and creating socially responsible organizational cultures.

MKT 531 Integrated Marketing Communication**4 (4-0-8)**

Integrated Marketing Communication focuses on how companies can best integrate marketing communications tools and methods with other elements of the marketing mix to develop an effective communication strategy. Learners will practice how to design promotional plans to deliver the company's value to a defined target market. The promotional mix consisting of advertising, public relations, publicity, direct marketing, interactive marketing, social, and digital media and personal selling, is used to develop an effective communication strategy. {Participants will also learn to evaluate media and communication channels, in order to choose the most appropriate one (s) to promote the brand, product, or service. By the end of the course, learners will be able to create a promotional campaign including creative strategy, media plan, and an overall campaign evaluation, as a part of a broader marketing plan.

MGN530 Managing Innovation and Change**4 (4-0-8)**

The ability to manage innovation and change in organizations is essential in the increasingly turbulent environments. This course aims to enhance students' understanding of innovation processes in organization and how to manage such processes effectively. It introduces the key concepts, models, and techniques of innovation and organizational change management. Particular areas of emphasis will be the nature of innovation, innovation process, innovation typologies, changes in the external environment and drivers for change, models of organizational innovation and change, individual and group creativity, factors associated with innovation, practices for developing innovative organizations, organizational culture, and transformational leadership. The course will help students appreciate the importance of personal creativity and social interaction for development and implementation of new ideas, services, products, and processes.

ENT 534 Design Thinking, Creativity & Idea Generation**4 (4-0-8)**

Design Thinking helps learners gain an understanding of how to generate and execute new ideas, both for entrepreneurial new ventures and large organizations. Understanding the suitability of solutions centers around business viability, technical feasibility and the desirability of the new solution from a design perspective. The course further gives insight into both organizing for design thinking and its implementation.

Thesis or Independent Study

Students either write a thesis or conduct an independent study.

GBA 593 Independent Study (IS)

4 (0-0-12)

The IS is a research-based project designed to allow students to take a business situation, break it down, and then select and utilize the tools of business analysis to plan and implement an appropriate strategy to reach the goals that students set. Unlike the classes that students have taken throughout their MBA program, the IS does not focus on one business discipline such as management, marketing or accounting. In the IS, students will have the opportunity to bring aspects of all they have learned (and what their project will require them to learn) together to accomplish the purpose of their project.

GBA 597 Thesis

16 (0-0-48)

A Thesis is a pure research-based project, more theoretical than the Independent Study, where students will investigate a particular topic systematically with the purpose of contributing to the body of knowledge. Students who would like to pursue a PhD or become professional researchers later in their career might choose this option. To be accepted to conduct a Thesis, students will be evaluated upon the following criteria divided into two sections:

- A written Report
- Interview. The interview will be arranged only if the written report has been submitted (one week before the interview date and is deemed sufficient evidence of capability before the interview can be confirmed).

Appendix 2
Stamford International Library Collection: 31,450 Titles
Updated 8 March 2016

Library LC	Rama IX / Asoke Campus			Cha-am Campus			3 Campuses		
	English	Thai	Total	English	Thai	Total	English	Thai	Total
A	6	5	11	30	8	38	36	13	49
B	256	85	341	286	215	501	542	300	842
C	160	6	166	26	40	66	186	46	232
D	387	15	412	151	250	401	538	265	803
E	100	-	100	121	3	157	221	3	224
F	17	-	17	-	-	-	17		17
G	196	70	266	282	108	390	478	178	656
H	3,716	637	4,353	2,962	1,420	4,382	6,678	2057	8,735
J	359	197	556	318	350	668	677	547	1224
K	63	29	92	182	200	382	245	229	474
L	140	35	175	164	550	714	304	585	889
M	35	-	35	44	11	55	79	11	90
N	85	11	96	41	13	54	126	24	150
P	1,453	87	1,540	1,030	212	1,242	2,483	299	2,782
Q	552	31	583	1,042	85	1,127	1594	116	1710
R	92	12	104	216	25	241	308	37	345
S	23	24	47	40	19	59	63	43	106
T	437	37	474	419	536	955	856	573	1429
U	12	3	15	11	3	14	23	6	29
V	-	-	2	1	1	2	1	1	2
W	2	-	2	1	8	9	3	8	11
Z	4	26	26	114	53	167	118	79	197
IS/Theses	512	963	1,475	-	1,883	1,883	512	2846	3358
Novel/Fiction	1,791	-	1,791	220	270	490	2,011	270	2,281
References	-	-	-	543	423	966	543	423	966
Donation Book		76	76	2,573	1,200	3,773	2573	1276	3849
Total	10,398	2,349	12,747	10,817	7,886	18,703	21,215	10,235	31,450

Library Collection

Books for Faculty of Business Administration (H)	8,735	Titles
Books for Faculty of Liberal Arts (A-G, J-P, S, U, V, Z)	8,766	Titles
Books for Faculty of Computer Science & Technology (Q, R, T, W)	3,495	Titles

E-Journals, e-Books and databases

The library provides access to EBSCO host database, electronic journals for library users. The resources are available online via the library portal. Library subscription following Thai Library Network (Thai LIS). EBSCO host (*Business Source Complete*) is the world's definitive scholarly business database, providing the leading collection of bibliographic and full text content. As part of the comprehensive coverage offered by this database, indexing and abstracts for the most important scholarly business journals back as far as 1886 are included. In addition, searchable cited references are provided for more than 2,100 journals.

Library Journals (Print)

Library	Journals	Academic Journals
Rama IX / Asoke Library	77 Titles	66 Titles
Cha-am Library	227 Titles	175 Titles
Total	304 Titles	241 Titles

Journals Lists

Rama IX / Asoke - Bangkok Library			Cha-am - Petchaburi Library		
No.	Journals List	Academic	No.	Journals List	Academic
1.	ASEAN Journal of Management & Innovation (JAMI)	√	1.	ASEAN Journal of Management & Innovation (JAMI)	√
2.	Asian International Journal of Science and Technology in Production and Manufacturing Engineering.	√	2.	AHMT Architecture Heritage Management & Tourism	√
3.	AIJSTPME Asian International Journal of Sci & Tech	√	3.	AIJSTPME Asian International Journal of Sci & Tech	√
4.	ABAC Journal Assumption University	√	4.	5000s.ORG	√
5.	ART SQUARE		5.	ART SQUARE	√
6.	Bloomberg Businessweek	√	6.	4 Wheels	
7.	Business Traveller		7.	Business Traveller	
8.	Communication ACM	√	8.	About Air Cargo	
9.	ELT Journal	√	9.	Air & Noise News	
10.	Entrepreneur	√	10.	APPROACH MAGAZINE HUA HIN	√
11.	Fast Company		11.	ASIA-PACIFIC HOUSING JOURNAL	√
12.	Financial Time	√	12.	Attraction	
13.	FLLT Journal	√	13.	AU Tech Note	√
14.	Forbes Asia	√	14.	AU Journal of Management	√
15.	Fortune	√	15.	Bitter/Sweet	√
16.	Harvard Business Review	√	16.	Campus Star	√
17.	Higher Learning Research Communications	√	17.	CMUSR Magazine	

Rama IX / Asoke - Bangkok Library			Cha-am - Petchaburi Library		
No.	Journals List	Academic	No.	Journals List	Academic
18.	Inc. Magazine		18.	DEOP Department of Environmental Quality	√
19.	JAMI	√	19.	DSI	√
20.	Journal of supply chain management : research & practice	√	20.	Electrical & Electronics Focus	√
21.	Journal of the International Phonetic Association	√	21.	Energy Plus	√
22.	Journal of travel research	√	22.	Engineering Transactions	√
23.	Kasetsart Journal Natural Science	√	23.	Glow	
24.	MIT Sloan		24.	GM Biz	
25.	Nida Development Journal	√	25.	Golf Course Directory	
26.	Sasin : Journal of Management	√	26.	Golfer Online	
27.	Strategy & Business	√	27.	Golfer Square	
28.	Thailand HR Journal : Journal of Human Resources	√	28.	Gourmet & Cuisine	
29.	Thai-Nichi Institute of Technology : Journal of Business and Languages	√	29.	Graduate News	
30.	Thai-Nichi Institute of Technology : Journal of Engineering and Technology	√	30.	Grand Sport News	
31.	The Economist	√	31.	Green Network	
32.	The Journal of business strategy.	√	32.	Forward	√
33.	The Journal of economic education	√	33.	Health Channel Magazine	
34.	Time		34.	Hot Golf	√
	Tourism Recreation Research	√		ICT Silpakorn Journal	
35.	Wings		35.	IJEAS	
36.	เทคโนโลยีสาร Techno Journal	√	36.	Inspire Update	√
37.	จุฬาลงกรณ์ธุรกิจปริทัศน์	√	37.	International News	
38.	วารสารการพัฒนารวมชนและคุณภาพชีวิต	√	38.	Japanese Studies Journal	√
39.	วารสารการวัดผลการศึกษา (มหาวิทยาลัยศรีนครินทรวิโรฒ)	√	39.	JGE KKU	√
40.	วารสารเศรษฐศาสตร์อุตสาหกรรม (สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง)	√	40.	JMS-UBU	√
41.	วารสารญี่ปุ่นศึกษา Japanese Studies Journal	√	41.	Journal of Business Strategies	√
42.	วารสารธรรมศาสตร์	√	42.	Journal of HR Intelligence	√
43.	วารสารนิเทศสยามปริทัศน์	√	43.	Journal of Supply Chain Management Research & Practice	√
44.	วารสารบรรณศาสตร์ มศว.	√	44.	Journal of The American Chamber of Commerce in Thailand	√
45.	วารสารบัณฑิตศึกษา มหาวิทยาลัยทักษิณ	√	45.	Kasem Bundit Journal	√
46.	วารสารปัญญาภิวัฒน์	√	46.	KKU Research Journal of Humanities and Social Sciences	√
47.	วารสารภาษาไทยและวัฒนธรรมไทย	√	47.	KMITL news	√
48.	วารสารมูลนิธิรัชชพัฒนา	√	48.	KMUTNB : IJAST	√

Rama IX / Asoke - Bangkok Library			Cha-am - Petchaburi Library		
No.	Journals List	Academic	No.	Journals List	Academic
49.	วารสารยุคธรรม	√	49.	KU News	√
50.	วารสารวิจัย มข. ฉบับมนุษยศาสตร์และสังคมศาสตร์	√	50.	Living Thai	
51.	วารสารวิจัย มสค (มนุษยศาสตร์และสังคมศาสตร์)	√	51.	OHEC Newsletter	
52.	วารสารวิจัย มหาวิทยาลัยราชภัฏหมู่บ้านจอมบึง	√	52.	Ombudsman News	
53.	วารสารวิจัยราชภัฏพระนคร (มนุษยศาสตร์และสังคมศาสตร์)	√	53.	ON GREEN GOLF	
54.	วารสารวิจัยราชภัฏพระนคร (วิทยาศาสตร์และเทคโนโลยี)	√	54.	Phuket Magazine	
55.	วารสารวิชาการ มทร. สุวรรณภูมิ	√	55.	Places & Price	
56.	วารสารวิชาการ สถาบันอุดมศึกษาเอกชนแห่งประเทศไทย : วิทยาศาสตร์และเทคโนโลยี	√	56.	Plastic FOCUS	
57.	วารสารวิชาการและวิจัย มทร. พระนคร	√	57.	Premiere True Visions TV Guide	
58.	วารสารวิชาการปทุมวัน	√	58.	Real Estate Journal	
59.	วารสารวิชาการมหาวิทยาลัยธนบุรี	√	59.	RJSH Rangsit Journal of Social Sciences and Humanities	√
60.	วารสารวิชาการวิทยาลัยแสงธรรม	√	60.	RL News	
61.	วารสารวิชาการศรีปทุม ชลบุรี	√	61.	RMCS Research Methodology & Cognitive Science	
62.	วารสารวิชาการสาธารณสุข	√	62.	RMUTL	√
63.	วารสารวิทยาลัยดุสิตธานี	√	63.	RMUTT คณะบริหาร เทคโนโลยีราช มงคลชัยภูมิบุรี	√
64.	วารสารวิทยาศาสตร์และเทคโนโลยี (มหาวิทยาลัยอุบลราชธานี)	√	64.	Sasin Journal of Management	√
65.	วารสารศรีนครินทรวิโรฒ วิจัยและพัฒนา (มนุษยศาสตร์และสังคมศาสตร์)	√	65.	Sawasdee	
66.	วารสารศรีนครินทรวิโรฒ วิจัยและพัฒนา (วิทยาศาสตร์และเทคโนโลยี)	√	66.	Screen	
67.	วารสารศรีปทุมปริทัศน์ (วิทยาศาสตร์และเทคโนโลยี)	√	67.	Security Systems	
68.	วารสารศึกษาทั่วไป มหาวิทยาลัยขอนแก่น	√	68.	SJST Songklanakarin Journal of Sci & Tech	√
69.	วารสารสถาบันเทคโนโลยีไทย - ญี่ปุ่น : บริหารธุรกิจและภาษา	√	69.	Southeast Asian Journal of Economic	√
70.	วารสารสถาบันเทคโนโลยีไทย-ญี่ปุ่น : วิศวกรรมศาสตร์และเทคโนโลยี	√	70.	Southeast Bangkok Journal	√
71.	วารสารสถาบันไฟฟ้าและอิเล็กทรอนิกส์	√	71.	Stamford Journal	√
72.	วารสารสภาที่ปรึกษาเศรษฐกิจและสังคมแห่งชาติ	√	72.	SU NEWS	√
73.	วารสารสำนักหอสมุด มหาวิทยาลัยเชียงใหม่	√	73.	TDRI Quarterly Review	√
74.	วารสารหลักเมือง		74.	TELECOM Society	√
75.	วารสารห้องสมุด T.L.A. Bulletin	√	75.	Thailand Economic & Business Review	√
76.	วารสารหาดใหญ่วิชาการ	√	76.	Thailand State of Pollution Report	

Rama IX / Asoke - Bangkok Library			Cha-am - Petchaburi Library		
No.	Journals List	Academic	No.	Journals List	Academic
77.	วิทยาศาสตร์ (สาขาสังคมศาสตร์)	√	77.	Thaksin University Journal	√
			78.	THE JOURNAL OF RISK MANAGEMENT AND INSURANCE	√
			79.	TODAY Nation & International Magazine	√
			80.	TPA News	
			81.	TQM News	
			82.	TRAINER	
			83.	Watsons Magazine	
			84.	Weekend	
			85.	กอล์ฟสปอร์ตคลับ	
			86.	ลิต	
			87.	คนคิดบวก	
			88.	โคออป นิวส์	
			89.	จันทร์กะพ้อ ม.ราชภัฏยะลา	√
			90.	จุลสาร กรมอุทยานแห่งชาติและสัตว์ป่า และพันธุ์พืช	
			91.	จุลสารกรมการค้าภายใน	
			92.	จุลสารคูริวิชัย	
			93.	จุลสารธรรมชาติศาสตร์	
			94.	จุลสารมรดกอีสาน	
			95.	จุลสารมหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัย	
			96.	จุลสาร สคร.4 ราชบุรี	
			97.	จุลสารสมาคมการบัญชีไทย	
			98.	จุลสารสำนักงาน ป.ป.ช.สุจริต	
			99.	จุลสารสำเนาฟ้า	
			100.	จุฬาสัมพันธ์	
			101.	จุลสาร สกศ.	
			102.	จุลสาร สมศ	
			103.	ชีวจิต	
			104.	ช่อทองกวาว	
			105.	ชะอำนิวส์	
			106.	ตลาดวิเคราะห์ (นสพ.)	√
			107.	ทองกวาว	√
			108.	ไทยคู่ฟ้า	
			109.	ธรรมมาตา	
			110.	ธรรมรักษ์	
			111.	บางกอก Economy	√
			112.	บัณฑิตศึกษาสารสนเทศ บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล	√
			113.	บัณฑิตวิทยาลัย มหาวิทยาลัยเกษตรศาสตร์	√
			114.	ป.ป.ช. สารสู่โรงเรียน	

Rama IX / Asoke - Bangkok Library			Cha-am - Petchaburi Library		
No.	Journals List	Academic	No.	Journals List	Academic
			115.	ป.ป.ส.	
			116.	ประจวบ Mirror	
			117.	ประชากร และการพัฒนา มหาวิทยาลัยมหิดล	√
			118.	ประชากรและการพัฒนา สถาบันวิจัย ประชากรและสังคม	√
			119.	ประชาธิปไตยหลงทาง	
			120.	ปาริชาติ ม.ทักษิณ	√
			121.	ผาสุก	
			122.	พุทธศาสนา	√
			123.	เพชรบุรีโพสต์	
			124.	พลังคนพิการ	
			125.	เพื่อนแฟน	
			126.	เพื่อนวิทยากร	√
			127.	ฟ้าดิมิลล์	
			128.	ฟอร์มูลา	
			129.	มนุษย์และสังคมศาสตร์ ม.รังสิต	√
			130.	มน. สัมพันธ์ มหาวิทยาลัยนเรศวร	√
			131.	มุมมองสิทธิ์	√
			132.	รักษ์พลังงาน	√
			133.	รังสิตสารสนเทศ	√
			134.	รายงานผลการดำเนินงานของรัฐบาล	√
			135.	ลูกโลกสีเขียว	√
			136.	วิจิตรศิลป์ มช.	√
			137.	วารสาร BEC JOURNAL	√
			138.	วารสาร การบริหารการศึกษา ม. บูรพา	√
			139.	วารสารกฎหมายปกครอง	√
			140.	วารสารกรมกิจการเด็ก และเยาวชน	√
			141.	วารสาร กรมคุมประพฤติ	√
			142.	วารสาร การแพทย์แผนไทย และการแพทย์ ทางเลือก	√
			143.	วารสาร การศึกษาไทย	√
			144.	วารสาร กสทช.	√
			145.	วารสารการเลือกตั้ง	√
			146.	วารสารกำลังใจ	
			147.	วารสารข่าว กอ.รมน.	√
			148.	วารสารข้าราชการครูและบุคลากรทางการ ศึกษา	√
			149.	วารสารครุศาสตร์อุตสาหกรรม ม. เทคโนโลยีราชมงคลธัญบุรี	√
			150.	วารสารครุศาสตร์อุตสาหกรรม สถาบัน เทคโนโลยีพระจอมเกล้าเจ้าคุณทหาร ลาดกระบัง	√

Rama IX / Asoke - Bangkok Library			Cha-am - Petchaburi Library		
No.	Journals List	Academic	No.	Journals List	Academic
			151.	วารสารความร่วมมือกับต่างประเทศ กระทรวงศึกษาธิการ	✓
			152.	วารสารงานวิจัย และพัฒนา ม.ราชภัฏศรีสะเกษ	✓
			153.	วารสารจันทร์เกษมสาร	✓
			154.	วารสารตำรวจ	✓
			155.	วารสารเทคโนโลยีภาคใต้	✓
			156.	วารสารบัณฑิตวิจัย	✓
			157.	วารสารบัณฑิตศึกษานิติศาสตร์	✓
			158.	วารสารบัณฑิตศึกษา มหาวิทยาลัยราชภัฏ วไลยอลงกรณ์ฯ	✓
			159.	วารสารบัณฑิตศึกษา มหาวิทยาลัยราชภัฏ สวนสุนันทา	✓
			160.	วารสารบริหารศาสตร์ มหาวิทยาลัย อุบลราชธานี	✓
			161.	วารสารมจร.วิชาการ	✓
			162.	วารสารมนุษยศาสตร์และสังคมศาสตร์ ศรี ปทุมปริทัศน์	✓
			163.	วารสารมนุษยศาสตร์และสังคมศาสตร์ ม. ราชภัฏสุราษฎร์ธานี	✓
			164.	วารสารมนุษยศาสตร์และสังคมศาสตร์ ม. อุบลราชธานี	✓
			165.	วารสารมูลนิธิจุฬาภรณ์	✓
			166.	วารสารมหาวิทยาลัยทักษิณ	✓
			167.	วารสารมหาวิทยาลัยนครพนม	✓
			168.	วารสารมหาวิทยาลัยนเรศวร การวิจัยเพื่อ พัฒนาชุมชน	✓
			169.	วารสารมหาวิทยาลัยนเรศวร วิทยาศาสตร์ และเทคโนโลยี	✓
			170.	วารสารมหาวิทยาลัยราชภัฏธนบุรี	✓
			171.	วารสารมหาวิทยาลัยราชภัฏยะลา	✓
			172.	วารสารมหาวิทยาลัยศรีนครินทรวิโรฒ (วิทยาศาสตร์และเทคโนโลยี)	✓
			173.	วารสารรวมบทความทางวิชาการ คณะ โบราณคดี	✓
			174.	วารสารราชนครินทร์	✓
			175.	วารสารราชพฤกษ์	✓
			176.	วารสาร วังจันทร์เกษม	✓
			177.	วารสารวิจิตรศิลป์	✓
			178.	วารสารวิจัย มข.	✓
			179.	วารสารวิจัยราชภัฏพระนคร สาขา มนุษยศาสตร์และสังคมศาสตร์	✓

Rama IX / Asoke - Bangkok Library			Cha-am - Petchaburi Library		
No.	Journals List	Academic	No.	Journals List	Academic
			180.	วารสารวิจัยราชภัฏพระนคร สาขา วิทยาศาสตร์และเทคโนโลยี	✓
			181.	วารสารวิจัยและพัฒนา สาขามนุษย์ฯ วไล ยอลงกรณ์ฯ	✓
			182.	วารสารวิจัยและพัฒนา วไลยอลงกรณ์ฯ	✓
			183.	วารสารวิชาการ	✓
			184.	วารสารวิชาการคุณธรรมความดี	✓
			185.	วารสารวิชาการงานพัฒนาที่ชุมชนเป็นแกน หลัก	✓
			186.	วารสารวิชาการบัณฑิตวิทยาลัย มหาวิทยาลัย ราชภัฏนครราชสีมา	✓
			187.	วารสารวิชาการ ป.ป.ช.	✓
			188.	วารสารวิชาการพระจอมเกล้าพระนครเหนือ	✓
			189.	วารสารวิชาการมนุษยศาสตร์และ สังคมศาสตร์ มหาวิทยาลัยบูรพา	✓
			190.	วารสารวิชาการ มหาวิทยาลัยกรุงเทพธนบุรี	✓
			191.	วารสารวิชาการ มหาวิทยาลัยธนบุรี	✓
			192.	วารสารวิชาการมหาวิทยาลัยราชภัฏศรีสะเกษ	✓
			193.	วารสารวิชาการมหาวิทยาลัยหอการค้าไทย	✓
			194.	วารสารวิชาการมหาวิทยาลัยอีสเทิร์นเอเซีย ฉบับวิทยาศาสตร์และเทคโนโลยี	✓
			195.	วารสารวิชาการมหาวิทยาลัยอีสเทิร์นเอเซีย ฉบับสังคมศาสตร์และมนุษยศาสตร์	✓
			196.	วารสารวิชาการและวิจัย มทร.พระนคร	✓
			197.	วารสารวิชาการวิทยาลัยราชพฤกษ์	✓
			198.	วารสารวิชาการวิทยาลัยแสงธรรม	✓
			199.	วารสารวิชาการศรีปทุม ชลบุรี	✓
			200.	วารสารวิชาการสมาคมสถาบันอุดมศึกษา เอกชนแห่งประเทศไทย	✓
			201.	วารสารวิทยบริการ สำนักวิทยบริการ มหาวิทยาลัยสงขลานครินทร์ วิทยาเขต ปัตตานี	✓
			202.	วารสารวิทยาลัยดุสิตธานี	✓
			203.	วารสารวิทยาศาสตร์และเทคโนโลยี	✓
			204.	วารสารวิศวกรรมและเทคโนโลยี มหาวิทยาลัยรังสิต	✓
			205.	วารสารวิศวกรรมศาสตร์ มหาวิทยาลัยศรีนคร รินทรวิโรฒ	✓
			206.	วารสารศึกษาทั่วไป มหาวิทยาลัยขอนแก่น	✓
			207.	วารสารศาลยุติธรรม	✓
			208.	วารสาร เศรษฐกิจและสังคม	✓
			209.	วารสาร เศรษฐกิจอุตสาหกรรม	✓

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No.	Journals List	Academic	No.	Journals List	Academic
			210.	วารสารสังคมแม่โขง JOURNAL OF MEKONG SOCIETIES	✓
			211.	วารสารสังคมศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ	✓
			212.	วารสารสตรีและเยาวชนศึกษา มหาวิทยาลัยธรรมศาสตร์	✓
			213.	วารสารสตรีและครอบครัว	✓
			214.	วารสารสมาคมนักการศึกษาหาสารคาม	✓
			215.	วารสารสัมพันธ์องค์การบริหารส่วนจังหวัด เพชรบุรี	✓
			216.	วารสารสายใจไฟฟ้า	✓
			217.	วารสารหาดใหญ่วิชาการ	✓
			218.	วารสารหลักเมือง	✓
			219.	วิทยุสารานุกรมย์	✓
			220.	สื่อพลัง	✓
			221.	สานพลัง	✓
			222.	สารข้อเข้ม	✓
			223.	สารไทยศึกษา	✓
			224.	สาร ม.อ.	✓
			225.	สารรังสิต	✓
			226.	เหลืองกระบี่	✓
			227.	หมอลความยุติธรรม	✓

Appendix 3

Comparison Table of Master of Business Administration (International program) (Revised Curriculum 2018) Stamford International University

Revised Curriculum 2015	Revised Curriculum 2018	Reasons/Remarks
<u>1. Curriculum Name</u> Thai หลักสูตรบริหารธุรกิจมหาบัณฑิต (หลักสูตรนานาชาติ) English Master of Business Administration Program (International Program)	<u>1. Curriculum Name</u> Thai หลักสูตรบริหารธุรกิจมหาบัณฑิต (หลักสูตรนานาชาติ) English Master of Business Administration Program (International Program)	No change
<u>2.Name of Degree and Sections</u> Thai บริหารธุรกิจมหาบัณฑิต English Master of Business Administration <u>Abbreviation</u> Thai บธ.ม. English M.B.A.	<u>2.Name of Degree and Sections</u> Thai บริหารธุรกิจมหาบัณฑิต English Master of Business Administration <u>Abbreviation</u> Thai บธ.ม. English M.B.A.	No Change

Revised Curriculum 2015	Revised Curriculum 2018	Reasons/Remarks
<p><u>3) The person in charge of the curriculum/Lecture</u></p> <p>Dr.Martin Goerlich D.B.A. (Business Administration), University of Northumbria at Newcastle, UK 2553</p> <p>M.B.A. (Business Administration) with Distinction, University of Northumbria at Newcastle, UK 2553</p> <p>M.A. (Business Administration), University of Northumbria at Newcastle, UK 2548</p>	<p><u>3) The person in charge of the curriculum/Lecture</u></p> <p>Dr. John Nirenberg M.B.A. (Business Administration) Walden University, USA (2557)</p> <p>M.F.A. (Creative Non-Fiction Writing) University of New Orleans, USA (2550)</p> <p>Ph.D. (Educational Administration and Organizational Behavior) University of Connecticut, USA (2518)</p> <p>M.S. (Social Science) Southern Connecticut State University, USA (2514)</p> <p>B.A. (Liberal Arts and Sciences) University of Connecticut USA (2511)</p>	<p>Replaces former Associate Dean due to change in responsibilities</p>
<p>1. Dr.Martin Goerlich D.B.A. (Business Administration), University of Northumbria at Newcastle, UK 2553</p> <p>M.B.A. (Business Administration) with Distinction, University of Northumbria at Newcastle, UK 2553</p> <p>M.A. (Business Administration), University of Northumbria at Newcastle, UK 2548</p> <p>2. Dr.Chompunuch Jittithaworn Ph.D. Tourism Management, University of Otago, New Zealand, 2550</p>	<p>Responsible Faculty: Rama 9</p> <p>1. Dr. Petcharat Loavichakorntikul Ph.D. (anagement Science) , Shinawatra University (2556) M.S. in Leadership and Management, University of La Verne, CA,U.S.A. (2541)</p> <p>B.A. (Thai and Mass Communication), Ramkhamhaeng University (2534)</p> <p>B.B.A. (General Marketing), Chulalongkorn University (2532)</p> <p>2. Dr. Irina Onyusheva Ph.D. (Economics), University of International Business, Kazakhstan - Bologna requirement in agreement with George Washington University,</p>	<p>All faculty assignments due to normal changes in responsibilities and faculty departures.</p>

Revised Curriculum 2015	Revised Curriculum 2018	Reasons/Remarks
<p>MSc Tourism Management and Marketing, Bournemouth University, United Kingdom, 1999</p> <p>BBA Marketing, Kasetsart University, 1998</p> <p>3.Dr.Ronald Vatananan Ph.D. Management, College of Management, Mahidol University, Bangkok, Thailand (2014)</p> <p>Master of Management, College of Management, Mahidol University, Bangkok, Thailand (2007)</p> <p>BBA, Business Administration, Assumption University (ABAC), Bangkok, Thailand (2004)</p> <p>4.Dr.Thanompong Panich D.B.A. Marketing University of South Australia, 2551 M.A. Media & Marketing Deakin University, 2541 นศ.ม .การสื่อสารมวลชน จุฬาลงกรณ์มหาวิทยาลัย, 2539 นศ.บ. การสื่อสารมวลชน มหาวิทยาลัยสุโขทัยธรรมาธิราช, 2538 บธ.บ การจัดการ มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี, 2535</p> <p>5. Dr. Alexander Franco Ph.D. Public Administration, Florida International University, Miami, US (2001)</p> <p>Master of Science in Accounting – Business Management, Pace University, New York, US (1987)</p>	<p>U.S.A and City University London, UK (2556)</p> <p>M.S.c. (Economic Sciences, Scientific and Pedagogical) University of International Business, Kazakhstan (2553)</p> <p>B.A. (Translation and Interpretation (English), (Degree with distinction, Kazakh Ablai Khan University of International Relations and World Languages Kazakhstan (2551)</p> <p>3. Dr. Jan-Tony Abrahamsson Ph.D. (Business Administration), Umeå University, Sweden (2559)</p> <p>M.B.A.(Entrepreneurship), Umeå University, Sweden (2544)</p> <p>B.B.A. (Management Accounting), Luleå University of Technology, Sweden (2549)</p> <p>Responsible Faculty Asoke</p> <p>1. Dr. Scott Shaw Roach Ph.D. (Business Administration [Marketing]), Louisiana State University, USA (2539)</p> <p>M.B.A. , Northwestern State University, USA (2530)</p> <p>B.S. (Economics, Psychology and Business Administration), Northwestern State University, USA (2518)</p> <p>2. Assistant Professor Dr. Pakdee Manaves Ph.D. (Politics) Ramkhamhaeng University, USA (2561)</p> <p>Ph.D. Eng. (Industrial Engineering), Kasetsart University</p>	

Revised Curriculum 2015	Revised Curriculum 2018	Reasons/Remarks
<p>Bachelor of Arts – Economics – English Language, Columbia University, New York, US (1979)</p> <p>6. Dr. Ronrapee Leelawong Ph.D. Operations Management, University of Massachusetts, United States of America, 2554</p> <p>M.Sc. Quality and Technology Management Chalmers Tekniska Hogskola (Chalmers University of Technology), Gothenburg, Sweden, 2548</p> <p>ศษ.บ .Industrial Engineering, จุฬาลงกรณ์มหาวิทยาลัย, 2545</p>	<p>(Collaboration with Case Western Reserve University, USA) (2550)</p> <p>Ph.D. (Management), American University, USA (2540)</p> <p>M.B.A. (Finance) University of Liverpool, UK (2556)</p> <p>M.B.A. (General Management) Thammasat University, Thailand (2536)</p> <p>B.A. (Mass Communication) Ramkamhaeng University (2561)</p> <p>B.Pol.Sc. (Politics) Ramkamhaeng University (2558)</p> <p>B.Eng. (Civil Engineering) Chulalongkorn University (2531)</p> <p>3. Dr. Triyuth Promsiri Ph.D. in Entrepreneurship, Management College of Management Mahidol University, Thailand (2561)</p> <p>M.M. , New Technology Venture College of Management Mahidol University, Thailand (2551)</p> <p>B.S.c. (Design, Industrial Design), Faculty of Architecture Chulalongkorn University, Thailand (2548)</p> <p>Responsible Faculty: Myanmar</p> <p>1. Dr. Kathryn Anne Hughes Ph.D. (Philosophy), Macquarie, Graduate School of Management, Australia (2558)</p> <p>M.B.A., Macquarie Graduate School of Management, Australia (2548)</p> <p>M.App.Sci. (Applied Science) ,</p>	

Revised Curriculum 2015	Revised Curriculum 2018	Reasons/Remarks
	<p>University of New South Wales, Australia (2540)</p> <p>B.S.c. (Geography and Botany) (1st Class Honors), University of New South Wales, Australia (2533)</p> <p>Postgraduate Certificate In Academic Practice, Heriot-Watt University, Macquarie Graduate School of Management, Scotland, UK (2557)</p> <p>Postgraduate Certificate In Management, Australia (2543)</p> <p>2. Dr. Suttipat Assawavichairoj Ph.D. (Marketing) , Deakin University, Australia (2556)</p> <p>M.B.A. (Economics Business), Thammasat University (2549)</p> <p>B.B.A. (Marketing) 2nd Class Honor, Thammasat University (2544)</p> <p>3. Dr. William Philip Wall Ph.D. (International Business Management), Shinawatra University, Thailand (2552)</p> <p>M.A. (English for International Communication), King Mongkut's University of Technology North Bangkok, Thailand (2549)</p> <p>B.A. (Biology-Premedical), Dean's List, Eastern Connecticut State University, USA (2519)</p>	

Revised Curriculum 2015	Revised Curriculum 2018	Reasons/Remarks
4. Curriculum Structure 1.1 System <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Trimester <input type="checkbox"/> Others Plan of Thesis (Plan A) (2) 1) Basic Core 7 subjects 28 Credits 2) Major Requirements 2 Subjects 8 Credits 3) Thesis 16 Credits Total Credit 52	4. Curriculum Structure 1.1 System <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Trimester <input type="checkbox"/> Others Plan of Thesis (8 Subjects/Plan A-A(2)) 1) Core subjects 32 Credits 2) Thesis 16 Credits Total Credit 48	To conform with the CHE requirement and Thai educational norm.
Plan B) Independent Study(IS) 1) Basic Core 7 Subjects 28 Credits 2) Major Requirements 3 Subjects 12 Credits 3) Major Electives 2 Subjects 8 Credits 4) Independent Student 4 Credits Total Credits 52	Plan B Independent Study (IS) 1) Basic Core 8 Subjects 32 Credits 2) Electives 3Subjects 12 Credits 3) IS 4 Credits Total Credits 48	Streamline study plan to ensure consistency with the other Thai universities.
Professional Required Course 18 Credits MGN 521 Managing Organization กจ 521 การจัดการองค์กร ACC 525 Measuring Business Performance บช 525 การวัดผลการดำเนินงานทางธุรกิจ MKT 548 Marketing กต 548 การตลาด MGN 562 Managing Operations กจ 562 การจัดการการปฏิบัติการ FIN 524 Managing Corporate Finance กง 524 การจัดการการเงินบริษัท MGN 584 Data Driven Decision Making	Core Courses 8 Required Courses 32 Credits MGN 501 Business Essentials MGN 511 Human Side of Organizations MGN 512 Strategic Management MKT 501 Marketing as Value Creation ACC 501 Managerial Accounting FIN 501 Financial Management ENT 501 Creative Thinking for Innovation and Change BUS 511 Business Research and Analysis	All courses are being revised or are new (as indicated)

Revised Curriculum 2015	Revised Curriculum 2018	Reasons/Remarks
กจ 584 การวิเคราะห์ข้อมูลเพื่อการตัดสินใจ MGN 590 Strategy for Business Success กจ 590 กลยุทธ์เพื่อความสำเร็จของธุรกิจ		
Major Required and Elective Courses Plan of Thesis (Plan A) (2) - Major Requirements 2 Subjects Total 6 Credits Plan B Independent Study - Major Requirements 3 Subjects Total 9 Credits - Major Electives 2 Subjects Total 6 Credits	Plan A - No electives Plan B - 1 Mandatory elective (4 credit) and 2 free electives (8 credits)	
Business Administration 1.1 Major Requirements INB 528 International Business Management 3 (4-0-8) ๕๓๓ ๕๒๘ การจัดการธุรกิจระหว่างประเทศ MGN 530 Managing Innovation and Change 3 (4-0-8) กจ 530 การจัดการนวัตกรรมและการเปลี่ยนแปลง MGN 535 Human Resource Management 3 (4-0-8) กจ 535 การจัดการทรัพยากรมนุษย์	Majors have been eliminated	

Revised Curriculum 2015	Revised Curriculum 2018	Reasons/Remarks
1.2 Major Electives ECO 557 Managerial Economics 3 (4-0-8) ศศ 557 เศรษฐศาสตร์เพื่อการจัดการ MGN 562 Logistics and Supply Chain Management 3 (4-0-8) กต 562 การจัดการโลจิสติกส์และห่วงโซ่อุปทาน MGN 568 Project Management 3 (4-0-8) กต 568 การจัดการโครงการ MGN 570 Entrepreneurship กต 570 การเป็นผู้ประกอบการ MGN 571 Leadership and Social Responsibility 3 (4-0-8) กต 571 ภาวะผู้นำและความรับผิดชอบต่อสังคม MGN 572 Retail Management 3 (4-0-8) กต 572 การจัดการธุรกิจค้าปลีก	Majors have been eliminated	
INB 574 AEC Opportunities and Challenges 3 (4-0-8) กต 574 โอกาสและความท้าทายประชาคมเศรษฐกิจอาเซียน MGN 575 Current Issues in Business Management กจ575 ประเด็นปัจจุบันด้านการจัดการธุรกิจ	Majors have been eliminated	

Revised Curriculum 2015	Revised Curriculum 2018	Reasons/Remarks
Hotel and Tourism Management 2.1 Major Requirements HTM 512 E-Marketing Solutions for Hospitality Services รท 512 การแก้ปัญหาด้วยการตลาดอิเล็กทรอนิกส์สำหรับการบริการ HTM 526 Revenue Management 3 (4-0-8) รท 526 การจัดการรายได้ HTM 534 Human Resource Management 3 (4-0-8) รท 534 การจัดการทรัพยากรมนุษย์	Majors have been eliminated	
2.2 Major Electives HTM 511 Health Tourism Management 3 (4-0-8) รท 511 การจัดการการท่องเที่ยวเพื่อสุขภาพ HTM 522 Meeting, Incentive, Convention and Exhibition (MICE) Management 3 (4-0-8) รท 522 การจัดการธุรกิจการประชุม นิทรรศการและการท่องเที่ยวเพื่อเป็นรางวัล HTM 533 Property Development and Management รท 533 การจัดการและพัฒนาอสังหาริมทรัพย์ HTM 536 Sustainability and Eco-Tourism 3 (4-0-8) รท 536 การท่องเที่ยวเชิงนิเวศและยั่งยืน HTM 537 Hospitality Services Innovation 3 (4-0-8) รท 537 นวัตกรรมด้านการบริการ	Majors have been eliminated	
MGN 570 Entrepreneurship กต 570 การเป็นผู้ประกอบการ HTM 575 Current Issues in Hotel and Tourism Management	Majors have been eliminated	

Revised Curriculum 2015	Revised Curriculum 2018	Reasons/Remarks
รท 575 ประเด็นปัจจุบันด้านการจัดการโรงแรมและการท่องเที่ยว Information Technology Management 3.1 Major Requirements ITM 501 Information Technology Management 3(4-0-8) ทน 501 การจัดการเทคโนโลยีสารสนเทศ ITM 520 Technology Strategy 3(4-0-8) ทน 520 กลยุทธ์ด้านเทคโนโลยี ITM 560 Technology Innovation and Entrepreneurship ทน 560 นวัตกรรมด้านเทคโนโลยีและการเป็นผู้ประกอบการ	Majors have been eliminated	
ITM 575 Current Issues in Information Technology Management ทน 575 ประเด็นปัจจุบันด้านการจัดการเทคโนโลยีสารสนเทศ ITM 580 Venture Capital in Technology 3(4-0-8) ทน 580 การร่วมลงทุนในเทคโนโลยีสารสนเทศ	Majors have been eliminated	
Marketing Management 4. 1 Major Requirements MKT 545 Consumer Behavior กจ 545 พฤติกรรมผู้บริโภค MKT 568 Integrated Marketing Communication กต 568 การสื่อสารการตลาดแบบครบวงจร MKT 570 Strategic Marketing กต 570 กลยุทธ์ทางการตลาด	Majors have been eliminated	
4. 2 Major Electives MKT 533 Innovative Marketing รท 533 นวัตกรรมการตลาด MKT 560 Digital Marketing กจ 560 การตลาดดิจิทัล MKT 573 Brand Management	Majors have been eliminated	

Revised Curriculum 2015			Revised Curriculum 2018	Reasons/Remarks
กต	573	การจัดการตราสินค้า		
MKT	574	Product Management		
กต	574	การจัดการผลิตภัณฑ์		
MGN	570	Entrepreneurship		
กต	570	การเป็นผู้ประกอบการ		
MKT	575	Current Issues in Marketing Management		
กต	575	ประเด็นปัจจุบันด้านการจัดการการตลาด		
MKT	578	International Marketing in ASEAN		
กต	578	การตลาดระหว่างประเทศในภูมิภาคอาเซียน		

Revised Curriculum 2015	Revised Curriculum 2018	Reasons/Remarks
International Business Management 5.1 Major Requirements INB 528 International Business Management ธต 528 การจัดการธุรกิจระหว่างประเทศ INB 574 AEC Opportunities and Challenges กต 574 โอกาสและความท้าทายประชาคมเศรษฐกิจ อาเซียน INB 579 International Alliances and Joint Ventures ธต 579 พันธมิตรและการร่วมทุนระหว่างประเทศ 5.2 Major Electives INB 538 Cross-Cultural Management ธต 538 การจัดการข้ามวัฒนธรรม INB 556 International Trade Law and Regulation ธต 556 กฎหมายและระเบียบการค้าระหว่างประเทศ INB 571 Managing Global Workforce ธต 571 การจัดการแรงงานระดับโลก MGN 565 Logistics and Supply Chain Management กต 565 การจัดการโลจิสติกส์และห่วงโซ่อุปทาน	Majors have been eliminated	
MGN 570 Entrepreneurship กต 570 การเป็นผู้ประกอบการ INB 575 Current Issues in International Business Management ธต 575 ประเด็นปัจจุบันด้านการจัดการธุรกิจระหว่างประเทศ	Majors have been eliminated	

Revised Curriculum 2015	Revised Curriculum 2018	Reasons/Remarks
Sport Management (Only for Study Plan B) SPM 512 Operations in Sport Management กพ 512 การปฏิบัติการจัดการด้านกีฬา SPM 525 Market in Sport Management กพ 525 การตลาดการจัดการด้านกีฬา SPM 530 Specialization in Entrepreneurship and Sustainability in Sport กพ 530 ความเชี่ยวชาญในการเป็นผู้ประกอบการและความยั่งยืนในการกีฬา	Majors have been eliminated	
SPM 545 Specialization in Sport Marketing and Communication กพ 545 ความเชี่ยวชาญในการตลาดด้านกีฬาและการสื่อสาร SPM 575 Specialization in Operation of Sport กพ 575 ความเชี่ยวชาญในการปฏิบัติการกีฬา Thesis/ Independent Study Study Plan A (2) GBA 597 Thesis 12 หน่วยกิต บบ 597 วิทยานิพนธ์ Study Plan B GBA 593 Independent Study 3 หน่วยกิต บบ 593 การศึกษาค้นคว้าอิสระ (ภาคนิพนธ์)	Majors have been eliminated	

Appendix 4

Lecturer Profile

Name-Last name Dr. Petcharat Lovichakornতিকুল

Academic Title Lecturer

Specialized Field Human Resource Development, Human Resource Management, Self- Development, Spiritual Development

Faculty Graduate School

Address Stamford International University 16 Motor Way Km.2 Prawet Bangkok 10250

Telephone Number 02-769-4000

Education

Degree	Major	University Name	Country	Graduation Year
Ph.D.	Management Science	Shinawatra University	Thailand	2556
M.S.	Leadership and Management	University of La Verne, CA	U.S.A.	2541
B.A.	Thai and Mass	Ramkhamhaeng University	Thailand	2534
B.B.A.	Communication General Marketing	Chulalongkorn University	Thailand	2532

Publication(s)

1. Research Papers

- Lovichakornতিকুল, P. & Walsh, J. (2011). Effective Channels for Establishing an Irlen Centre to Help People with Reading Problems in Thailand. *Information Management and Business Review*, 2(3), March 2011, 99-105.
<http://www.ifrnd.org/test/ResearchPapers.aspx?VolumeID=75>
- Lovichakornতিকুল, P. & Walsh, J. (2011). Buddhist Principles for Human Resource Development Professionals in the Healthcare Business in Thailand. *Res Manageria*, 2(2), March-April 2011, 1-9.
- Lovichakornতিকুল, P. & Walsh, J. (2013). Religious Diversity and Political Change in Thailand. *Journal of Social and Development Sciences*, 4(12), December, 2013, 538-541, available at:
[http://ifrnd.org/Research%20Papers/S4\(12\)3.pdf](http://ifrnd.org/Research%20Papers/S4(12)3.pdf)
- Walsh, J. & Lovichakornতিকুল, P. (2015). Thitsar-Yazar Hospital: A Case Study of Mandalay's Social and Economic Change. *The Myanmar Journal*, 2(1), 2015, 1-10, available at:
http://www.komyra.com/bbs/board.php?bo_table=articles&wr_id=21.
- Bhattarai, U. K. & Lovichakornতিকুল, P. (2016). The Impact of Human Resource Information System (HRIS) on Human Resource Management (HRM). *Journal of Shinawatra University*, 3(1), January – April, 2016, 15-27, available at: <https://jcwalth.files.wordpress.com/2017/05/jsiu-3-1t.pdf>

Lovichakorntikul, P. & Walsh, J. (2017). Urban Change and Economic Transformation: The Case of Phnom Penh. *International Review of Management and Development Studies*, 1(4), June, 2017, 40-46, available at: http://crltd.org/images/Urban_Change_and_Economic_Transformation_The_Case_of_Phnom_Penh.PDF

2. Academic Journals

Lovichakorntikul, P., Vongbunsin, V. & Palasak, R. (2016). How to Practice Mindfulness in the Era of Digital Economy? *Journal of International Association of Buddhist Universities*, 8(3), March, 2016, 4-11, available at: <http://www.iabu.org/JIABU2016v8>

Lovichakorntikul, P. (2017). Spiritual Development: The Practical Buddhism in Kengtung. *Journal of International Buddhist Studies*, 8(1), January – June, 2017, 127-138.

เพชรรัตน์ ไฉ้วิชาการติกุล. (2560). ผู้นำองค์กรที่ดี. *วารสารวิจัยและพัฒนา วลัยอลงกรณ์ในพระบรมราชูปถัมภ์*, 12(3), ตุลาคม – ธันวาคม 2560, 85-96.

Lovichakorntikul, P. (2017). A Good Organizational Leader. *Valaya Alongkorn Rajabhat University Research and Development Journal Humanities and Social Science*, 12(3), October – December, 2017, 85-96.

3. Books

Lovichakorntikul, P., Puttithanasombat, P. M. & Walsh, J. (June 2017). “The Virtuous Life of a Thai Buddhist Nun,” in *Women in Asian Religions*, ed. Zayn R. Kassam. Santa Barbara, CA: Praeger Press, a division of ABC-Clío. Available on website Amazon.com

Teaching Experience

1. **Course/Subject Name** Research Methodology **Education Level** Bachelor and Doctoral
Years of Experience 1 Years
2. **Course/Subject Name:** Human Resource Management **Education Level** Master’s
Years of Experience 3 Years
3. **Course/Subject Name** Current Issues in Business **Education Level** Master’s
Years of Experience 2 Years
4. **Course/Subject Name:** International Human Resource Management **Education Level** Doctoral
Years of Experience 1 Year

Subjects that have been taught at STIU

1. **Course/Subject Name** Managing Organization **Education Level** Master’s **Academic Year** 2016 - 2017
2. **Course/Subject Name** Managing Human Resource **Education Level** Master’s **Academic Year** 2016 - 2017
3. **Course/Subject Name** Current Issues in Business **Education Level** Master’s **Academic Year** 2017
Course/Subject Name Data Driven Decision Making **Education Level** Master’s **Academic Year** 2017

Lecturer Profile

Name-Last name Assoc.Prof.Dr. Irina Onyusheva

Academic Title Lecturer (PG, MBA)

- Associate Professor (Ministry of Education and Science of the RK)
- Full Professor (University of International Business, Almaty, KZ)
- Full Professor (Regional Academy of management (KZ)
- Full Professor (Multidisciplinary Russian Academy of Natural Sciences, Moscow, Russia)

Specialized Field Economics & Management, Formation, ensuring and increasing economic competitiveness on both micro- and macro- levels; Human Capital development; HR Management; Knowledge Economy; Knowledge Management; Project Management; Management in Education; Ecological Economics.

Faculty Graduate School, MBA Program, Faculty of Business & Technology

Address Stamford International University 16 Motor Way Km.2 Prawet Bangkok 10250

Telephone Number Mob: +66 (0) 64 001 2855 , Tel: +662 769 4000, Fax: +662 769 4099

Education

Degree	Major	University Name	Country	Graduation Year
Ph.D.	Economics GPA: 4,00 (Diploma No.0000444; April 15, 2014).	University of International Business; in agreement with George Washington University; City University London	KZ; USA; UK	2556
M.Sc.	Economic Scientific and Pedagogical. <i>(Scientific and Pedagogical Master Program)</i> , GPA: 3,93 (Degree with distinction, Diploma No.0009400; June 18, 2010).	University of International Business	KZ	2553
B.A.	Translation and Interpretation (English) (Degree with distinction, Diploma No.0015613; July 23, 2008).	Kazakh Ablai Khan University of International Relations and World Languages	KZ	2551

Publication(s) – Total more than 80 publications, including

1. Research Papers

- Zhusupova, Z.M., Onyusheva, I.V., Baizyldayeva, U.B.* (2016), Corporate governance and firm value of Kazakhstani companies in the conditions of sanctions against the Russian Federation. Conference proceedings of the 4th International Conference on Management, Leadership and Governance (ICMLG 2016), Thomson Reuters and Scopus Impact Factor databases included, Saint Petersburg, Russia, April 14-15, 2016, pp. 399-405.
- Pasternak, A.A., Onyusheva, I.V., Mukhammedov, A.U.* (2016), Improving innovation activity in transport sector: the case of Kazakhstan, Conference proceedings of the 4th International Conference on Innovation and Entrepreneurship (ICIE 2016), Thomson Reuters and Scopus Impact Factor databases included, Toronto, Canada, April 28-29, 2016, pp. 216-220.
- Onyusheva, I.V.* (2015), Human capital in conditions of global competitiveness: the case of Kazakhstan. Conference proceedings of the 12th International Conference on Intellectual Capital, Knowledge Management & Organizational Learning (ICICKM 2015), Thomson Reuters and Scopus Impact Factor databases included, IKI-SEA, Bangkok University, Bangkok, Thailand, November 05-06, 2015, pp. 191-196.

2. Academic Journals

- Onyusheva, I., Ushakov, D., Tran Van, H.* (2018), The Eco-Problems and Green Economy Development in Kazakhstan: The Analytical Survey. *International Journal of Energy Economics and Policy*, ISSN 2146-4553, Scopus Impact Factor databases included. Cite Score - 0,98. SJR – 0,503. SNIP – 0,628. Vol.8. No.2, March-April, EconJournals Publishing, pp. 148-153.
- Onyusheva, I.* (2017), Analytical and Managerial Issues of Human Capital in Conditions of Global Competitiveness: The Case of Kazakhstan. *Polish Journal of Management Studies*, ISSN 2081-7452, Scopus and Thomson Reuters Impact Factor databases included. Cite Score - 0,72. SJR – 0,311. SNIP – 0,891. Vol.16, No.2 (December), Czestochowa University of Technology, pp. 198-209.
- Onyusheva, I., Trubnikova, N., Ridho, T.K.* (2017), Eco-Economy and Future Energy Development: The Case of Kazakhstan EXPO-2017. *International Journal of Ecological Economics and Statistics*, ISSN 0973-1385 (Print), E-ISSN 0973-7537 (Online), Scopus and Thomson Reuters Impact Factor databases included. Cite Score - 0,2. SJR – 0,199. SNIP – 0,068. No.38(4), October-December, CESER Publications, pp. 141-151.
- Kalenova, S., Onyusheva, I., Yerubayeva, G.* (2017), The Contemporary State of Eco-Economy of Kazakhstan: Problems and Solutions. *International Journal of Ecological Economics and Statistics*, ISSN 0973-1385 (Print), E-ISSN 0973-7537 (Online), Scopus and Thomson Reuters Impact Factor databases included. Cite Score - 0,2. SJR – 0,199. SNIP – 0,068. No.38(2), CESER Publications, pp.114-123.
- Onyusheva, I., Kalenova, S., Nurzhaubayeva, R.* (2017), The Sustainable Eco-Economic Development of Kazakhstan through Improving Transport and Energy Sector. *International Journal of Ecology and Development*, ISSN 0972-9984 (Print), E-ISSN 0973-7308 (Online), Scopus and Thomson Reuters Impact Factor databases included. Cite Score - 0,8. SJR – 0,288. SNIP – 0,961. No.32(2), CESER Publications, pp.43-52.

- Koshkina, O.V., Onyusheva, I.V., Mayer, O.I.* (2017), The impact of Eurasian Economic Union on capital flows in Kazakhstan. *Actual Problems of Economics*, ISSN 1993-6788, No. 3(189), pp. 282-296.
- Gabdullin, R.B., Onyusheva, I.V., Zhaleleva, S.Z.* (2017), Methodological basis for economic development and problems of economic growth modeling. *Actual Problems of Economics*, ISSN 1993-6788, No. 2(188), pp. 8-20.
- Onyusheva, I.V.* (2016), Evolution of the higher education in the RK: to the way to create competitive nation [in Russian: Evolutsiya vysshego obrazovaniya v RK: na puti k sozdaniyu konkurentosposobnoi natsii]. *Vestnik of Academy of Pedagogical Sciences of Kazakhstan*, ISSN 2070-4046, Kazakhstan impact factor – 0,013, No. 3(71), pp. 15-23.
- Onyusheva, I.V., Aliyeva, N.A.* (2016), New wave of crisis in Kazakhstan: causes, state, ways to overcome [in Russian: Novaya volna krizisa v Kazakhstane: prichiny, sostoyanie, puti preodoleniya]. *Vestnik of Turan University*, ISSN 1562-2959, No. 3(71), pp. 16-21.
- Onyusheva, I.V., Tushmayeva, Z.U.* (2016), Corporate governance and CEOs compensation. *Vestnik of Turan University*, ISSN 1562-2959, No. 2(70), pp. 35-39.
- Onyusheva, I.V., Kazybayeva, A.S.* (2016), Foreign experience of human resource management and possibility of its application in the social and economic conditions of Kazakhstan. *European Journal of Humanities and Social Sciences*, ISSN 2414-2344, No. 1, pp. 61-63.

3. Books

- Onyusheva, I.V.* (2015), *Human capital in context of national economic competitiveness: formation factors and development prospects* [in Russian: *Chelovecheskii kapital v kontekste konkurentosposobnosti natsionalnoi ekonomiki*], LEM Publishing, Almaty, 264 p.¹

Teaching Experience

1. **Course/Subject Name** History of Economic Thought **Education Level** Master's **Years of Experience** 3 Years
2. **Course/Subject Name** Human Capital Management in Conditions of Global Competitiveness **Education Level** Master's & PhD **Years of Experience** 3 Years
3. **Course/Subject Name** Enterprise Competitiveness Management **Education Level** Master's **Years of Experience** 3 Years
4. **Course/Subject Name** Project Management **Education Level** Master's & Bachelor's **Years of Experience** 5 Years
5. **Course/Subject Name** Strategic Management **Education Level** Master's & Bachelor's **Years of Experience** 5 Years
6. **Course/Subject Name** Antiresessionary Management/ Crisis Management **Education Level** Master's **Years of Experience** 3 Years
7. **Course/Subject Name** HR Management **Education Level** Master's & Bachelor's **Years of Experience** 5 Years

¹ The book has been awarded as "Best educational edition in economic field" in the framework of the XXVI international book fair (Sochi, Russia, October 8-11, 2015), and Gold medal "European Quality" (ESIC, Germany, Russia, April 4, 2016).

8. **Course/Subject Name** Economics of Enterprise **Education Level** Master's & Bachelor's **Years of Experience** 5 Years
9. **Course/Subject Name** Fundamentals of Economics **Education Level** Bachelor's & Master's **Years of Experience** 7 Years
10. **Course/Subject Name** Microeconomics **Education Level** Bachelor's & Master's **Years of Experience** 7 Years
11. **Course/Subject Name** Macroeconomics **Education Level** Bachelor's & Master's **Years of Experience** 7 Years
12. **Course/Subject Name** General Management **Education Level** Bachelor's **Years of Experience** 7 Years

Subjects that have been taught at STIU

1. **Course/Subject Name** International Business Management **Education Level** PG, MBA **Academic Year** 2017-2018
2. **Course/Subject Name** Strategy for Business Success **Education Level** PG, MBA **Academic Year** 2017-2018
3. **Course/Subject Name** Current Issues in International Business **Education Level** PG, MBA **Academic Year** 2017-2018
4. **Course/Subject Name** Managing Organization **Education Level** PG, MBA **Academic Year** 2017-2018

Lecturer Profile

Name-Last name Dr. Jan Abrahamsson
Academic Title Lecturer
Specialized Field Entrepreneurship, innovation, internationalization, business development
Faculty MBA Program
Address Stamford International University, 16 Motor Way Km.2, Prawet Bangkok 10250
Telephone Number 0634843859

Education

Degree	Major	University Name	Country	Graduation Year
Ph.D.	Business Administration	Umeå University	Sweden	2559
M.Sc.	Business Administration (Entrepreneurship)	Umeå University	Sweden	2554
B.Sc.	Business Administration (Management Accounting)	Luleå University of Technology	Sweden	2549

Publication(s)

1. Research Papers

- Johansson, M., & Abrahamsson, J. T. (2014). Competing with the Use of Business Model innovation-an Exploratory Case Study of the Journey of Born Global Firms. *Journal of Business*, 2(1), 33-55.
- Abrahamsson, J., Boter, H., & Vanyushyn, V. (2015). Continuing corporate growth and inter-organizational collaboration of international new ventures in Sweden. In C. Karlsson, U. Gråsjö, & S. Wixe (Eds.), *Innovation and Entrepreneurship in the Global Economy: Knowledge, Technology and Internationalization* (pp. 89–116). Cheltenham: Edward Elgar.
- Vanyushyn, V., Abrahamsson, J. (2017). Triggers of Substantial Business Model Innovation: lessons learned from Swedish SMEs. In G. Tesar & Z. Vincze (Eds.), *Motivating SMEs to Cooperate and Internationalize: A Dynamic Perspective*. Routledge Studies in Small Business, Taylor and Francis Group.
- Abrahamsson, J., Vanyushyn, V., & Boter, H. (2018, forthcoming). Organizational Innovativeness in International New Ventures. *European Journal of International Management*.
- Abrahamsson, J., Isaksson, A. (2018, forthcoming). The Knowledge-based Resources of Venture Capital firms and Born Global Firms' Internationalization. *ASEAN Journal of Management and Innovation*.

Under review:

- Abrahamsson, J., Vanyushyn, V., & Boter, H. (2018). Business model innovation of International New Ventures: An empirical study in a Swedish context. Under 2nd review in *Journal of International Entrepreneurship*.
- Abrahamsson, J., Gaim, M. (2018). Navigating Business Model Paradoxes: The Case of Born Globals. *Management International Review*.

Abrahamsson, J., Maga, A., Nicol, C. (2018). The Effect of Business Model Innovation on Share Prices – A Study of US Listed Technology Firms. *Journal of Business Models*.

Other:

Abrahamsson, J., Vanyushyn, V. (2018). Business Model Innovation and External Relationships of Maturing INVs. Accepted for the *GKA Conference*, Valencia Spain, June 25-27th 2018.

Teaching Experience

1. **Course/Subject Name** Entrepreneurship and Enterprise Resource Planning **Education Level** Bachelor
Years of Experience 4 Years
2. **Course/Subject Name** Disruptive Entrepreneurship and Business Model Design **Education Level** Bachelor
Years of Experience 1 Years
3. **Course/Subject Name** Managing Networks and Internationalization **Education Level** Master
Years of Experience 2 Years
4. **Course/Subject Name** Strategizing in Business Development **Education Level** Master
Years of Experience 4 Years
5. **Course/Subject Name** Academic Business Challenge **Education Level** Bachelor's and Master's
Years of Experience 1 Year
6. **Course/Subject Name** Entrepreneurship and Business Development **Education Level** Doctoral
Years of Experience 1 Year

Subjects that have been taught at STIU

- | | |
|---|-------------------------------|
| 1. Course/Subject Name Managing Operations | Education Level Master |
| 2. Course/Subject Name Managing Innovation and Change | Education Level Master |
| 3. Course/Subject Name International Business Management | Education Level Master |

Lecturer Profile

Name-Last name Dr. Scott S. Roach
Academic Title Lecturer
Specialized Field Marketing, Services Marketing, Business Process Improvement
Faculty MBA Program
Address Stamford International University
 16 Motor Way Km.2
 Prawet Bangkok 10250
Telephone Number 09-3357-2234

Education

Degree	Major	University Name	Country	Graduation Year
Ph.D.	Business Administration (Marketing)	Louisiana State University	USA	2539
M.B.A.	Business Administration	Northwestern State University	USA	2530
B.Sc.	Business Administration	Northwestern State University	USA	2518

Publication(s)

1. Research Papers

- Roach, S. (2013) "The Provision of Services in a Less Than Permissive Environment." A symposium presented to members of the United States Department of State at the US Embassy in Baghdad, Iraq, January, 2013.
- Tummons, S., Barnett, S. & Roach, S. (2008). "ADHD: The Treatment Warfare." Research presented at the 21st Annual Research Day at Northwestern State University, Natchitoches, LA., November, 2008.
- Barnett, S., Shaw, J., & Roach, S. (2007). "Are You Out of Your Mind?" Poster presentation. Louisiana Psychological Association 59th Annual Convention, Baton Rouge, LA, 2007.
- Seal, D., Barnett, S. & Roach, S. (2007). "What Were You Thinking?" Research presented at the 20th Annual Research Day at Northwestern State University, Natchitoches, LA., November, 2007.
- Roach, S., Barnett, S., & Fillippino, T. (2007). "Manners 101: Do They Really Matter in the Classroom?" Poster presentation. Fifth Annual Hawaii International Conference on Education, Honolulu, HA, 2007.
- Roach, S., Barnett, S., Fillippino, T., Shaw, J., & Dunn, C. (2007). "Class Civilities: Do they really matter?" Poster Presentation. 53rd Annual Meeting Southeastern Psychological Association, New Orleans, LA, 2007.
- Shaw, J., Barnett, S., & Roach, S. (2006). "Civil Unrest in a Classroom Setting." Research presented at the Louisiana Psychological Association 58th Annual Convention, Baton Rouge, LA, 2006.

- Shaw, J., Barnett, S., & Roach, S. (2006). "The Laws of Learning." Research presented at the 19th Annual Northwestern State University Research Day, Natchitoches, LA, 2006.
- Barnett, S., Fillippino, T. & Roach, S. (2006). "Do Classroom Manners Really Matter?" Poster presentation. 114th Annual Convention of the American Psychological Association. New Orleans, LA, 2006.
- Barnett, S., & Roach, S. (2005). "Irritating Classroom Behaviors: Student to Student Incivilities Can Lead to Low Levels of Student Attentiveness and Teacher Apathy." Third Annual Hawaii International Conference on Education, Honolulu, Hawaii, 2005.
- Roach, S., Barnett, S. (2005). "An Examination of the Relationship Between Happiness Defined as Life Satisfaction and College GPA." Poster Presentation. Third Annual Hawaii International Conference on Education, Honolulu, HA, 2005.
- Barnett, S., & Roach, S. (2004). "Get a Grip: Coping Behaviors of University Students." Research presented at the 17th Annual Research Day at Northwestern State University, Natchitoches, LA, November, 2004.
- Erin, R., Fontaine, C., Williams, M., Roach, S., & Deep, N. (2004). "This Presentation May be Habit-forming." Research presented at the 17th Annual Research Day at Northwestern State University, Natchitoches, LA, November, 2004.
- Roach, S. (2004). "Using Marketing Tools to Meet Needs and Solve Problems for University Student Personnel Administrators." Research presented at the LACUSPA Conference, New Orleans, LA, 2004.
- Dailey, M., & Roach, S. (2004). "Expanding the Student Classroom Performance Model to Include Involvement." International Academy of Business and Public Administration Disciplines, in New Orleans, LA, 2004.
- Dailey, M., & Roach, S. (2004). "Expanding the Elaboration Likelihood Model to Include Student Course Involvement," Paper presented at the National Business and Economic Society Annual Conference in Hawaii, March 10-13, 2004.
- Redmann, D., Kilcoyne, M., & Roach, S. (2004). "Using Focus Groups as a Research Tool," Paper presented at the Delta Pi Epsilon Teaching Conference, Arlington, VA, 2004.
- Cecchini, V., Barnett, S., & Roach, S. (2003). "Classroom behaviors and their effects on fellow students," Poster Presentation. Southwest Conference for Teachers of Psychology, Texas Lutheran University, Sequin, TX, 2003.
- Helaire, B., Gillory, C., Barnett, S., Roach, S., & Cecchini, V. (2003). "If only I had known . . .," Research presented at the 16th Annual Northwestern State University Research Day, Natchitoches, LA, 2003.
- Barnett, S., Cecchini, V., & Roach, S. (2002). "Student-to-student Incivilities," Research presented at the 15th Annual Northwestern State University Research Day, Natchitoches, LA, 2002.
- Roach, S. (2000). *The Headhunters. Great Ideas for the Teaching of Marketing*. Cincinnati, OH: Southwestern College Publishing, 2000.

- Smiley, B. & Roach, S. (1999). "The Search for a Differential Advantage," American Society of Business and Behavioral Sciences, 6th annual Meeting, Las Vegas, NV, 1999.
- Roach, S. (1998). Helping Students to Understand the Marketing Process: The Marketing of Students. *Great Ideas for Teaching Marketing*. Cincinnati, OH: Southwestern College Publishing, 1998.
- Whittington, A., Moulton, P., Moulton, M., & Roach, S. (1998). "Self-Esteem, Race, & Approval Motivation as Predictors of College Alcohol Use." Southwestern Psychological Association, New Orleans, LA, 1998.
- Gallien, T., Roach, S., Moulton, M., & Moulton, P. (1998). "Tendencies Toward Alcohol Abuse: College Athletes Versus Non-Athletes." Southwestern Psychological Association, New Orleans, LA, 1998.
- McDaniel, T., Moulton, M., Moulton, P., & Roach, S. (1998). "Greeks: Can You Find Acceptance in the Bottom of a Bottle?" Southwestern Psychological Association, New Orleans, LA, 1998.
- Bailey, K., Moulton, P., Moulton M., & Roach, S. (1998). "Relationship Between Self-Esteem and Approval Motivation Among College Athletes Versus Non-Athletes." Research presented at the 11th Annual Research Day at Northwestern State University, Natchitoches, LA, November, 1998.
- Dupuis, C., Roach, S., Moulton, P., & Moulton, M. (1998). "Greek Affiliation, Living Arrangement, and Class Status as Predictors of Alcohol Related Behaviors." Research presented at the 11th Annual Research Day at Northwestern State University, Natchitoches, LA, November, 1998.
- Gallien, T., Roach, S., Moulton, M., & Moulton, P. (1998). "Tendencies Toward Generic Alcoholism: College Athletes Versus Non-Athletes." Research presented at the 11th Annual Research Day at Northwestern State University, Natchitoches, LA, November, 1998.
- Griffin, F., Moulton, M., Moulton, P., & Roach, S. (1998). "Adolescent Athletes and Alcohol: Passing the Bottle or the Ball," Research presented at the Louisiana Association of Health, Physical Education, Recreation, and Dance Convention, Alexandria, LA, 1998.
- Mc. Daniel, T., Moulton, M., Moulton, P., Roach, S., Cosio, D. & Crady, C. (1998). "A Profile of Adolescent Health-Risk Behaviors." Research presented at the Louisiana Association of Health, Physical Education, Recreation, and Dance Convention, Alexandria, LA, 1998.
- McDaniel, T., Moulton, M., Moulton, P., & Roach, S. (1998). "An Analysis of the Relationship Between Self-Esteem, Approval Motivation, and Alcohol Behaviors With Greek Organizations on College Campuses." Research presented at the 11th Annual Research Day at Northwestern State University, Natchitoches, LA, November, 1998.
- Rhodes, S., Moulton, M., Roach, S., & Moulton, P. (1998). "Religious Beliefs and Alcohol Consumption Among Male College Students." Research presented at the 11th Annual Research Day at Northwestern State University, Natchitoches, LA, November, 1998.
- Whittington, A., Moulton, M., Moulton, P., Roach, S., & Griffin, F. (1998). "The Relationship Between Alcohol, Gender, Athletic Participation and Social Expectancies." Research presented at the Louisiana Association of Health, Physical Education, Recreation, and Dance Convention, Alexandria, LA, 1998.

- Whittington, A., Moulton, P., Moulton, M., & Roach S. (1998). "Predictors of College Alcohol Use." Research presented at the 11th Annual Research Day at Northwestern State University, Natchitoches, LA, November, 1998.
- Roach, S. (1998). Helping Students to Understand the Marketing Process: The Marketing of Students. *Great Ideas for Teaching Marketing*. Cincinnati, OH: Southwestern College Publishing, 1998.
- Rhodes, S., Barnett, S., & Roach, S. (1998). "Catholic/Protestant: A Comparison of Religious Affiliation and Generic Alcoholism." Southwestern Psychological Association. Albuquerque, New Mexico.
- Dupuis, C., Roach, S., Moulton, P., & Moulton, M. (1997). "The Greek Myth: Alcoholism Runs Rampant." Paper presented at the Southwestern Psychological Association, New Orleans, LA, 1998.
- Rhodes, S., Barnett, S., & Roach, S. (1997). Catholic/Protestant: A Comparison of Religious Affiliation and Generic Alcoholism." Southwestern Psychological Association, New Orleans, LA, 1998.
- Whittington, A., Moulton, P., Moulton, M., & Roach, S. (1997). "Self Esteem, Race, and Approval Motivation as Predictors of College Alcohol Use." Paper presented at the Southwestern Psychological Association, New Orleans, LA, 1997.
- Moulton, P., Moulton, M., & Roach, S. (1997). "Eating Disorder Symptomology and Approval Motivation." Research presented at the Louisiana Psychological Association, Baton Rouge, LA, 1997.
- Moulton, M., Moulton, P., Roach, S. & Gallian, T. (1997). "A Comparison of Levels of Alcohol Use Among Male and Female College Athletes and Non-Athletes." Research presented at the Louisiana Association for Health, Physical Education, Recreation and Dance Convention, Lafayette, LA, 1997.
- Roach, S. (1996). Bringing Lecture into the Twenty-First Century, in *Great Ideas For Teaching Marketing*. Cincinnati, OH: Southwestern College Publishing, 1996.
- Roach, S. (1995). "Rules of the Exchange Process: A Qualitative Investigation." Research presented at the 8th Annual Northwestern State University Research Day, Natchitoches, LA, November, 1995.
- Roach, S. (1993). "Examining the Instructional Style and Individual Differences in Marketing Faculty Members." Research presented at the 6th Annual Northwestern State University Research Day, Natchitoches, LA, November, 1993.
- Black, W., & Roach, S. (1991). "Exploring the Role of Social Contract Norms in Retail Transactions," 6th Annual Patronage Conference of American Marketing Association, Baton Rouge, LA, 1991.
- Alford, B., & Roach, S. (1991). "Measurement of Consumers' Perceptions of Pain in Dental Services," Research presented at the annual conference of the Southern Marketing Association, November 6-9, 1991.

2. Academic Journals

- Franco, A. and Roach, S. (2017). Factors That Determine Accounting Anxiety Among Users of English as a Second Language Within an International MBA Program. *International Journal of Learning, Teaching and Educational Research* 16 (1), 2017.

- Franco, A & Roach, S. (2017) Perceptions of Consumers in Thailand towards Purchasing Products Made in China: An Empirical Study of an International University in Thailand. *ASEAN Journal of Management & Innovation* 4 (1), 2017.
- Franco, A. & Roach, S. (2016). Do the Factors of Age and Gender Affect Accounting Anxiety? An Examination of ESL Students at an International University. *ASEAN Journal of Management and Innovation* 3 (2) 133-141, 2016.
- Limsirvallop, K. & Roach, S. (2016). Using DMAIC to Improve an In-Store Delivery Service. *Journal of Supply Chain Management Research and Practice* 10 (2), 2016.
- Luo, A., Roach, S. & Jiratchot, C. (2015). The Effect of the 7Ps of the Marketing Mix on Air Freight Customer Satisfaction and Repurchase Intention. *Journal of Supply Chain Management Research and Practice*. 9 (2), 28-36, 2015.
- Fillippino, T., Barnett, S., & Roach, S. (2008). Help! Do I have to Advise College Students, Too? *The Mentor: An Academic Advising Journal*. 12 (1), 2008.
- Barnett, S. & Roach, S. & Smith, M. (2006). Microskills: Advisor Behaviors that Improve Communication with Advisees. *The Journal of the National Academic Advising Association*. (NACADA), 26 (1), 6-12, 2006.
- Humphrey, P., Kilcoyne, M. Roach, S., & Schaub, M. (2006). Diet Pills, Powders and Programs: A Market Characterized by Growing Parts. *International Journal of Business Disciplines*. 17(2), 2006.
- Barnett, S. & Roach, S. (2003). Student Incivilities: Classroom Behaviors Students Consider Irritating. *The Louisiana Education Research Journal*. Vol. 28 (1) 47-56, 2003.
- Moulton, M., Moulton, P, Gallien, T., & Roach, S. (2000). Generic Alcoholism: Are College athletes at risk? *The Sports Journal*, 3 (2), online @www.thesportjournal.org/Journal/current.htm, 2000.
- Moulton, M., Moulton, P., Roach, S., & Gallien, T. (2000). A Comparison of Levels of Alcohol Use Among Male and Female College Athletes and Non-Athletes. *LAHPERD Journal*, Vol. 61 (2), Spring, 2000.
- Jones, S., Moulton, M., Moulton, P. & Roach, S. (1999). Self-esteem differences as a function of race and weight preoccupation: Findings and implications. *Women's Health Issues*, 9(1), 50-55, 1999.
- Roach, S., Dupuis, C., & Whittington, A. (1999). Alcohol and College Students: A Harmful Product and a Vulnerable Market. *Journal of Targeting Measurement and Analysis for Marketing*. Vol. 8, (1), 83-96, 1999.
- McDaniel, T., Moulton, M., Moulton, P., Roach, S., & Cosio, D. (1999). A Profile of Adolescent Health-risk Behaviors. [Abstract]. *Louisiana Association for Health, Physical Education and Dance Journal*, 62 (2), Spring, 1999.
- Smiley, B. & Roach, S. (1999). Determining Comparative Advantage for a Small University. *Journal of Business and Behavioral Sciences*, Vol. 1, February, 1999.
- Moulton, P., Moulton, M., & Roach, S. (1998). Eating Disorders: A Means for Seeking Approval? *The Journal of Treatment & Prevention*. Vol. 6 (4), 319-327, 1998.

- Moulton, M., Moulton, P., Roach, S., & Bailey, K. (1998). The Relationship of Self-Esteem & Approval Motivation in College Athletes [Abstract]. *Louisiana Association of Health, Physical Education, Recreation, and Dance Journal*, 61 (2), Spring, 1998.
- Moulton, M., Moulton, P., Roach, S., & Gallian, T. (1998). A Comparison of the Level of Alcohol Use Among Male and Female College Athletes and Non-athletes. [Abstract]. *Louisiana Association of Health, Physical Education, Recreation and Dance Journal*, 61 (2), Spring, 1998.
- Roach, S., Hair, J. Jr., & Johnston, M. (1993). The Current State of Marketing Education: Perceptions of Marketing Academicians and Doctoral Students. *Marketing Education Review*. Vol. 4, (1), 2-9, 1993.
- Roach, S., Hair, J. Jr., & Johnston, M. (1993). An Exploratory Examination of Teaching Styles Currently Employed in Marketing Education: Developing a Typology and Its Implications for Marketing Students. *Journal of Marketing Education*. (Fall), 32-38, 1993.

3. Books

- Hair, J. Jr., Lamb, C. Jr., McDaniel, C. & Roach, S. (1996) *Great Ideas for Teaching Marketing*. Cincinnati, Oh: Southwestern College Publishing, 1996.
- Roach, S. (1996) *The Use of Norms in the Evaluation of the Exchange Process: The Consumer Level*, an unpublished dissertation, Ann Arbor, MI: UMI Dissertation Services, 1996.
- Roach, S. (1996) *Personnel Policies Manual City of Natchitoches*, Natchitoches, LA: City of Natchitoches, 1996.
- Williams, L., Roach, S., Alford, B. & William Black (1995) *Multivariate Data Analysis with Readings Instructor's Manual*. 4th ed., Englewood Cliffs, NJ: Prentice Hall, 1995.
- Alford, B. Roach, S. & Black, W. (1992) *Multivariate Data Analysis with Readings Instructor's Manual*. 3rd. ed., Englewood Cliffs, NJ: Prentice Hall, 1992.

Teaching Experience

1. **Course/Subject Name** MBA thesis and Independent Study Advising **Education Level** MBA **Years of Experience** 5 Years
2. **Course/Subject Name** Services Marketing **Education Level** Bachelor **Years of Experience** 20 Years
3. **Course/Subject Name** Consumer Behavior **Education Level** Bachelor's and Master's **Years of Experience** 25 Years
4. **Course/Subject Name** Quality. **Education Level** Bachelor's **Years of Experience** 5 Years
5. **Course/Subject Name** Marketing/Business Research/Data Driven Decision Making. **Education Level** Bachelor's and Master's **Years of Experience** 25 Years
6. **Course/Subject Name** Marketing Management. **Education Level** Bachelor's **Years of Experience** 20 Years
7. **Course/Subject Name** Processes and Metrics. **Education Level** Bachelor's **Years of Experience** 5 Years
8. **Course/Subject Name** Retailing. **Education Level** Bachelor's **Years of Experience** 20 Years
9. **Course/Subject Name** Personal Selling. **Education Level** Bachelor's **Years of Experience** 20 Years

10. Course/Subject Name Principles of Marketing.**Education Level** Bachelor's and Master's

Years of Experience 25 Years

11. Course/Subject Name Sports Marketing.**Education Level** Master's **Years of Experience** 1 Year

12. Course/Subject Name Supply Chain Management.**Education Level** Master's **Years of Experience** 1 Year

13. Course/Subject Name Supply Chain Management Contracts.**Education Level** Master's **Years of Experience** 1 Year

14. Course/Subject Name Internet Marketing.**Education Level** Bachelor's and Master's **Years of Experience** 10 Years

15. Course/Subject Name Integrated Marketing Communications/Promotions.**Education Level** Bachelor's and Master's

Years of Experience 25 Years

Subjects that have been taught at STIU

1. Course/Subject Name MBA thesis and Independent Study Advising .**Education Level**MBA **Years of Experience** 5 Years

2. Course/Subject Name Consumer Behavior.**Education Level**Bachelor's and Master's **Years of Experience** 25 Years

3. Course/Subject Name Marketing/Business Research/Data Driven Decision Making.**Education Level**Bachelor's and Master's

Years of Experience 25 Years

4. Course/Subject Name Principles of Marketing.**Education Level** Bachelor's and Master's **Years of Experience** 25 Years

5. Course/Subject Name Integrated Marketing Communications/Promotions.**Education Level**Bachelor's and Master's

Years of Experience 25 Years

Lecturer Profile

Name Surname Dr. Triyuth Promsiri
Academic Title Lecturer
Specialized Fields Entrepreneurship, Innovation, Property Development
Faculty MBA Program
Address Stamford International University 16 Motor Way Km.2 Prawet Bangkok 10250
Telephone Number 02-769-4000

Education

Degree	Major	University Name	Country	Graduation Year
Ph.D.	Entrepreneurship, Management	College of Management Mahidol University	Thailand	2561
M.M.	Management	College of Management Mahidol University	Thailand	2551
B.Sc.	Design, Industrial Design, Faculty of Architecture	Chulalongkorn University	Thailand	2548

Publications

1. Research Papers

- Sukavejworakit, K. & Promsiri, T. (2018). OETEL: An Innovative Teaching Model for Entrepreneurship Education. Journal of Entrepreneurship Education, 21(2).
- Promsiri, T. (2018). Developing business ideas through the application of design process: an empirical study of would-be entrepreneurs in a transition from resource-Based to value-based economy. Asia Pacific Social Science Review
- Sukavejworakit, K., Promsiri, T. & Virasa, T. (2018). Increasing entrepreneurial intention with the application of Experiential Learning Theory: An innovative learning method and empirical test. Asia Pacific Social Science Review Study the Effect of Design Process on Business Idea Development, Asian International Journal of Social Sciences (Vol. 18, No 1, 2018, January – March, 2018, <https://doi.org/10.29139/aijss.201801>, ISSN 2539-6102), First Author

2. Conference Papers

- Promsiri, T. (2016). Study the opportunity development process through the Science of the Artificial. Paper presented at ACERE Conference, Gold Coast, Australia: Australian Centre for Entrepreneurship Research.
- Promsiri, T. (2017). Study the Effect of Design Process on Business Idea Development. Paper presented at ISPIM Innovation Conference, Vienna, Austria: ISPIM Innovation.

Promsiri, T. (2018). Developing business ideas through the application of design process: an empirical study of would-be entrepreneurs in a transition from resource-Based to value-based economy. Paper presented at APIFF Conference, Pattaya, Thailand: Asia Pacific Social Science Review.

Sukavejworakit, K. & Promsiri, T. (2018). Increasing entrepreneurial intention with the application of Experiential Learning Theory: An innovative learning method and empirical test. Paper presented at APIFF Conference, Pattaya, Thailand: Asia Pacific Social Science Review.

Promsiri, T. (2018). The effect of design process on new venture idea development with different external enablers. Paper presented at ACERE Conference, Brisbane, Australia: Australian Centre for Entrepreneurship Research

3. Working Papers

- Four pillars of pitching presentations - A qualitative study (Submitting to Nida Business Journal)
- The role of narrative sense making in decisions to invest – A literature review (Submitting to AJMI)
- The characteristic of New Venture Ideas (Submitting to Entrepreneurship Education Journal)

Teaching Experience from 2008 – 2018

Entrepreneurial Mindset	Innovation & Creativity	Business Development
Foundation of New Venture	Entrepreneurial Finance	Product Design & Development
Property Development	Presentation Skills	Current Issues

Subjects that have been taught at STIU

1. Course/Subject Name MGN 530: Managing Innovation & Change	Education Level Master Academic Year 2017-2018
2. Course/Subject Name MGN 570: Entrepreneurship	Education Level Master Academic Year 2017-2018
3. Course/Subject Name HTM 533: Property Development & Management	Education Level Master Academic Year 2017
4. Course/Subject Name MGN 540: Current Issues	Education Level Master Academic Year 2017
5. Course/Subject Name ENT401: New Venture Creation	Education Level Bachelor Academic Year 2014-2017
6. Course/Subject Name ENT301: Business Development	Education Level Bachelor Academic Year 2013-2017
7. Course/Subject Name ENT201: Innovation & Creativity	Education Level Bachelor Academic Year 2013-2014
8. Course/Subject Name ENT101: Entrepreneurial Mindset	Education Level Bachelor Academic Year 2013-2014
9. Course/Subject Name EGN223: Presentation Skills	Education Level Bachelor Academic Year 2013-2015

Lecturer Profile

Name-Last name Asst. Prof. Dr. Pakdee Manaves

Academic Title Lecturer

Specialized Field Strategic Management, Engineering Management, Operations Management, International Business Management, Broadcasting and Telecommunications, Politics, Finance, and Investment

Faculty MBA Program

Address Stamford International University 16 Motor Way Km.2 Prawet Bangkok 10250

Telephone Number 02-769-4000

Education

Degree	Major	University Name	Country	Graduation Year
Ph.D.	Politics	Ramkamhaeng University	Thailand	2561
Ph.D.	Industrial Engineering	Kasetsart University (Collaboration with Case Western Reserve University, USA).	Thailand	2550
Ph.D.	Management	American University	USA	2540
M.B.A.	Finance	University of Liverpool	UK	2556
M.B.A.	General Management	Thammasat University	Thailand	2536
B.Sc.	Printing and Packaging Technology	King Mongkut's University of Technology Thonburi	Thailand	2560
B.A.	Mass Communication	Ramkamhaeng University	Thailand	2561
B.Pol.Sc.	Politics	Ramkamhaeng University	Thailand	2558
B.Eng.	Civil Engineering	Chulalongkorn University	Thailand	2531

Publication(s)

1. Research Papers

Pakdee M., Kongkiti P., and Josu T. (2007). Proposed model for performance measurement standards. International Journal of Services and Standards, 3(3): 326 - 351.

Pakdee M., and Kongkiti P. (2006). Proposed Baseline Taxonomy of Key Performance Indicators For Decision Making. Research and Development Journal of The Engineering Institute of Thailand, 17(4).

Pakdee Manaves and Kongkiti P. (2006). Proposed Baseline Taxonomy of Key Performance Indicators. The 36th International Conference on Computers and Industrial Engineering, National Tsing Hua University, Taipei, Taiwan, R.O.C.: 100 – 101.

Pakdee M, Kongkiti P., and Josu T. (2006). Taxonomies of Key Performance Indicators for the Balanced Scorecard. MIC' 06 Management International Conference on Advancing Business and Management in Knowledge-based Society, University of Primorska, Congress Center Bernardin, Portoroz, Slovenia.

Pakdee M. (2009). Strategic Customer Relationship Management (CRM) of Professional Service Enterprises. Research and Development Journal of The Engineering Institute of Thailand, 20(3).

Pakdee M. (2010). Fast Strategy of Knowledge Management (KM) in Customer Relationship Management (CRM) of Knowledge Intensive Business Services (KIBs). BU Academic Review, 9(2).

Pakdee M. (2017). Development of Thailand's Health Tourism Potential as an ASEAN Hub. International Conference No. 1, 24 June 2017, Rajapark University, Thailand.

Leadership Changes in Influencing the Performance of Staffs: A Case Study of the Line Assistant Governor of the Maintenance Section of the State Enterprise. International Conference No. 1, 4 March 2018, Prathumtani University, Thailand.

2. Academic Journals

Pakdee M. (2011). Collaborative of the Supply Chain Partnership for Competitive Advantage of the Supply Chain Partnership. Stamford International University Journal, 3(1).

3. Books

World Class Strategic Management. Year Green Apple Printing Co.,Ltd. Nontaburi, Thailand.

Teaching Experience

1. **Course/Subject Name** Microeconomics **Education Level** Bachelor's **Years of Experience** 3 Years
2. **Course/Subject Name** Macroeconomics **Education Level** Bachelor's **Years of Experience** 3 Years
3. **Course/Subject Name** Managerial Economics **Education Level** Bachelor's **Years of Experience** 3 Years
4. **Course/Subject Name** Corporate Finance **Education Level** Master's **Years of Experience** 3 Years
5. **Course/Subject Name** Strategic Management **Education Level** Master's **Years of Experience** 14 Years
6. **Course/Subject Name** Operations Management **Education Level** Master's **Years of Experience** 14 Years
7. **Course/Subject Name** International Business Management **Education Level** Master's **Years of Experience** 14 Years
8. **Course/Subject Name** Operations Management **Education Level** Master's **Years of Experience** 14 Years
9. **Course/Subject Name** Project Management **Education Level** Master's **Years of Experience** 10 Years

10. Course/Subject Name Industrial Engineering **Education Level** Master's **Years of Experience** 14 Years

11. Course/Subject Name Technology and Innovation Management **Education Level** Master's
Years of Experience 10 Years

Subjects that have been taught at STIU

- 1. Course/Subject Name** ECO 557 Managerial Economics **Education Level** Bachelor's **Academic Year** 2012
- 2. Course/Subject Name** MGN 590 Strategy for Business Success **Education Level** Master's **Academic Year** 2004
- 3. Course/Subject Name** MGN 562 Managing Operations **Education Level** Master's **Academic Year** 2004
- 4. Course/Subject Name** INB 574 AEC Opportunities and Challenges **Education Level** Master's **Academic Year** 2016
- 5. Course/Subject Name** INB 579 International Alliances and Joint Ventures **Education Level** Master's
Academic Year 2016
- 6. Course/Subject Name** INB 528 International Business Management **Education Level** Master's **Academic Year** 2002
- 7. Course/Subject Name** MKT 570 Strategic Marketing **Education Level** Master's **Academic Year** 2016
- 8. Course/Subject Name** MGN 520 Supply Chain Management **Education Level** Master's **Academic Year** 2012

Lecturer Profile

Name-Last Name Dr Kathryn Hughes
Academic Title Senior Lecturer
Specialized Field Management / Strategy / Supply Chain Management
Faculty MBA
Address Stamford International University 16 Motor Way Km.2 Prawet Bangkok 10250
Telephone Number 02-769-4000

Education

Degree	Major	University Name	Country	Graduation Year
Ph.D.	Philosophy	Macquarie Graduate School of Management	Australia	2558
M.B.A.	Business Administration	Macquarie Graduate School of Management	Australia	2548
M.App.Sc.	Applied Science	University of New South Wales	Australia	2540
B.Sc.	Geography and Botany	University of New South Wales	Australia	2533
Postgraduate Certificate	In Academic Practice	Heriot-Watt University	Scotland, UK	2557
Postgraduate Certificate	In Management	Macquarie Graduate School of Management	Australia	2543

Publication(s)

1. Research Papers

Invited Research Contributions

Hughes, K. (2017) **Invited Presenter** 'Refugee Children in the Humanitarian Supply Chain' *Production and Operations Management Society (POMS) Conference*, Seattle, USA, 5-8 May.

Hughes, K. (2016) **Invited Caucus Member** 'The Relationship between Strategy Implementation and Organizational Change', *2016 Academy of Management (AOM) Annual Conference*, Anaheim, USA, 5-9 August.

Hughes, K. (2016) **Invited Panel Member** 'Supply Chains, Sustainability and Local Development' *Academy of International Business (AIB) Conference*; New Orleans, USA, 28-30 June.

Hughes, K. (2016) **Invited Presenter** 'Use of Remote Sensing and GIS in Humanitarian Logistics', *Production and Operations Management Society (POMS) Conference*, Orlando, USA, 6-9 May.

Hughes, K. (2015) **Invited Presenter** 'Water provision in disaster response' *Production and Operations Management*

- Society (POMS) Conference, Orlando, USA, 6-9 May.*
- Hughes, K. (2014) **Guest Lecture and Workshop** 'Humanitarian Logistics' to 4th year students in Logistics and Supply Chain Management, *Napier University*, Edinburgh Scotland, 20 March.
- Hughes, K. (2014) **Guest Lecture** 'Logistics and Supply Chain Management' in *D11SC Corporate Social Responsibility*, Built Environment Degree, School of the Built Environment. Heriot-Watt University, Edinburgh Scotland, 3 March.
- Hughes, K. (2013) **Guest Lecture and Workshop** 'Humanitarian Logistics' to 4th year students in Logistics and Supply Chain Management, *Napier University*, Edinburgh Scotland, 21 March.
- Hughes, K. (2013) **Guest Lecture** 'Sustainable Supply Chain Management' in *D11SC Corporate Social Responsibility* in the Built Environment Degree, School of the Built Environment. Heriot-Watt University, Edinburgh Scotland, 4 February.
- Hughes, K. (2012) **Invited Presentation** 'Humanitarian Logistics Metrics' in the *Accounting for Society and Environment (ASE) Research Workshop*, Heriot-Watt University, Riccarton Scotland, 5 December.
- Hughes, K. (2012) **Invited Panel Member** 'Thought Leader Panel: Humanitarian and Disaster Relief Supply Chains' *Decision Sciences Institute Conference*, San Francisco USA, 16-20 November.
- Cahoon, S., Pateman, H. and Hughes, K. (2012) **Conference Paper Selected as Keynote Presentation**, 'Humanitarian supply chains: key challenges and issues in managing collaboration', *International Conference for Asian Shipping and Logistics (ICASL)*, Yeosu, Korea, 7-10 July. Peer Reviewed.
- Hughes, K. (2012) **Invited Presentation** 'Coordination and collaboration in emergency management in Australian' for *Humanitarian Operations and Crisis Management Track, POMS*, Chicago USA, 19 April-23 May.
- Hughes, K. (2011) **Invited Roundtable Presentation** 'Tensions in talent management in a volunteer emergency response organisation' Researchers and Practitioners Roundtable, *Volunteering Australia National Conference*, Gold Coast Queensland, 28-30 November.
- Hughes, K. (2011) **Invited Presentation** 'PhD: Structure of humanitarian supply chain response' at the *Humanitarian Logistics Group (HLG)*, INSEAD, Fountainebleau France, 30 June.
- Hughes, K. (2011) **Invited Presentation** 'PhD: Structure of humanitarian supply chain response' at the *Humanitarian & Emergency Logistics Professionals (HELP) meeting*, Cranfield University UK, 17 June.
- Hughes, K. (2011) **Invited Presentation**: 'Volunteer emergency response: The Australian approach to disaster management', *Managerial Insights from Latest Supply Chain Management Research Seminar*, Hanken School of Economics Finland, 30 May.
- Hughes, K. (2011) **Invited International Panelist** Panel Discussion: 'Global disaster response - views from different continents' *Managerial Insights from Latest Supply Chain Management Research Seminar*, Hanken School of Economics Finland, 30 May.
- Hughes, K. (2011) **Opening Keynote Presentation** 'Industry-University collaboration: Are we speaking at cross purposes?' *SMART Research Forum, SMART Supply Chain, Transport and Logistics Industry Conference*, Sydney Australia, 24 May.

- Hughes, K. (2011) **Invited Presentation** ‘Stories from the front line: Humanitarian logistics’ Undergraduate Logistics Students at Australian Maritime College, University of Tasmania, Launceston Australia, 12 May.
- Hughes, K. (2011) **Guest Lecture** ‘Third-Party Logistics (3PL) case studies and industry findings’ Maritime MBA Students, Australian Maritime College, University of Tasmania, Launceston Australia, 12 May.
- Hughes, K. (2011) **Research Seminar Presentation** ‘A phased approach to humanitarian supply chains’ Australian Maritime College, University of Tasmania, Launceston Australia, 12 May.
- Hughes, K. (2011) **Invited Author/Presenter** ‘Agile supply chains and responsive organizations: The first phase in disaster management’ for *Humanitarian Operations and Crisis Management Track, POMS*, Reno USA, 29 April-3 May.
- Hughes, K. (2010) **Guest Lecture** ‘Northern Sydney’s Global Technology Corridor’ *Centre for Innovation & Structural Change (CISC) Speaker Series*, National University of Ireland, Galway Ireland, 2 November.
- Hughes, K. (2010) **Invited Panelist** ‘From intent to reality: Making an international competitive cluster happen’ Conference: *Transforming Manufacturing Hubs into Internationally Competitive Clusters in Medical Technology: The Experiences of Massachusetts and Ireland*, Centre for Innovation & Structural Change (CISC), National University of Ireland, Galway Ireland, 28 October.
- Hughes, K. (2010) **Guest Lecture** ‘Supply chain transitions in disaster response’ *Masters of Supply Chain (MSC) course*, Logistics Research Institute Centre, Hull University Business School, Hull UK, 8 October.
- Hughes, K. (2010) **Guest Presentation** ‘Structure of humanitarian supply chains’ Academics and PhD Candidates at *Logistics Research Institute Centre*, Hull University Business School, Hull UK, 8 October.
- Hughes, K. (2010) **Industry Panelist** for review of MBA final projects in two courses *MGSM860 Strategic Management*, Macquarie Graduate School of Management, 31 September & 1 October.
- Hughes, K. (2010) **Guest Presenter** ‘Nike’s CSR challenges’ *Green Supply Chains Workshop*, Global Supply Chain Group, Sydney Australia, 18 June.
- Hughes, K. (2010) **Moderator** for Plenary Panel ‘Practitioners Speak: Current issues and challenges faced by businesses in their supply chains’ *8th Annual ANZAM OM Symposium*, Macquarie Graduate School of Management, Sydney Australia, 8 June.
- Hughes, K. (2010) **Invited Keynote Panelist** ‘Supply chain types’ (Industry Workshop) *Supply Chains at the Extreme – Their emerging role supporting development aid and humanitarian relief*, Macquarie Graduate School of Management, Sydney Australia, 22 February.
- Hughes, K. (2010) **Guest Lecture** ‘Global labour sourcing: A consulting project through the lens of supply chain management’ *JE Cairnes School of Business & Economics Guest Lecture Series*, National University of Ireland, Galway (NUIG) Ireland, 29 January.
- Hughes, K. (2008) **Guest Lecture** ‘Managing supply chain response in disasters’ Masters and Undergraduate Course: *DISC4361 Supply Chain Management*, CT Bauer College of Business, Houston University, Houston USA, 25 September.
- Hughes, K. (2007) **Invited Presentation** ‘Humanitarian supply chains’ *Think-tank on Humanitarian Supply Chains*, Kenan Institute, UNC Kennan-Flagler Business School, University of North Carolina, Chapel Hill USA, 26-28 October.

2. Conference Research Papers (most recent first)

- Zubac, A., Bryant, P. & Hughes, K. (2017) Caucus: 'Continuing the Conversation: The Strategy Implementation and Organizational Change Interface' submitted to the **Academy of Management (AOM) Annual Conference**, 4 – 8 August, Atlanta, GA [Co-Moderator].
- Hughes, K. (2017) 'Refugee Children in the Humanitarian Supply Chain' **Production and Operations Management Society (POMS) Annual Conference**, Seattle, WA, 5-8 May [Presenter]
- Stair, N. & Hughes, K. (2015) 'Research Proposals & Active Learning' **Greenwich APT2015 Conference**, London, UK, 7 July. Peer Reviewed. [Co-Presenter]
- Hughes, K. (2015) 'The Big Issue: A supply chain providing social change' **Production and Operations Management Society (POMS) Annual Conference**, Washington DC, 8-11 May. [Presenter]
- Alexander, O., Hughes, K. & Ashby, A. (2015) 'Unknown unknowns: Uncovering value added activities for in-sessional classes from a student perspective' **BALEAP Conference**, Leicester, UK, 17- 19 April. Peer Reviewed.
- Hughes, K. Alexander, O. & Ashby, S. (2014) 'Perceived academic skills needs of International Students' **Heriot Watt University Learning & Teaching Symposium**, , Edinburgh, UK, 14 October. [Presenter]
- Hughes, K. (2014) 'Decision Processes in Humanitarian Logistics' **20th Conference of the International Federation of Operations Research Societies (IFORS)**, Barcelona Spain, 13-18 July. [Presenter]
- Hughes, K. (2014) 'Foodbanks and their supply chain challenges' **Production and Operations Management Society (POMS) Annual Conference**, Atlanta, USA, 8-12 May. [Presenter]
- Hughes, K. (2014) 'Emergency management in Australia' **Production and Operations Management Society (POMS) Annual Conference**, Atlanta, USA, 8-12 May. [Presenter]
- Narang, R. & Hughes, K. (2014) 'Natural Disaster Case Study from the Uttarakhand Region, northern India' **Production and Operations Management Society (POMS) Annual Conference**, Atlanta, USA, 8-12 May. [Presenter]
- Alexander, O. & Hughes, K. (2014) 'Research skills for quality assurance and enhancement of In-sessional Academic Skills classes' **Joint Event BALEAP Accreditation Scheme (BAS) and Research Training Event Series (ReTES)**, University of Leeds, UK, 14 February. Peer Reviewed.
- Franken, A. & Hughes, K. (2013) 'Supply Chain Processes of Foodbanks in Amsterdam and Edinburgh' **Decision Sciences Institute (DSI) Annual Conference**, Baltimore USA, 16-19 November.
- Gkikaki, A. & Hughes, K. (2013) 'Investigation of IT contribution to performance improvement of emergency pre-positioned inventory' **Decision Sciences Institute (DSI) Annual Conference**, Baltimore USA, 16-19 November.
- Hughes, K. (2013) 'Factors affecting decision-making of supply chain managers in emergency response to large natural disasters' **Decision Sciences Institute (DSI) Annual Conference**, Baltimore USA, 16-19 November. [Presenter]
- Gadge, A.; Hughes, K. & Albores, G. (2013) 'Disaster Risk Management: An ICT approach' **Logistics Research Network**, Birmingham UK, 4-6 September. [Presenter]

- Hughes, K. & Zubac, A. (2013) 'Investing in Resources and Dynamic Bilateral Contracting in an Institutional Context' **Academy of Management (AOM) Annual Conference**, Boston USA, 3-7 August. [Co-presenter]
- Gadge, A. & Hughes, K. (2013) 'ICT in Humanitarian Disaster Risk Management' **Production and Operations Management Society (POMS) Annual Conference**, Denver USA, 2-8 May. [Presenter]
- Hughes, K. (2013) 'Managing a supply chain of service' **Production and Operations Management Society (POMS) Annual Conference**, Denver USA, 2-8 May. [Presenter]
- Hughes, K. (2012) 'Value-added activities in the FareShare supply chain' **Decision Sciences Institute (DSI) Annual Conference**, San Francisco, Nov 17-20. [Presenter]
- Hughes, K. (2012) 'Supply and demand matching in highly variable supply chains: Case comparison of food banks and donated blood' **Decision Sciences Institute (DSI) Annual Conference**, San Francisco, Nov 17-20. [Presenter]
- Gaillard, D. & Hughes, K. (2012) 'Exploring potential business opportunities to create value for a refugee community' **Irish Academy of Management (IAM) Annual Conference**, Maynooth, Irish Republic, 5-7 September. [Presenter]
- Hughes, K. (2012) 'First responders to large international disasters: Identifying supply chain and organizational characteristics' **Irish Academy of Management (IAM) Annual Conference**, Maynooth, Irish Republic, 5-7 September 2012. [Presenter]
- Hughes, K. & Zubac, A. (2012) 'Firms and the Reciprocity of the Process of Investing and the Act of Working' **Academy of Management (AOM) Annual Conference**, Boston USA, 3-7 August. [Co-presenter]
- Zubac, A.; Hughes, K. & Brennan, L. (2012) 'Societal and economic implications of firms' resource-investments' **Academy of Management (AOM) Annual Conference**, Boston USA, 3-7 August. [Co-presenter]
- Haskie-Leventhal, D.; Hughes, K.; Hustinx, L. & Handy, F. (2012) 'Happy to serve: Volunteer management and job satisfaction' **International Society for Third Sector Research (ISTR) Annual Conference**, Sienna Italy, 10-13 July.
- Cahoon, S., Pateman, H. and Hughes, K. (2012), 'Humanitarian supply chains: key challenges and issues in managing collaboration', **International Conference for Asian Shipping and Logistics (ICASL)**, Yeosu, Korea, 7-10 July. Peer Review.
- Segal, S.; Jankelson, C.; Arkles, R.; Braks, A.; Duggin, D.; Ellis, N.; Hovey, B.; Hughes, K.; Howell, L.; Matheson, A.; Mead, A.; Rolfe, B. & Walker, J. (2012) 'When being off-track is a way of being on-track: A hermeneutic phenomenological approach to research and research supervision' **11th World Congress of the International Federation of Scholarly Associations of Management (IFSAM)**, Limerick Ireland, 26-29 June. [Co-Presenter]
- Zubac, A.; Hughes, K. & Brennan, L. (2012) 'The societal and economic implications of firms' resource-investments: The example of gender equity and inequity in work research' **European Academy of Management (EURAM) '12**, Rotterdam The Netherlands, 6-8 June. [Presenter]
- Hughes, K. (2012), 'Delivering supply chains of service: Sustainable operation in flood and fire response by volunteer organisations in Australia', **Production and Operations Management Society (POMS) Annual Conference**, Chicago USA, 20-23 May. [Presenter]
- Hughes, K. (2012) 'Coordination and collaboration in emergency management in Australia' **POMS Annual Conference**, Chicago USA, 20-23 May. [Presenter]

- Hughes, K. (2012) 'Talent Management in a large volunteer organization: Contextual issues and challenges' **EIASM Workshop on Talent Management**, Brussels Belgium, 16-17 April. [Presenter]
- Hughes, K. & Spens, K. (2012) 'A review of the critical challenges and current solutions for water distribution in emergency response' **Health and Humanitarian Logistics Conference**, Hosted by INSEAD & Kühne Logistics University, Hamburg Germany, 21-23 March. [Presenter]
- Rooney, J.R.; Hughes K., & Mead, A. (2011) 'The alignment of philanthropic aims with management control: An empirical study of measuring the impact on recipients and well-being options' **Australian & New Zealand Academy of Management Annual (ANZAM) Conference**, Wellington NZ, 7-9 December. Peer Reviewed. [Presenter]
- Hughes, K. (2011) 'The re-organization of global coffee supply chains due to stakeholder pressure' **Decision Sciences Institute (DSI) Annual Conference**, Boston USA, 19-22 November. Peer Reviewed.
- Hughes, K. (2011) 'Successful volunteer-based disaster response - The State Emergency Services (SES) in Australia' **Decision Sciences Institute (DSI) Annual Conference**, Boston USA, 19-22 November. Peer Reviewed.
- Hughes, K. & Zubac, A. (2011) 'A proposed multi-level and multi-institutional framework for studying dynamic capabilities through an institutional lens' Professional Development Workshop (PDW) *Following emergence in process research: Conceptual frameworks and methodological approaches*, **Academy of Management Annual (AOM) Conference**, San Antonio USA, 12 August. Peer Reviewed. [Co-Presenter]
- Hughes, K. & Zubac, A. (2011) 'Making the best of capabilities enabled at the institute-level: The case of the humanitarian supply chains' PDW Fostering publication from around the world in leading organization and strategy journals, **Academy of Management Annual (AOM) Conference**, San Antonio USA, 13 August. [Co-Presenter]
- Hughes, K. (2011) 'Agile supply chains and responsive organizations: The first phase in disaster management' **Production and Operations Management Society (POMS) Annual Conference**, Reno USA, 29 April-2May. Peer Reviewed & Invited Submission by Track Chair. [Presenter]
- Hughes, K. & Green, R. (2011) 'Northern Sydney's Global Technology Cluster: A scoping study of cluster development' **Clusters as Drivers of Competitiveness: Strategies and Policy Issues**, University of Fribourg, Fribourg Switzerland, 25 March. Peer Reviewed. [Presenter]
- Storer, M.; Ferrer, M.; Hughes, K. & Hyland, P. (2010) 'How does organizational size affect utilization of industry-led supply chain innovation capacity in a traditional industry?' **CINet Annual Conference**, Zurich Switzerland, 5-7 September. Peer Reviewed.
- Hughes, K. & Zubac, A. (2010) 'Exploiting the potential of institution-level capabilities: The case of humanitarian supply chains' **Academy of Management Annual Conference (AOM)**, Montreal, Canada, 6-10 August. Peer Reviewed. [Presenter]
- Rooney, J. & Hughes, K. (2010) 'The sustainability of emergency response organisations: A case study exploration of eco-efficiency and 'compassionate' accountability in an emergency response service provider in Australia' **Academy of Management Annual Conference (AOM)**, Montreal, Canada, 6-10 August. Peer Reviewed. [Presenter]
- Hughes, K. & Haugstetter, H. (2010) 'Port amalgamations: Changing the face of service provision and innovation' **International Association of Maritime Economists (IAME)**, Lisbon, Portugal, 7-9 July. Peer Reviewed.

- Hughes, K. & Haugstetter, H. (2010) 'Learning from logistics networks – Privatisation, a help or a hindrance? An exploratory case study of Flinders Ports using secondary data' **Australian & New Zealand Academy of Management OM (Operations Management) Symposium**, Sydney Australia, 6-8 June. Peer Reviewed. [Co-presenter]
- Storer, M.; Hughes, K. & Hyland, P. (2010) 'Revisiting supply chain operational effectiveness' **Australian & New Zealand Academy of Management OM (Operations Management) Symposium**, Sydney Australia, 6-8 June.
- Rooney, J. & Hughes, K. (2009) 'Balancing sustainability and effectiveness in emergency response: An initial exploration using content analysis' **Australian & New Zealand Academy of Management Annual Conference (ANZAM)**, Melbourne Australia, 30 November – 2 December. Peer Reviewed. [Presenter] Hughes, K. (2009) 'Metrics for survival – The challenge of 'appropriate' measurement of aid in humanitarian supply chains' **Australian & New Zealand Academy of Management OM (Operations Management) Symposium**, Adelaide Australia, 8-10 June. [Presenter]
- Hughes, K. & Haugstetter (2009) 'Port groups: Enabling the transformation of passive actors in logistics networks?' **Australian & New Zealand Academy of Management OM (Operations Management) Symposium**, Adelaide Australia, 8-10 June. [Presenter]
- Hughes, K. & Green, R. (2008) 'Identifying potential industry clusters in the Pacific Technology Corridor' **Australian & New Zealand Academy of Management Annual Conference (ANZAM)**, Auckland NZ, 2-5 December. Peer Reviewed. [Presenter]
- Rooney, J. & Hughes, K. (2008) 'Structuring emergency response: How organisational design facilitates the State Emergency Services (SES) supply chain' **Australian & New Zealand Academy of Management Annual Conference (ANZAM)**, Auckland NZ, 2-5 December. Peer Reviewed. [Co-Presenter]
- Hughes, K. & Rooney, J. (2008) 'A phased approach to the examination of humanitarian supply chains' **Academy of Management Annual Conference (AOM)**, Anaheim USA, 8-13 August. Peer Reviewed. [Co-Presenter]
- Hughes, K. (2008) 'Knowledge exchange and business development in an emerging cluster' **Macquarie Graduate School of Management PhD Presentations**, 5 August. [Presenter]
- Hughes, K. (2008) 'Complexities in humanitarian supply chains: Response activities to natural disasters' **Australian & New Zealand Academy of Management OM (Operations Management) Symposium**, Gold Coast Australia, 8-10 June. [Presenter]
- Hughes, K. (2008) 'Competing on price or fighting for survival? Dual supply chains in the Australian domestic beef industry' **Australian & New Zealand Academy of Management OM (Operations Management) Symposium**, Gold Coast Australia, 8-10 June. [Presenter]
- Hughes, K. & Scavarda, A.J., (2007) 'Implementing Radio Frequency Identification (RFID) into the Australian beef supply chain: A cultural issue' **International Conference on Supply Chain Management & Information Systems Conference (SCMIS)**, Melbourne Australia, 9-12 December. [Presenter]
- Rickwood, C.M., White, L., Hughes, K., (2007) 'Retirement: Why delay? Insights into the consumer decision-making process' **Australian & New Zealand Marketing Academy Conference (ANZMAC)**, Dunedin NZ, 3-5 December. Peer Reviewed.

- Haugstetter, H. & Hughes, K. (2007) 'An examination of the issues involved in taking a complex adaptive systems approach to supply chain management' **Australian & New Zealand Academy of Management Annual Conference (ANZAM)**, Sydney Australia, 2-4 December. Peer Reviewed. [Co-presenter]
- Rickwood, C.M., White, L., Hughes, K., (2007) 'Saving for retirement: Who does or doesn't save and why? An exploratory study' **Australian & New Zealand Academy of Management Annual Conference (ANZAM)**, Sydney Australia, 2-4 December. Peer Reviewed.
- Hughes, K. & Sinclair, M. (2007) 'Challenges in determining supply chain metrics in agri-business supply chains: findings from a study of the Australian beef industry' **Australian & New Zealand Academy of Management OM (Operations Management) Symposium and 1st Asian Pacific Operations Management Symposium**, Melbourne Australia, 6-7 June. [Presenter]
- Rooney, J. & Hughes, K. (2006) 'Operational performance and governance of outsourced logistics service providers in humanitarian supply chains' **Australian & New Zealand Academy of Management Annual Conference (ANZAM)**, Rockhampton Australia, 6-9 December. Peer Reviewed. [Co-presenter]
- Coltman, T.; Hughes, K.; Devinney, T. & Whiting, S. (2006) 'Buyer preferences for logistics services attributes' **Australian & New Zealand Academy of Management Annual Conference (ANZAM)**, Rockhampton Australia, 6-9 December. Peer Reviewed.
- Hughes, K. & Rooney, J. (2006) 'Outsourced business activities: Examining the issues and gaps in performance measurement' **Academy of Management Conference Annual Conference (AOM)**, Philadelphia USA, 11-16 August. Peer Reviewed. [Presenter]
- Hughes, K. (2006) 'Relational capital in the Australian and Thai logistics industries' **Australian New Zealand Academy of Management OM (Operations Management) Symposium**, Wellington New Zealand, 6-8 June. [Presenter]
- Rooney, J. & Hughes, K. (2006) 'Performance measurement of outsourced logistics service providers in disaster relief context' **Australian New Zealand Academy of Management OM (Operations Management) Symposium**, Wellington New Zealand, 6-8 June. [Presenter]
- Hughes, K. (2005) 'Contribution of relational capital to firm performance in the logistics industry in Australia and Thailand' **Australian New Zealand Academy of Management Annual Conference (ANZAM)**, Canberra ACT, 7-10 December. Peer Reviewed. [Presenter]
- Selen, W.; Hughes, K. & Hamilton, J. (2003) 'E-Business enabled networks and fourth party logistics (4PL) Providers: an Overview' **Third International Conference on Electronic Business (ICEB)**, Singapore, 9-13 December, Peer Reviewed.

Other Academic Research Publications

- Hughes, K.; Sloan, T.; Rahman, S. & Walters, D. (2011) [Editors] **Proceedings for SMART Research Forum**, MGSM Publication, Macquarie University, Sydney Australia, for 23 May.
- Hughes, K. [Lead]; O'Neill, P.; Davis, D. & Prajogo, D. (2010) [Editors] **Proceedings for 8th Annual ANZAM Operations, Services and Supply Chain Management Symposium**, MGSM Publication, Macquarie University, Sydney Australia, June 6-8.

Coltman, T., Devinney, T.M., Keating, B. & Hughes, K. (2007), 'The relative importance of logistics server attributes' *Working Paper, Australian Graduate School of Management (AGSM)*.

Gattorna, J.L. (2006) **Living Supply Chains**, FT Prentice Hall. Acknowledged Contributor.

Palmer, I., Dunford, R., & Akin, D (2005) **Managing Organizational Change: A Multi-perspective Approach**, McGraw Hill. Acknowledged Contributor.

Palmer, I., Dunford, R., & Akin, D (2005) **Study Guide for Managing Organizational Change: A Multi-perspective Approach**, McGraw Hill. Acknowledged Contributor.

Industry Research Presentations, Reports & Publications

Green, R. & Hughes, K. **Northern Sydney Global Technology Corridor (2013)**, Industry and Investment NSW (formerly DSRD) [In Confidence]. An abridged version of this report was released at the end of September 2011: Horrigan, D. (2011) **Strategic Serendipity: The art of being in the right place at the right time... with the right people**, Australian Business Foundation, Sydney Australia.

Hughes, K (2012) 'Collaboration – The human Factor' **Collaboration Workshop**, DHL Global Express.

Hughes, K. [Lead Editor] (2011) **SMART Research Forum CD-ROM**, Sydney Australia, 24 May.

Brennan, L.; Hughes, K. & Zubac, A. (2011) 'More advanced economies and greater social progression: Firm resources, strategic investment decisions and using female talent optimally' in Women on Boards (www.womenonboards.org.au) **WOB eNews: Article of the Month**, July/August.

Hughes, K. (2011) 'Pursuing collaborative projects and supply chain alignment' **FAPM (Federation of Automotive Products) Northern Region Group Meeting**, Sydney Australia, 2 March. [Presenter]

Green, R. & Hughes, K (2009) 'Northern Sydney Global Technology Corridor' **MGSM Breakfast Series**, MGSM, Macquarie University, Sydney Australia, 24 November. [Co-Presenter]

Hughes, K. (2009) 'Humanitarian supply chain' **Dispatch**, Newsletter for Logistics Association of Australia Ltd (LAA), Issue 4.5 June.

Hughes, K. & Green, R. (2008) 'Pacific Corridor scoping study' **Business After Hours**, Ryde Business Forum, MGSM, Macquarie University, Sydney Australia, 14 May. [Co-presenter]

Gattorna, J. & Ellis, D. (2008) **Textile, Clothing and Footwear Review: Supply Chain Considerations**, July. Acknowledged Contributor.

Hughes, K. (2008) 'Our country, our Beef' **Country BIZ**, Rex Airlines Inflight Magazine, April: 82-84.

ABC Radio (2007) 'Greed is good?' Radio interview with MGSM MBA and Research students, Australian Broadcasting Commission, December.

Sinclair, M. & Hughes, K. (2007) 'Beef Chain Consortium' **SMART Conference**, Sydney Australia, September. [Co-presenter]

Hughes, K. & Sinclair, M. (2007) 'Alignment issues in the Australian beef supply chain' **Logistics Association of Australia (LAA) Dinner Meeting**, Sydney Australia, August. [Co-presenter]

Sinclair, M. & Hughes, K. (2007) 'Taking the bull out of the beef' **MHD Supply Chain Solutions**, September-October, pp. 34-37.

- Sinclair, M. & Hughes, K. (2007) 'Beef Chain project review' **Dispatch**, Newsletter for Logistics Association of Australia Ltd (LAA), Issue 2.1, March.
- Hughes, K. (2007) 'Superiority beats size' **BRW**, MGSM-BRW Management Update, Book Review on **Small Giants** by Bo Burlingham, January.
- Hughes, K. (2006) 'Lean and six sigma changes culture at Heatcraft Australia Pty Ltd' **APICS e-newsletter**, 20 April, circulation 2500 & **LAA e-newsletter**, April, circulation 930.
- Hughes, K. (2006) 'Beef Supply Chain Project' **Momentum 06 Australia / New Zealand**, Momentum Australia 2006 - Manhattan Associates User Conference, Melbourne Australia, November. [Presenter]
- Hughes, K. (2006) Team Leader Presentation at Macquarie University's launch of the **Memorandum of Understanding (MOU) Ceremony** with Thai Tsunami Volunteer Center (TVC), Sydney, Australia, September. [Presenter]
- Hughes, K. (2005) 'Tsunami re-build in Khao Lak with Tsunami Volunteer Center (TVC)' **English and Linguistics Department**, Mahidol University, Bangkok Thailand, July. [Presenter]
- Hughes, K. (2005) 'International skills sourcing' **Industry Report for Hudson Global Resources (Aust) Pty Ltd**. Commercial-in-Confidence.
- Hughes, K. & Corbel, C. (2004) 'Assessment of 'Business to Customer' online offerings for acl' Report for presentation to the **Board of the Australian Centre for Languages (acl)**. Commercial-in-Confidence.
- Rodwell, J. (2004) **The Contact Centre Management Report 2004**, Non Refereed Industry Report. [Acknowledged Contributor]
- LAA (2004) **Characteristics, Strategies & Trends for 3PL/4PL in Australia 2004** Non Refereed Industry Report: Member of Research Team. [Acknowledged Contributor]
- Hall, C. (2003) 'The potential to reduce risk margins for bank lending by improved online learning for SMEs in Southeast Asia' **APEC Project Report for PECC**, USA. [Acknowledged Contributor]

3. Academic Journals

- Alexander, O., Sloan, D., Hughes, K., Ashby, S. (2017) 'Engaging with quality via the CEM model: Enhancing the content and performance management of postgraduate in-session academic skills provision', Journal of English for Academic Purposes, 27: 56-70
- Gaillard, D. & Hughes, K. (2015) 'Key considerations for facilitating employment of female of Sudanese refugees in Australia' **Journal of Management and Organizations** (Journal for the Australian New Zealand Academy of Management); Ranked 3* in Australia.
- Pateman, H., Hughes, K. & Cahoon, S. (2013) 'Humanizing humanitarian supply chains: A synthesis of key challenges' **The Asian Journal of Shipping and Logistics**, 28(3): 301-322; Ranked 2* in Australia.
- Tatham, P.H. & Hughes K. (2011) 'Chapter 4: Humanitarian logistics metrics: Where we are and how we might improve' in Martin Christopher and Peter Tatham (Eds.) **Humanitarian Logistics: Meeting the challenge of preparing for and responding to disasters**, Kogan Page, London UK, pp. 65-84.

White, L.; Ruparelia, N. & Hughes, K. (2010) 'Drivers of trust in internet retailing' **Journal of Product & Brand Management**, 19 (4 & 5): 250 – 258; Ranked 3* in Australia.

Hughes, K. (2009) 'Chapter 5: Evolution in fully flexible supply chains' in John Gattorna (Ed.), **Dynamic Supply Chain Alignment**, Gower Publishing Limited, Surrey UK, pp. 85-95.

4. Books

No

Teaching Experience

1. **Course/Subject Name** Creative Problem Solving and Consultancy Project **Education Level** Masters
Years of Experience 2 Years
2. **Course/Subject Name** Decision-making, Risk and Strategy in Humanitarian Supply Chain Management
Education Level Masters **Years of Experience** 4 Years
3. **Course/Subject Name** e-Logistics and International Supply Chain Management **Education Level** Masters
Years of Experience 2 Years
4. **Course/Subject Name** Foundations of Scholarship and Research Methods **Education Level** Masters
Years of Experience 4 Years
5. **Course/Subject Name** Humanitarian Relief and Logistics **Education Level** Masters
Years of Experience 2 Years
6. **Course/Subject Name** International Purchasing and Procurement **Education Level** Masters
Years of Experience 1 Year
7. **Course/Subject Name** Logistics and Operations Strategy **Education Level** Masters
Years of Experience 2 Years
8. **Course/Subject Name** Logistics and Supply Chain Management **Education Level** UG
Years of Experience 3 Years
9. **Course/Subject Name** Logistics and Supply Chain Management (On-Line) **Education Level** Masters
Years of Experience 1 Year
10. **Course/Subject Name** Logistics and Supply Chain Management Consultancy **Education Level** Masters
Years of Experience 1 Year
11. **Course/Subject Name** Logistics and Supply Chain Strategy **Education Level** Masters
Years of Experience 1 Years
12. **Course/Subject Name** Logistics Management **Education Level** Masters

Years of Experience 1 Year

13. **Course/Subject Name** Logistics Management and Planning: The Internal Environment **Education Level** Masters

Years of Experience 1 Year

14. **Course/Subject Name** Managing Strategy **Education Level** PG **Years of Experience** 1 Year

15. **Course/Subject Name** Managing the Value Chain **Education Level** Masters **Years of Experience** 2 Years

16. **Course/Subject Name** Operations Management **Education Level** UG **Years of Experience** 1 Year

17. **Course/Subject Name** Project Management **Education Level** UG **Years of Experience** 1 Year

18. **Course/Subject Name** Project Planning in Humanitarian Supply Chain Management **Education Level** Masters

Years of Experience 1 Year

19. **Course/Subject Name** Purchasing and Distribution **Education Level** UG **Years of Experience** 2 Years

20. **Course/Subject Name** Research Project Proposal **Education Level** Masters **Years of Experience** 4 Years

21. **Course/Subject Name** Strategy of Supply Chains **Education Level** Masters **Years of Experience** 2 Years

22. **Course/Subject Name** Supply Chain Management **Education Level** Masters **Years of Experience** 6 Years

23. **Course/Subject Name** Understanding Customer Service (in Supply Chain Management) **Education Level** Masters

Years of Experience 2 Years

Subjects that have been taught at STIU

1. **Course/Subject Name:** Managing Operations **Education Level:** MBA **Academic Year:** 2017
2. **Course/Subject Name:** Logistics and Supply Chain Management **Education Level** MBA: **Academic Year:** 2017
3. **Course/Subject Name:** Data Driven Decision Making **Education Level:** MBA **Academic Year:** 2017
4. **Course/Subject Name.** International Business Management **Education Level:** MBA **Academic Year:** 2017.
5. **Course/Subject Name** IS Plan (Marketing Plan, Business Process Improvement (BPI), Business Plan) in Thailand and Yangon **Education Level:** MBA **Academic Year:** 2017.

Lecturer Profile

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Education

Degree	Major	University Name	Country	Graduation Year
Ph.D.	Business Administration (Marketing)	Deakin University	Australia	2556
M.B.A.	Business Economics	Thammasat University	Thailand	2546
B.B.A	Marketing, 2 nd Class honor)	Thammasat University	Thailand	2544

Publications

1. Research Paper

โครงการเพื่อพัฒนาข้อเสนอโครงการวิจัย “แนวทางการยกระดับการแข่งขันอุตสาหกรรมละครโทรทัศน์ไทย”ทุนวิจัยสกว. ทุน DIG (Director Initiated Grant) Project to Develop Research Proposal “Promotion of Thai Television Drama Industry’s competitive advantage” TRF Grant, DIG (Director Initiated Grant)

2. Academic Journals

Assawavichairoj, S. Taghian, M. (2017) "Cross-cultural comparison of consumer pre-purchase decision-making: Anti-aging products". Asia Pacific Journal of Marketing and Logistics 29, 1: 27-46.

Assawavichairoj, S. (2018) “The Effect of Support of Manager Job Satisfaction and Job Commitment on Employee Loyalty to the Organization”. Veridian E-Journal; International Humanities, Social Sciences and Arts 10, 4.

สุทธิภัทร อัสววิชัยโรจน์ .2557. ผลกระทบของความสำเร็จของปัจจัยทางการตลาดและประสิทธิภาพ ของเครื่องยนต์ไฮบริดที่มีต่อการเลือกซื้อเครื่องยนต์ไฮบริด . การประชุมวิชาการเสนอผลงานวิจัยระดับชาติ ครั้งที่2 สหวิทยางานวิจัย เพื่อพัฒนาสู่อาเซียน, 10 พฤษภาคม 2557 ณ มหาวิทยาลัยกรุงเทพธนบุรี

สุทธิภัทร อัสววิชัยโรจน์ .2557. การรับรู้คุณภาพการบริการที่มีผลต่อความพึงพอใจในร้านอาหารญี่ปุ่น เพื่อสุขภาพ. การประชุมวิชาการเสนอผลงานวิจัยระดับชาติ ครั้งที่2 สหวิทยางานวิจัย เพื่อพัฒนาสู่อาเซียน, 10 พฤษภาคม 2557 ณ มหาวิทยาลัยกรุงเทพธนบุรี

ณอมรัชต์ โพธิ์รักษา, สุทธิภัทร อัสววิชัยโรจน์ .2558. ผลกระทบของความสำเร็จของปัจจัยทางการตลาดที่มีต่อการเลือกใช้บริการสัญญาณโทรศัพท์. การประชุมวิชาการบัณฑิตศึกษาระดับชาติและนานาชาติ ครั้งที่ 5 “การศึกษาเชิงสร้างสรรค์ทุนปัญญาสู่อาเซียน ”,16-17 กรกฎาคม 2558 ณ ศูนย์มานุษยวิทยาสิรินธร (องค์การมหาชน) กรุงเทพฯ.

ชนพล วิทชาภากร, สุทธิภัทร อัสววิชัยโรจน์ .2558. อิทธิพลของความสำเร็จของปัจจัยทางการตลาดและพฤติกรรมของผู้บริโภคที่มีต่อการเลือกซื้ออุปกรณ์รถยนต์ .การประชุมวิชาการบัณฑิตศึกษาระดับชาติและนานาชาติ ครั้งที่ 5 เรื่อง “การศึกษาเชิงสร้างสรรค์ ทุนปัญญาสู่อาเซียน ” 16-17 กรกฎาคม 2558 ณ ศูนย์มานุษยวิทยาสิรินธร (องค์การมหาชน) กรุงเทพฯ.

ธนัพร เลิศเดชเสนา, สุทธิภัทร อัสววิชัยโรจน์ .2558. ปัจจัยทางการตลาดที่มีอิทธิพลต่อการเลือกหอพักเอกชนของนักศึกษามหาวิทยาลัยแม่ฟ้าหลวง. การประชุมวิชาการบัณฑิตศึกษาระดับชาติและนานาชาติ ครั้งที่ 5 เรื่อง “การศึกษาเชิงสร้างสรรค์ ทนปัญญาสู่อาเซียน ” 16-17 กรกฎาคม 2558 ณ ศูนย์มานุษยวิทยาสิรินธร (องค์การมหาชน) กรุงเทพฯ.

วิยะดา ไทยเกิด, สุทธิภัทร อัสววิชัยโรจน์ .2558. ลักษณะการยอมรับนวัตกรรมที่มีอิทธิพลต่อการตัดสินใจจองที่พักออนไลน์ ความพึงพอใจของผู้ใช้บริการ และความจงรักภักดีของผู้ใช้บริการจองที่พักออนไลน์ ในกรุงเทพมหานครและปริมณฑล .การประชุมวิชาการบัณฑิตศึกษาระดับชาติและนานาชาติ ครั้งที่ 5 เรื่อง “การศึกษาเชิงสร้างสรรค์ ทนปัญญาสู่อาเซียน ” วันที่ 16-17 กรกฎาคม 2558 ณ ศูนย์มานุษยวิทยาสิรินธร (องค์การมหาชน) กรุงเทพฯ.

ภวิศ ชุมวรฐายี, สุทธิภัทร อัสววิชัยโรจน์. 2558. การโฆษณาบนเว็บไซต์ ภูเก็ต คอทคอมที่มีอิทธิพลต่อการรับรู้ตราสินค้า ความพึงพอใจและการตัดสินใจซื้อสินค้าของผู้บริโภคในจังหวัดกรุงเทพมหานคร .การประชุมวิชาการบัณฑิตศึกษาระดับชาติและนานาชาติ ครั้งที่ 5 เรื่อง “การศึกษาเชิงสร้างสรรค์ ทนปัญญาสู่อาเซียน ” 16-17 กรกฎาคม 2558 ณ ศูนย์มานุษยวิทยาสิรินธร (องค์การมหาชน) กรุงเทพฯ.

ฉันทชนก เรืองภักดี, สุทธิภัทร อัสววิชัยโรจน์.2558 .. คุณค่าตราสินค้า คุณภาพการบริการ และความไว้วางใจที่มีอิทธิพลต่อการตัดสินใจซื้อ Power Bankของผู้บริโภคที่ใช้Smartphone และ Tablet ในกรุงเทพมหานคร. การประชุมวิชาการบัณฑิตศึกษาระดับชาติและนานาชาติ ครั้งที่ 5 เรื่อง “การศึกษาเชิงสร้างสรรค์ ทนปัญญาสู่อาเซียน ” 16-17 กรกฎาคม 2558 ณ ศูนย์มานุษยวิทยาสิรินธร (องค์การมหาชน) กรุงเทพฯ .

ชัชฎาภรณ์ เสงศาเสถียร, สุทธิภัทร อัสววิชัยโรจน์. 2558. ปัจจัยที่ส่งผลต่อความพึงพอใจของผู้ใช้บริการ KTB netbank ในเขตกรุงเทพมหานคร. การประชุมวิชาการบัณฑิตศึกษาระดับชาติและนานาชาติ ครั้งที่ 5 เรื่อง “การศึกษาเชิงสร้างสรรค์ ทนปัญญาสู่อาเซียน ” 16-17 กรกฎาคม 2558 ณ ศูนย์มานุษยวิทยาสิรินธร (องค์การมหาชน) กรุงเทพฯ.

กิตติยา ปลื้มจิตไพฑูรย์, สุทธิภัทร อัสววิชัยโรจน์แนวทางในการพัฒนาการบริหารลูกค้าสัมพันธ์สำหรับลูกค้าองค์กร ของธุรกิจอินเทอร์เน็ต .2558 .. การประชุมวิชาการบัณฑิตศึกษาระดับชาติและนานาชาติ ครั้งที่ 5 เรื่อง “การศึกษาเชิงสร้างสรรค์ ทนปัญญาสู่อาเซียน ” 16-17 กรกฎาคม 2558 ณ ศูนย์มานุษยวิทยาสิรินธร (องค์การมหาชน) กรุงเทพฯ.

ประสพโชค สิทธิยานนท์ , สุทธิภัทร อัสววิชัยโรจน์การศึกษาปัจจัยการตัดสินใจซื้อที่ส่งผลต่อความจงรักภักดีในการใช้งานกล่องรับ .2558 .สัญญาณดิจิตอลทีวีCTHในเขตกรุงเทพมหานคร. การประชุมวิชาการบัณฑิตศึกษาระดับชาติและนานาชาติ ครั้งที่ 5 เรื่อง “การศึกษาเชิงสร้างสรรค์ ทนปัญญาสู่อาเซียน ” 16-17 กรกฎาคม 2558 ณ ศูนย์มานุษยวิทยาสิรินธร (องค์การมหาชน) กรุงเทพฯ .

วรารก เลิศสุนิมิตต์, สุทธิภัทร อัสววิชัยโรจน์ .2558 .ความไว้วางใจมีผลต่อความพึงพอใจเลือกซื้ออะไหล่รถยนต์มือสอง(อะไหล่เชียงกง) ผ่านสื่อออนไลน์ในเขตกรุงเทพมหานคร. ประชุมวิชาการระดับชาติ STC CON2015 เรื่อง"นวัตกรรมการศึกษาเพื่อการพัฒนาอย่างยั่งยืน" 27 พฤศจิกายน 2558 ณ วิทยาลัยเทคโนโลยีสยาม.

วันวิสาข์ พิมพ์วิทยา, สุทธิภัทร อัสววิชัยโรจน์. 2558. คุณภาพของ Mobile Site ที่มีผลต่อความไว้วางใจของผู้ซื้อสินค้าผ่านทาง M-commerce. ประชุมวิชาการระดับชาติ STC CON2015 เรื่อง"นวัตกรรมการศึกษาเพื่อการพัฒนาอย่างยั่งยืน" .27 พฤศจิกายน 2558 ณ วิทยาลัยเทคโนโลยีสยาม

ธนพล ทิพย์ไชยม, สุทธิภัทร อัสววิชัยโรจน์ .2558 .อิทธิพลของการบอกต่อและปัจจัยส่วนประสมทางการตลาดที่ส่งผลต่อความพึงพอใจในการเลือกซื้อกล้องดิจิตอล ผ่าน Social Network ในกรุงเทพมหานคร. ประชุมวิชาการระดับชาติ STC CON2015 เรื่อง"นวัตกรรมการศึกษาเพื่อการพัฒนาอย่างยั่งยืน" 27 พฤศจิกายน 2558 ณ วิทยาลัยเทคโนโลยีสยาม.

สุรดี กอบการณ, สุทธิภัทร อัสววิชัยโรจน์ .2558 .อิทธิพลของคุณภาพการให้บริการ การใช้งาน ความพึงพอใจ ต่อประโยชน์สุขของผู้ใช้งานแอปพลิเคชันในการจองโรงแรมของนักศึกษามหาวิทยาลัยเอกชน ในกรุงเทพมหานคร ประชุมวิชาการระดับชาติ STC CON2015 เรื่อง"นวัตกรรมการศึกษาเพื่อการพัฒนาอย่างยั่งยืน", 27 พฤศจิกายน 2558 ณ วิทยาลัยเทคโนโลยีสยาม.

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- ศุภวิชญ์ ศรีพานิชย์, สุทธิภัทร อัสววิชัยโรจน์. 2558. การวัดคุณภาพระบบของสื่อวิทยุออนไลน์ ส่งผลต่อความพึงพอใจของผู้รับฟังคลื่นวิทยุ active radio 99 fm ในเขตกรุงเทพมหานคร. ประชุมวิชาการระดับชาติ STC CON2015 เรื่อง "นวัตกรรมการศึกษาเพื่อการพัฒนาอย่างยั่งยืน". 27 พฤศจิกายน 2558 ณ วิทยาลัยเทคโนโลยีสยาม.
- เจนณัญญ์ ศรีสุภชัยยา และสุทธิภัทร อัสววิชัยโรจน์. 2559. การศึกษาปัจจัยการใช้เครือข่ายสังคมออนไลน์ที่มีผลต่อการสร้างภาพลักษณ์ที่ดีขององค์กรเอกชนในกรุงเทพมหานคร. การประชุมสวนสุนันทา วิชาการระดับชาติครั้งที่ 4 26 สิงหาคม 2559 P.689-700. มหาวิทยาลัยสวนสุนันทา..
- สุกัศสรา ชงชม และสุทธิภัทร อัสววิชัยโรจน์. 2559. นวัตกรรมของเทคโนโลยีและคุณภาพการบริการที่ส่งผลต่อการตัดสินใจเลือกใช้ผู้ใช้บริการสัญญาณโทรศัพท์เคลื่อนที่ของผู้ใช้บริการในกรุงเทพมหานคร. การประชุมสวนสุนันทา วิชาการระดับชาติครั้งที่ 4. 26 สิงหาคม 2559 P.701-713. มหาวิทยาลัยสวนสุนันทา..
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- อัญญา สายสนั่น ณ อุษยา และสุทธิภัทร อัสววิชัยโรจน์. 2559. การศึกษาความพึงพอใจในการใช้บริการธนาคารออนไลน์ ของประชากรในเขตกรุงเทพมหานครและปริมณฑล. การประชุมสวนสุนันทา วิชาการระดับชาติครั้งที่ 4. วันที่ 26 สิงหาคม 2559 P.752-763. ณ. มหาวิทยาลัยสวนสุนันทา.
- กนกวรรณ สันธิโร และสุทธิภัทร อัสววิชัยโรจน์. 2559. การตลาดแบบปากต่อปากผ่านทางอิเล็กทรอนิกส์และคุณค่าตราสินค้าที่ส่งผลต่อการตัดสินใจซื้อ Apple Watch ของผู้ใช้ระบบ ios ในเขตกรุงเทพมหานคร. การประชุมสวนสุนันทา วิชาการระดับชาติครั้งที่ 4 พศ. 2559 วันที่ 26 สิงหาคม 2559 P.796-806. มหาวิทยาลัยสวนสุนันทา..
- จิตรีย์ จันทพันธ์ และสุทธิภัทร อัสววิชัยโรจน์ .2559 .การศึกษารับรู้ความเสี่ยงที่ส่งผลต่อการใช้งาน Location-based Service บนสื่อสังคมออนไลน์กับ ความเป็นส่วนตัวของผู้ใช้งาน การประชุมสวนสุนันทา วิชาการระดับชาติครั้งที่ 4. 26 สิงหาคม 2559 P.817-831 มหาวิทยาลัยสวนสุนันทา.
- เจตริน ศรีโสมะสังจะกุล และสุทธิภัทร อัสววิชัยโรจน์. 2559. การศึกษาความพึงพอใจในการเช่า Pocket WiFi ไปใช้ในประเทศญี่ปุ่นของนักท่องเที่ยวชาวไทย การประชุมสวนสุนันทา วิชาการระดับชาติครั้งที่ 4 .26 สิงหาคม 2559 P. 764-776. มหาวิทยาลัยสวนสุนันทา.

3. Books

ไม่มี

Teaching Experience

1. **Course/Subject Name** Integrated Marketing Communication **Education Level** Masters **Years of Experience** 5 Years
2. **Course/Subject Name** Marketing Management **Education Level** Masters **Years of Experience** 5 Years
3. **Course/Subject Name** Marketing Research **Education Level** Bachelors **Years of Experience** 5 Years
4. **Course/Subject Name** Consumer Behaviour **Education Level** Bachelors **Years of Experience** 5 Years
5. **Course/Subject Name** Entrepreneur **Education Level** Bachelors **Years of Experience** 5 Years

6. **Course/Subject Name** Brand Management **Education Level** Bachelors **Years of Experience** 5 Years
7. **Course/Subject Name** Export Import Management **Education Level** Bachelors **Years of Experience** 4 Years
8. **Course/Subject Name** International Marketing **Education Level** Bachelors **Years of Experience** 5 Years

Subjects that have been taught at STIU

1. **Course/Subject Name** Consumer Behaviour **Education Level** Masters **Academic Year** 2016
2. **Course/Subject Name** Data Driven Decision Making **Education Level** Masters **Academic Year** 2017
3. **Course/Subject Name** Strategy for Business Success **Education Level** Masters **Academic Year** 2017
4. **Course/Subject Name** Strategic Marketing **Education Level** Masters **Academic Year** 2017
5. **Course/Subject Name** Brand Management **Education Level** Masters **Academic Year** 2017
6. **Course/Subject Name** Marketing **Education Level** Masters **Academic Year** 2017
7. **Course/Subject Name** International Business Management **Education Level** Masters **Academic Year** 2017
8. **Course/Subject Name** Integrated Marketing Communication **Education Level** Masters **Academic Year** 2017
9. **Course/Subject Name** E-Marketing Solutions for Hospitality Services **Education Level** Masters **Academic Year** 2017

Lecturer Profile

Name-Last name Dr. William Philip Wall
Academic Title Lecturer
Specialized Field Strategic Management, International Business Management, Cross-Cultural Communication, ASEAN International Business Development
Faculty MBA Program
Address Stamford International University 16 Motor Way Km.2 Prawet Bangkok 10250
Telephone Number 02-769-4000

Education

Level of Education	Name of Degree and (Major)	University Name	Country	Graduation Year
Doctor Degree	PhD (International Business Management)	Shinawatra University	Thailand	2552
Master Degree	MA (English for International Communication)	King Mongkut's University of Technology North Bangkok	Thailand	2549
Bachelor Degree	BA (Biology-Premedical) Dean's List	Eastern Connecticut State University	USA	2519
Associate Degree	AA (Biology-Premedical)	Manchester Community College	USA	2515

Publication(s)

1. Research Papers

- Wall, W. P. (2013). Is cross-cultural management the key to success in global healthcare competition? Update. *International Journal of Business and Information*, 8(1), June 2013, Taipei City, Taiwan (R.O.C.).
- Wall, W. P. (2011). Is cross-cultural management the key to success in global healthcare competition? *International Journal of Business and Information*, 7(2). 2011, Taipei City, Taiwan (R.O.C.).
- Wall, W. P. (2009). Developing global competitiveness in healthcare: A Thai healthcare organization's perspective. *International Journal of Information Systems in the Service Sector*, 1(4), October-December 2009, 61-72, Pennsylvania, USA.
- Laomeechaicharoen, S., Nithisathian, K., & Wall, W. P. (2017). The importance of non-verbal communication toward hiring decision, *RMUTL Journal of Humanities and Social Sciences*, (5)2. July-December 2017, Bangkok, Thailand.

- Maneesaeng, M. & Wall, W. P. (2017). Factors Influencing Tourist Decision-Making Towards Traveling to Luang Prabang, *Dusit Thani College Journal*, 11(3), September-December 2017, Bangkok, Thailand.
- Wall, W.P. & Pitasuman, S. (2017). Elements Influencing Trading Decisions. *ASEAN Journal of Management & Innovation* 4(2), July-December 2017, Bangkok, Thailand.
- Wall, W. P. & Walsh, J. C. (2011). Cross cultural management and communication in the global healthcare marketplace: Is Thai hospitality enough? *Indian Journal of Applied Linguistics* 37(2), March 2011, 1-13, New Delhi, India.
- Wall, W. P. (2009). Needs analysis for effective professional communication in English speaking and listening proficiency: A case study for Thai university administrators. *Language Forum*, 35(1), March 2009, 7-24, New Delhi, India.

2. Conference

- Wall, W. P. (2015) Business Process Organization for Thai Construction Industry in AEC 2015, *3rd National Conference on Management and Higher Education*. Bangkok, Thailand: Stamford International University, Graduate School, Asoke Campus, October 26, 2015, Bangkok, Thailand.
- Wall, W. P. & Sirichoti, A. (2013) Optimizing employee performance and productivity with custom it software, *The 2013 International Conference on Business and Information*. Bali, Indonesia: Shih Chien University, Department of Accounting Information, National Taichung University of Science and Technology, and Society for the Study of Emerging Markets, Taiwan, R.O.C., July 7-9, 2013, Bali, Indonesia.
- Wall, W. P. (2013) Benefits of custom software on business operations, *2nd International conference on computing engineering and enterprise management (ICCEEM 2013)*, IFRD - International Foundation for Research and Development, June 15-16, 2013, Langkwai, Malaysia.
- Wall, W. P. (2009) Developing global competitiveness in Thai business through more effective cross-cultural management – competitiveness in global healthcare: A Thai healthcare organization's perspective, *The second research symposium – business clusters: A source of innovation & knowledge for competitive advantage* (pp.1-12). University of Wollongong, Dubai, United Arab Emirates: Society for Global Business & Economic Development (SGBED), January 12-14, 2009, Dubai, United Arab Emirates.
- Wall, W. P. (2008). Needs analysis of more effective cross-cultural communication skills for engineers in a Thai small and medium enterprise. *International conference on business and management 2008 and second international colloquium on business and management*, ICBME, November 17-20, 2008, Bangkok, Thailand.
- Wall, W. P. (2008). Second language dynamics: Effective cross-cultural communication in a Thai small and medium enterprise. *The international conference on language in a global culture: Bridge or barrier?* Ramkhampaeng University, August 15-17, 2008, Bangkok Thailand.

3. Books Yes/No, if yes, please identify

- Wall, W. P. (2014). Software to Optimize Productivity and Efficiency. In J. Wang (Ed.), *Encyclopedia of Business Analytics and Optimization*, IGI Global, February 28, 2014, Pennsylvania, USA.

Wall, W. P. (2011). Staying competitive in the political unrest and global financial crisis: Perspective of a Thai healthcare organization. In J. Wang (Ed.), Information systems and new applications in the service sector: Models and methods, IGI Global, November 2010, 336-347, Pennsylvania, USA.

Teaching Experience

1. **Course/Subject Name** Master Degree Thesis and Independent Study Advising **Education Level** Master's
Years of Experience 9 Years
2. **Course/Subject Name** Business Management and Negotiation **Education Level** Bachelor's and Master's
Years of Experience 4 Years
3. **Course/Subject Name** Managerial Communication **Education Level** Bachelor's and Master's
Years of Experience 4 Years
4. **Course/Subject Name** Business Ethics **Education Level** Bachelor's and Master's **Years of Experience** 3 Years
5. **Course/Subject Name** Cross-Cultural Communication **Education Level** Bachelor's and Master's
Years of Experience 3 Years
6. **Course/ Subject Name** Global Marketing **Education Level** Bachelor's and Master's **Years of Experience** 2 Years
7. **Course/ Subject Name** Advanced Strategic Management **Education Level** PhD **Years of Experience** 3 Years
8. **Course/ Subject Name** Strategic Management **Education Level** Bachelor's and Master's
Years of Experience 4 Years
9. **Course/ Subject Name** Strategic Management and Entrepreneurship **Education Level** Bachelor's
Years of Experience 3 Years
10. **Course/ Subject Name** Global Strategic Management **Education Level** Bachelor's and Master's
Years of Experience 3 Years
11. **Course/ Subject Name** Business Modeling and Analysis **Education Level** Bachelor's
Years of Experience 2 Years
12. **Course/ Subject Name** Business Modeling and Analysis **Education Level** Bachelor's
Years of Experience 2 Years
13. **Course/ Subject Name** Tourism and Hotel Strategy **Education Level** Bachelor's
Years of Experience 1 Year
14. **Course/ Subject Name** Organization and Management **Education Level** Bachelor's
Years of Experience 2 Years

Subjects that have been taught at STIU

1. **Course/Subject Name** MGN 590 Strategy for Business Success **Education Level** PG **Academic Year** 3/2017
2. **Course/Subject Name** INB 574 AEC Opportunities and Challenges **Education Level** PG
Academic Year 3/2017 (2 times)
3. **Course/Subject Name** INB 579 International Alliances and Joint Ventures **Education Level** PG
Academic Year 3/2017 (2 times)
4. **Course/Subject Name** INB 574 AEC Opportunities and Challenges **Education Level** PG **Academic Year** 2/2017
5. **Course/Subject Name** INB 579 International Alliances and Joint Ventures **Education Level** PG
Academic Year 2/2017 (2 times)
6. **Course/Subject Name** MGN 590 Strategy for Business Success **Education Level** PG **Academic Year** 2/2017
7. **Course/Subject Name** MGN 521 Managing Organization **Education Level** PG **Academic Year** 1/2017 (2 times)
8. **Course/Subject Name** INB 574 AEC Opportunities and Challenges **Education Level** PG
Academic Year 1/2017 (2 times)
9. **Course/Subject Name** MGN 579 International Alliances and Joint Ventures **Education Level** PG
Academic Year 3/2016
10. **Course/Subject Name** INB 575 Current Issues in International Business **Education Level** PG
Academic Year 3/2016
11. **Course/Subject Name** INB 538 Cross Cultural Communication **Education Level** PG **Academic Year** 3/2016
12. **Course/Subject Name** MGN 590 Strategy for Business Success **Education Level** PG **Academic Year** 2/2016
13. **Course/Subject Name** MGN 521 Managing Organization **Education Level** PG **Academic Year** 2/2016
14. **Course/Subject Name** MGN 590 Strategy for Business Success **Education Level** PG **Academic Year** 1/2016
15. **Course/Subject Name** INB 574 AEC Opportunities and Challenges **Education Level** PG **Academic Year** 1/2016
16. **Course/Subject Name** MGN 579 International Alliances and Joint Ventures **Education Level** PG
Academic Year 1/2016 (3 times)
17. **Course/Subject Name** MGN 521 Managing Organization **Education Level** PG **Academic Year** 1/2016 (2 times)
18. **Course/Subject Name** MKT 548 MKT Marketing **Education Level** PG **Academic Year** 3/2015 (2 times)
19. **Course/Subject Name** MGN 562 Managing Operations **Education Level** PG **Academic Year** 3/2015 (2 times)
20. **Course/Subject Name** MGN 521 Managing Organization **Education Level** PG **Academic Year** 2/2015
21. **Course/Subject Name** MGN 570 Strategic Marketing **Education Level** PG **Academic Year** 3/2014

Appendix 5

Blended Learning

The course is designed to help students develop their self-learning skills and lead them to Lifelong Learner. The Graduate School has developed a Blended Learning System, which is an online and classroom learning system. Students can exchange their ideas in class as well as receiving feedback and recommendations from their lecturers anytime based on University 's rules and regulations. This Blended Learning system helps students achieving their goals efficiently and effectively in accordance with the framework of The Higher Commission of Education.

Define and Develop Online Distance Learning System – Process, Activities and Media

We have developed the online distance learning system by bringing in the “Blackboard” Learning Management System (LMS) to be used in teaching and learning.

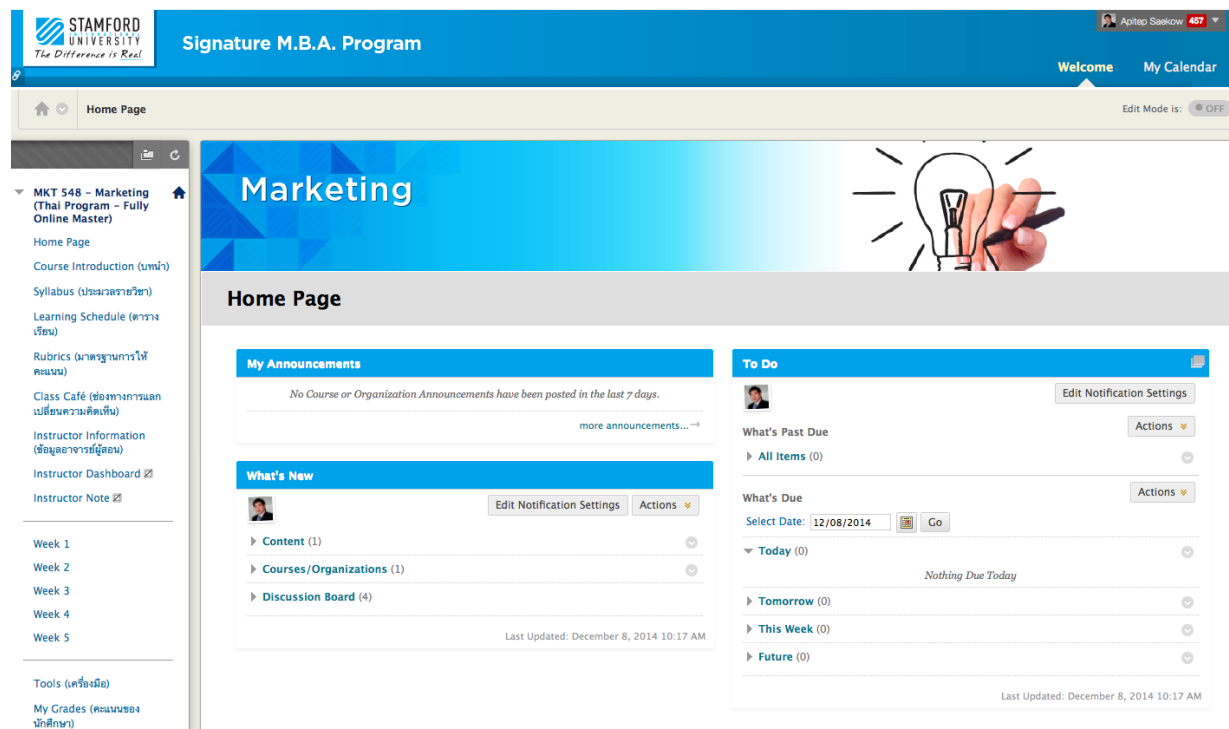


Figure 1. Learning Management System (Blackboard)

MKT 548 - Marketing
(Thai Program - Fully Online Master)
Home Page

Course Introduction (บทนำ)
Syllabus (ประมวลรายวิชา)
Learning Schedule (ตารางเรียน)
Rubrics (มาตรฐานการให้คะแนน)
Class Café (เพื่อหาสถานที่และความสะดวกสบาย)
Instructor Information (ข้อมูลอาจารย์ผู้สอน)
Instructor Dashboard
Instructor Note
Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾ Discover Content 11

Week 1

Week 1: The Art and Science Behind Innovative Marketing (หลักการการตลาด พื้นฐานความเข้าใจ ความสำคัญและความก้าวหน้าในกลยุทธ์การตลาดปัจจุบัน)

Introduction (บทนำ)

Logic will get you from A to B. Imagination will take you everywhere.
—Albert Einstein

การตั้งมูขเมจเรองสุมพรที่สลากรฟพฟ้า การที่ Richard Branson แพทนิน Tony Fernandez จนดองแองตเป็นแอร์โฮสเตสในักรบินใเที่ยวบินของ AirAsia ภาพเส็กสาวพยายานไม่น้าวให้ผู้ดูที่ยืนอยู่ข้างูเธอทั้งริษณะที่ยืนอยู่นำมายารถเบสในกรุงเทพฯ ทั้งหมดนี้มีคววมหมวยอย่งไร?

หังหนัดนี้คือคววมก้าแล้วรูปแบบใหม่ของเคมเปฏกรตลาดเราจเคยได้เห้นและได้ยีนสโลคณของแบรคส์สินค้าต่างมากมายไม่ว่าจะเป็น Volkswagen's "Driven by Fun", to Coca-Cola's "A Moment of Happiness", หรือแมแต่ "เราไม่ยอมใหใครถูกกว่า" โดย TESCO LOTUS และ "Everyone can fly" โดย AirAsia แตะฮันที่ไดกลวถึงนเป็นกรลือสธางกรตลาดที่ไม่ได้เพียงมุ่งเน้นไปกับการนำเสนอสินค้าหรือบริการแต่องเป็นการลือให้ถิงควมรู้สึกและสร้างควมรู้สึกในตัวผู้บริโภคด้วย

ดังนักรทำไ้เห็นค้ำหรือบริการของเราสามารถก้าวันยุคหลวสมัยมีความจำเป็นอย่างยิ่งที่เราจะต้องสรสร้างแผนกรตลาดที่ล้ำเลิศสามารถดึงดูดจุดสนใจและสร้างกรจดจำให้เกิดขึ้นกับผู้บริโภคได้ ในสัปดาห์นี้เราศึกษาและทำความเข้าใจว่าการตลาด สามารถมีผลกระทบต่อควมสำเร็จของสินค้าและบริการอย่างไรบ้างนอกเหนือจากนี้เรายังจะได้ศึกษาและทำความเข้าใจเกี่ยวกับความสัมพันธ์ระหว่างกลยุทธ์ทางการตลาด และพฤติกรรมผู้บริโภค

ในช่วงเริ่มต้นของสัปดาห์นี้ นักศึกษจะต้องศึกษาและทำความเข้าใจเนื้อหาและเอกสารที่ปรากฏอยู่บน Online นักศึกษาจะต้องเข้ามามีส่วนร่วมกับการแลกเปลี่ยนควมรู้และความคิดเห้น (Discussion) และทำงานส่งในส่วนขอ Learning Reflection นักศึกษาจะต้องส่งงานทั้งหมดในสัปดาห์ที่1 ก่อนมาเข้าเรียนในชั้นเรียนวันเสาร์

Learning Objectives (วัตถุประสงค์ของการเรียน)

นักศึกษาสามารถ

- นักศึกษาจะต้องสามารถเห้นถึงความสำคัญและประโยชน์ของการตลาด
- นักศึกษาจะต้องสามารถเข้าใจหลักจิตวิทยาขั้นต้นและอิทธิพลของพฤติกรรมผู้บริโภค
- นักศึกษาจะต้องสามารถเห้นถึงอิทธิพลและผลกระทบของพฤติกรรมผู้บริโภคที่มีต่อการประเมินควมสำเร็จของสินค้าและแบรนด์กร

Week 1

Week 2

Week 3

Week 4

Week 5

Tools (เครื่องมือ)

My Grades (คะแนนของนักศีก)

Need Help? (ขอความช่วยเหลือ)

COURSE MANAGEMENT

Control Panel

Content Collection →

Course Tools →

Evaluation →

Grade Center →

Users and Groups →

Customization →

Help

Course Items (รายการคำงในหลักสูตร)

Learning Resources
Enabled: Statistics Tracking

Discussion
Enabled: Statistics Tracking

Learning Reflection
Enabled: Statistics Tracking

Learning Reflection Submission Link – Week 1
หลังจากที่ได้ทำการทบทวนและทำงานที่ได้รับมอบหมายเสร็จสิ้นแล้ว ให้ทำการส่งงาน "Learning Reflection" สัปดาห์นี้ โดยใช้ "Submission Link" นี้

MKT_548_FULLY_MASTER_TH_ADVISORY_WEEK1
Advisory Week 1: Link เพื่อพบปะและพูดคุยในเนื้อหาของสัปดาห์ที่ 1

Weekly Lesson
Enabled: Statistics Tracking
Weekly Lesson 1: Link สำหรับห้องเรียนเสมือนจริง (Virtual Classroom) - การเรียนการสอนผ่านระบบออนไลน์

Advisory
Availability: Item is not available.
Enabled: Statistics Tracking

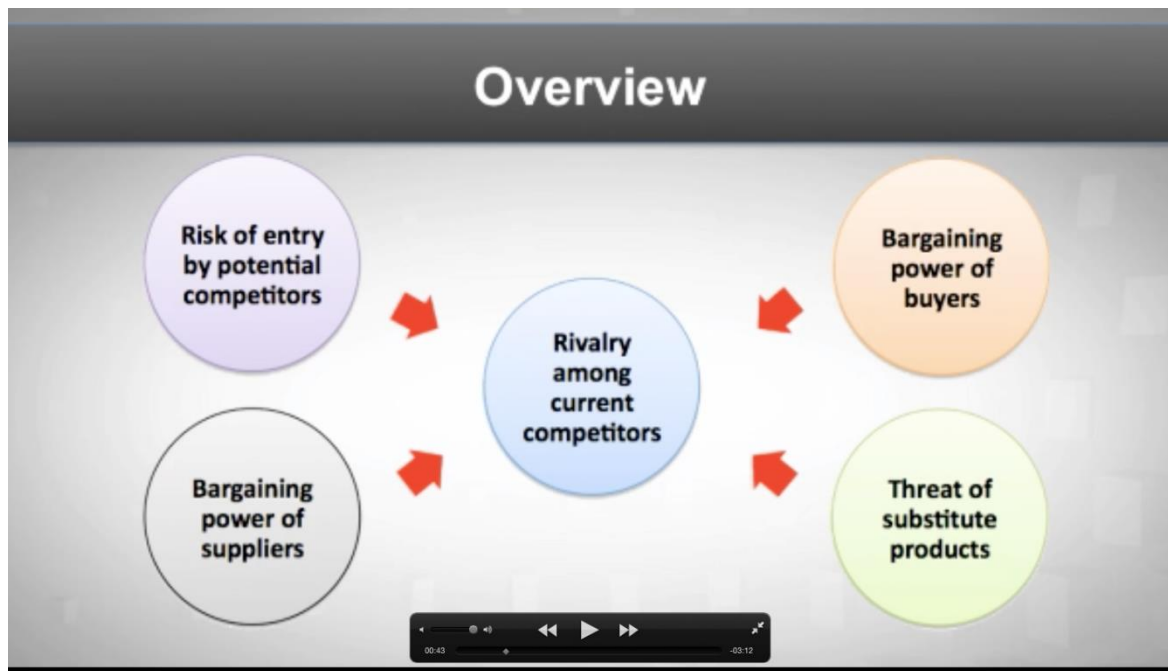


Figure 2. Video on Learning Management System (Blackboard)

Infrastructure, equipment and storage systems.

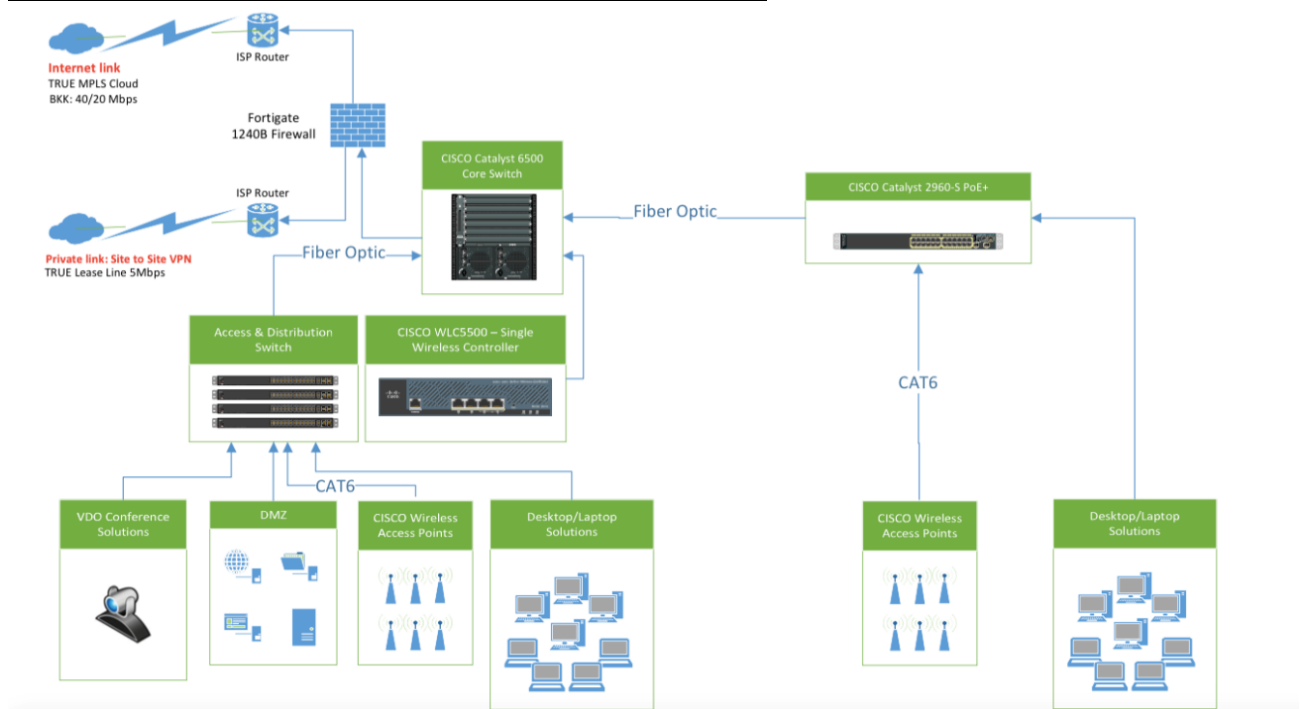


Figure 3. Network Structure

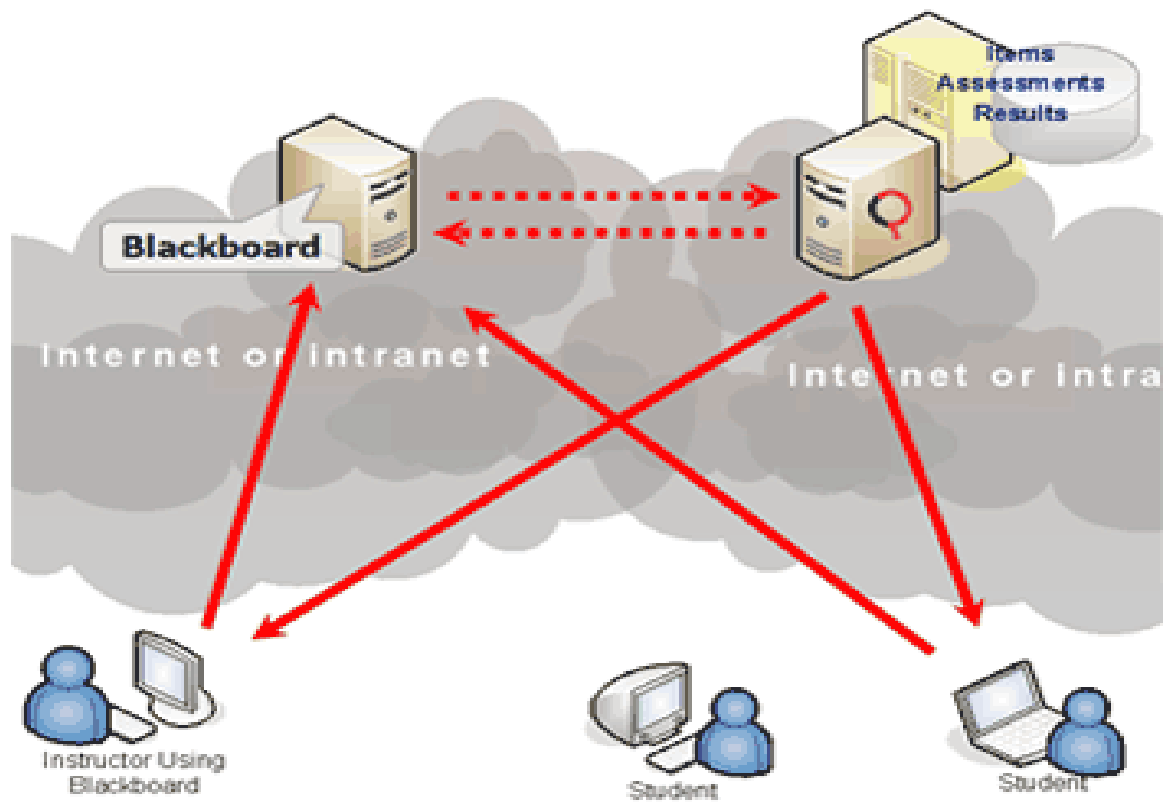


Figure 4. Learning Management System (Blackboard)

Content Design Template

Students will gain a broad understanding of international business and its general characteristics. Political, economic, social, cultural and technological factors affecting international business as well as the expansion of International Business, Organization Management, International Financial Marketing and Human Resources Management.

Learning Outcomes

Students will be able to:

- Why business needs to be expanded to the International level
- Analyze Political, Economic, Social, Cultural factors that affect international business
- Explain the principle of International Investment and International Finance
- Apply Strategic Management knowledge for International Business Administration
- Apply Theoretical knowledge for International Business Management, Marketing, Human Resource Management and Organizational Management.

Sections	Learning Objectives	Required Learning Resources (including media)	Discussions, Assignments, & Activities
<u>Section 1</u> Introduction of International Business	<ul style="list-style-type: none"> • Understand why business needs to expand to International • Industry to expand to International 	<p>Article: IKEA – The Global Retailer จก Charles W. L. Hill, Global Business Today, 5th Edition (2008) P.3-4</p> <p>Article: Globalization, International Business Trends, and New Markets of the world Article: Valentina</p>	<p><u>Content on LMS</u></p> <ol style="list-style-type: none"> 1. Understanding the course content 2. Expected Learning Outcome 3. Understanding the basic concept of Globalization, International Business trends, new global market. Students will have a chance to participate online discussion within Thursday. They can discuss on academic related topics based on what they have learned or from their experiences. <ul style="list-style-type: none"> - What is International Business from the student's point of view? 4. Students need to read 2 articles: IKEA and Globalization and complete assignment within Friday (maximum 250 words) . They need to explain: <ul style="list-style-type: none"> - Why local business needs to expand to be International - What do they learn from IKEA's article 5. Students need to choose the type of business that needs to expand to International or start the business

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		De Marchi Eleonora Di Maria Stefano Ponte . "Multinational Firms and the Management of Global Networks: Insights from Global Value Chain Studies" In Orchestration of the Global Network Organization. Published online: 12 Aug 2014; 463-486.	<p>overseas. Why do they want to expand their businesses before coming to class</p> <ul style="list-style-type: none"> - Choose the business (gather basic information of that business) - Choose the country (gather basic information of that country)
Global Business & Nature of International Business	<ul style="list-style-type: none"> • Understanding reasons of expanding the business • Industry that expand internationally 	Power Point presentation	<p><u>Classroom Activities</u></p> <ol style="list-style-type: none"> 1. Review the content and expected learning outcome 2. Opportunities and Treats of Globalization 3. Globalization of International Production 4. Emerging of Global Institutions 5. Globalization's driving force 6. Globalization's resistance 7. Class Discussion & Group Work (Case Study)

Sections	Learning Objectives	Required Learning Resources (including media)	Discussions, Assignments, & Activities
			8. Group assignment/discussion on Business expansion in overseas <ul style="list-style-type: none"> - Choose Business/country - Report on the progress every Saturday - Presenting in front of the class on the last Saturday of the course
<u>Section 2</u> International environmental forces: Political System & Economical System	<ul style="list-style-type: none"> • Understanding Politics, Economics, Social and Cultures factors affecting the International Business • Analyze factors affecting International Business 	Article: Chavez's – Venezuela from Charles W. L. Hill, Global Business Today, 5th Edition (2008) P.41-42 Article: Corruption in Nigeria from Charles W. L. Hill, Global Business Today, 5th Edition (2008) P.55 Course sheets: Impact factors of International Business	<u>Content on LMS</u> 1. Overview of impact factors for International Business <ul style="list-style-type: none"> - Reading article “Politics, Economics, Social and Cultures factors affecting the International Business” for online discussion by Wednesday. Students will have a chance to participate online discussion within Thursday. They can discuss on academic related topics based on what they have learned or from their experiences. - Reading article “Chavez’s Venezuela” and complete assignment within Friday (maximum 250 words) . They need to explain: <ul style="list-style-type: none"> - The impact of politics towards its Economy - What have they learned from this article and how to prevent the situation not to happen like Venezuela 2. Read “Corruption in Nigeria” for class discussion on Saturday. 3. How high value of Natural resources impact politics and economics in the country? 4. What factor make Nigerian still being poor?

Sections	Learning Objectives	Required Learning Resources (including media)	Discussions, Assignments, & Activities
			5. Does the organization support the development of its economy?
- International environmental forces: Impact of International Business	<ul style="list-style-type: none"> Understanding Politics, Economics, Social and Cultures factors affecting the International Business Analyze factors affecting International Business 	Power Point presentation for classroom discussion	<u>Classroom Activities</u> <ol style="list-style-type: none"> Review the basic understanding of how politics, Economics and law affect the international business Factors affecting the International business operation such as education. Skills, labor, patents, trademarks, etc. Cultural Factors Affecting International Business such as Product model, Service, Business Etiquette, Human resources and Marketing across cultures. Geert Hofstede's Theory Class Discussion & Group Work (Case Study) Final Project – (advising and progress report)
Section 3 Political Economy and the effect on International Trade	<ul style="list-style-type: none"> Understanding Economics, Politics affecting International Business Understanding the importance of International Finance 	<p>Article: บินไทยกำไรพันล้าน (Thai Airways)</p> <p>Article: ธุรกิจสิ่งทอและเครื่องนุ่งห่มครึ่งหลังปี 57 (textiles industry)</p> <p>Classroom materials : ปัจจัยเศรษฐกิจ การเมืองกับธุรกิจ</p>	<u>Content on LMS</u> <ol style="list-style-type: none"> Reading article : บินไทยกำไรพันล้าน and prepare for online discussion by Wednesday. Students will have a chance to participate online discussion within Thursday. They can discuss on academic related topics based on what they have learned or from their experiences. <ul style="list-style-type: none"> - What are the Thai Airways benefit? - How do the student apply the knowledge gain from reading this article. Reading article: ธุรกิจสิ่งทอและเครื่องนุ่งห่มครึ่งหลังปี 57 and complete assignment within Friday (maximum 250 words) . They need to explain:

Sections	Learning Objectives	Required Learning Resources (including media)	Discussions, Assignments, & Activities
		ระหว่างประเทศ (economic, politic factor on International business)	<p>- Free Trade and International Business Privilege and how it impact the business – Offering privilege Promotion Or intervening by setting quota. How does international trade work?</p> <p>3. Reading classroom materials about economic, politic factor on International business to understand the basic knowledge about impact factor on International Business</p>
<p>- International Trade and Investment</p> <p>- Natural Resources and Environmental Sustainability</p>	<ul style="list-style-type: none"> To raise awareness of Natural resources for International Business International Trade and International Finance Understanding the economic factor affecting the International Business 	Power Point presentation for classroom discussion	<p><u>Classroom Activities</u></p> <ol style="list-style-type: none"> Natural Resources, Conservation, adaptation of international business. Review the basic understanding of economics, politics effecting the International business International Finance -International Capital Market International Trade Promotion International Trade Intervention Foreign Direct Investment Group work – (advising and progress report)
Section 4 Managing International Business	<ul style="list-style-type: none"> Understanding Strategic Management for 	Classroom Material : International Business Strategy	<p><u>เนื้อหาที่พัฒนาบน LMS</u></p> <ol style="list-style-type: none"> Read Article: Trading Strategy for International Business and prepare for online discussion by Wednesday. Students will have a chance to

Sections	Learning Objectives	Required Learning Resources (including media)	Discussions, Assignments, & Activities
	International Business • Apply Strategic management knowledge for International Business Administration	Article: เบนเข็มสู่ตลาดส่งออก (Export Market)	participate online discussion within Thursday. They can discuss on academic related topics based on what they have learned or from their experiences. - How to enter International trade and what is the advantages and disadvantages of each strategy? - Which product or service that is right/appropriate for each strategy? 2. Read Article: เบนเข็มสู่ตลาดส่งออก (Export Market) and complete assignment within Friday (maximum 250 words). They need to explain: - Why business needs to adjust themselves - What are the options for entrepreneurs to adjust to the economic downturn? - Which product or service is right for export market and which market? 3. Watch Video: ธุรกิจดาวรุ่ง ดาวร่วง ในปี 2558 เทรนด์ธุรกิจโดยศูนย์พยากรณ์ธุรกิจ ม.หอการค้าไทย and prepare for online discussion
- Managing International Business & International Strategic Management.	• Understanding Strategic Management for International Business • Apply Strategic management knowledge for International Business	Power Point presentation for classroom discussion	<u>Classroom Activities</u> 1. Case Study: MTV and Clear Vision 2. Learning about creating / adding value to the International Business 3. Define strategy for International Business 4. Organization management by Value Chain to link with the main and supporting activities 5. Expanding Business overseas 6. Group work – (advising and progress report)

Sections	Learning Objectives	Required Learning Resources (including media)	Discussions, Assignments, & Activities
	Administration • Human Resource Management		
Section 5 -Managing International Production & Operation	• Understanding production management for International Business • Apply Operation knowledge for International Business Administration	Article: “Cast Study: Li & Fung” Video: Corporate VDO of Li & Fung	<u>Content on LMS</u> 1. Watch Video: Corporate VDO of Li & Fung and prepare for online discussion by Wednesday. Students will have a chance to participate online discussion within Thursday. They can discuss on academic related topics based on what they have learned or from their experiences. - International Trade meaning from Li & Fung ‘s point of view. - What is the main factor that makes Li & Fung operate their businesses for more than 100 years - What is the current business strategy? 3. Read Article “Case Study Li & Fung” complete assignment within Friday (maximum 250 words). They need to explain or give reason in academic way based on what they have learned or from their previous experiences. - This company uses Global Sourcing as the main activity for their business operation. - How important of this activity from the students’ point of view. - How has this organization been accepted by their client , please explain reasons. - What is the Li & Fung trend in the future? 3. Watch Video Globalising an Asian family business: William Fung

Sections	Learning Objectives	Required Learning Resources (including media)	Discussions, Assignments, & Activities
			and prepare reading an article” Trading Up” for classroom discussion.
- International Marketing - Human Resources Management	<ul style="list-style-type: none"> Understanding International Business Operation Apply Operation knowledge for International Business Administration. 	Power Point presentation for classroom materials	<u>Classroom Activities</u> <ol style="list-style-type: none"> 1. Understanding International Business Operation 2. Choosing the location of the International Business 3. Decision to use Outsourcing Production for International Business 4. Managing Human resource when expanding business to international fin terms of policy and recruitment 5. Managing Supply Chain for international business 6. Marketing and branding in the world market 7. Group assignment and group presentation