Business and Workplace Education Newsletter

The Year Ahead...

And so the Fall 2013 semester begins! A warm greeting goes out to those students who are just joining us, as well as those who are continuing their studies in the program. There’s never been more of demand for business and workplace education professionals and our time spent at NYU will be invaluable.

To help ensure that you are getting the most out of your education both professionally and personally, the Steinhardt Graduate Student Organization within the Administration, Leadership, and Technology department is readily available to you. I recently assumed the role of our Program Representative and after attending many orientations and meetings, I can tell you that this year is going to be one like no other!

The two core goals of the GSO are:

1) To build a stronger community within the ALT department

2) To provide opportunities for professional development throughout the ALT department

You’ll see many upcoming announcements for various events throughout the semester such as: professional roundtables, personal growth seminars, networking events, and community days. If you have a request for an event or lecture, please reach out to me so we can explore the opportunity. Together we can work towards unifying students, faculty, and alumni.

I wish all of you luck in the upcoming semester and look forward to working together throughout the year!

Annie Mallan
Editor
Graduate Student Organization Representative
A Message from Professor Bridget O’Connor

Welcome to Fall 2013!

What an exciting time to be at NYU. Lots of changes and many new students have enrolled in our program in Business and Workplace Education. We are welcoming ten new students from around the United States, Canada, Brazil, Saudi Arabia, and China this Fall. Be sure to welcome them to campus!

Sometime this semester, our ASTD Special Interest Group will host a special session celebrating the publication of Strategic Leadership Development, which was recently published by The Conference Board, and to which two of our graduates contributed. We’ll keep you posted when plans are finalized.

Plan now to attend the American Educational Research Association Conference in Philadelphia April 3 – April 7, 2014. If you’re not a member, consider joining and participating in not only Divisions I (Education in the Professions) and J (Postsecondary Education) but also the Special Interest Group, Workplace Learning. You can find more information on AERA’s webpage: http://www.aera.net

Elsewhere in this newsletter you’ll see a list of our 2012-2013 graduates. You’ll also see an update on what we’re hearing from our graduates who are checking in with us. If you have news to share or would just like to be included in the next newsletter, please send me a paragraph to include. As you know, we have some of the best alums anywhere! We want to hear from you. We are only as strong as our graduates.

SAVE THE DATE!
December 6, 2013 will be our annual holiday party in the Pless Hall lounge

2013 Graduation Gala

Congratulations to the class of 2013! Students, alumni, and faculty came together to celebrate the accomplishments of the graduates.

MAY 2013 MASTER’S DEGREE

ELIZABETH BATTISTA
ELAINE SUE PING CHOO
DEARTA LOGU FUSARO
MICAH LASSETER
VERONIKA SHIROKA
 TIFFANY WILLIAMS

SEPTEMBER 2013 MASTER’S DEGREE

COURTNEY REMMEEY
THOMAS DUFFY
PAMELA LEE

DOCTORATE IN EDUCATION (ED.D.)

PAULA STEISEL GOLDFARB
SHAWN O’RILEY
Program Awards 2012-2013

Peter L. Agnew Award for Scholarship and Leadership
Dearta Logu Fusaro

Dearta Logu Fusaro, M.A. 2013, Business and Workplace Education, NYU holds a Bachelor’s degree in International Business from Catholic University of America in Washington, D.C. Upon graduation, she was a bank officer for JP Morgan and in 2009 came to NYU as a Budget Administrator. She is currently the Global Finance Manager of the nonprofit entity, Save the Children. In her application to NYU, she stated that “the full power of knowledge is only realized when it is shared and passed on to others.”

Business Education Alumni Award
Lynn Bacon Keane

At the time she received the award, Lynn Bacon Keane, Ph.D., 2007, was on the faculty of the University of South Carolina, where she taught classes in computer applications and IT training. She holds a Bachelor’s degree in elementary and special education from Pace University and an MS in curriculum, also from Pace University. She has taught as a full-time or adjunct instructor at Lehman College, Pace University, and NYU. In her time at NYU, she was actively involved in Alpha Chapter, DPE, serving in multiple positions over the years, including president. Lynn received the National DPE Outstanding Dissertation Award for her doctoral work entitled, “An Academic Technology-Supported Community of Practice: A Case Study.” Since moving to Columbia, SC, she has been awarded the Southern Business Education Association’s Postsecondary Educator of the Year Award. She is also actively involved in fund raising for MS; the past three years, she has walked a total of 150 miles. She has recently relocated to San Diego, CA.

Herbert A. Tonne Award for Highest GPA
Elaine Sue Ping Choo

Elaine Choo, MA 2013, has returned to her native Singapore, where she is working for PPD International, a company in the bio-pharma industry. She is managing the Asia Pacific region delivering and designing programs to address organizational effectiveness. She says: “I’m missing everyone in New York and wish I could be there!”

Paul S. Lomax Award for Scholarship and Leadership in Business Education
Paula Steisel Goldfarb

Paula Steisel Goldfarb, Ed.D., 2013, Higher Education is the first-ever winner of the Michael Bronner Award for Scholarship and Leadership. She holds a BA in psychology from Haverford College and an MA in organizational psychology from Columbia University. Prior to coming to NYU, where she currently serves as the Stern School of Business Senior Director, MBA Admissions and Financial Aid, she worked in three separate nonprofit organizations in Baltimore and New York City. She successfully defended her doctoral dissertation; the abstract is included in this newsletter. In her reflections on obtaining the degree, she explained that her interest in “people and behavior began many years ago. Early on, I found myself an observer and listener at our family's kitchen table. That was where my father, a psychiatrist and psychoanalyst, would often share stories about his work. Hearing about the lives of people with whom he worked sparked my interest in studying people, wanting to gain a deeper understanding why they behave the way they do by unpacking their experiences and making meaning of them.”
2012–2013 Student Scholarship Awards

Audrey Schmidt Rubin Scholars
Tiffany Nichole Williams
Courtney Remmey
Anne Mallan

Karen R. Gillsepie Scholar
Courtney Remmey

Adrienne Frosch Scholars
Pauline Higgins
Elaine Choo

Peter L. Agnew Scholars
Vaughann Simmons
Nicole D’Antuono

Alumni News

Dr. Amy Lui-Abel (PhD 2008) and Sherlin Nair (MA 2012) contributed to the 2013 Conference Board Report: Strategic Leadership Development. The report is based on a global survey of 654 managers, interviews with senior leadership development professionals, and case studies.


Sheila Handy (PhD 2003) was recently granted tenure and promoted to the rank of Professor at East Stroudsburg University of Pennsylvania. Sheila serves as the chair of the Department of Business Management and teaches courses in accounting and taxation. Recent publications are in the area of outcomes assessment in accounting programs. Sheila also authored three instructor manuals for accounting textbooks published by Pearson Education in the last two years.

Wolf Levenson (MA 2011) As part of his MA program, Wolf concentrated on management development and eLearning. Wolf has since assumed the position as Senior Manager of Learning, Development and Internal Communication for Cartier North America located in Manhattan on Fifth Avenue. While studying at NYU he held a prominent position in the Global Education department at Tiffany & Co.

Preston Lathrop (MA 1997) serves as Manager of Knowledge Management in the Information Technology (IT) department at the Segal Group, a seventy-year-old benefits and human capital consulting company. In addition to planning and implementing technology training programs, Preston’s team publishes documentation and internal communications regarding technology changes and new technology tools.
Alumni Spotlight
Interview with Donna Flagg
Certificate of Advanced Study, 2000

Donna Flagg spent over 15 years in business before founding The Krysalis Group, a consulting firm specializing in management, marketing, training and sales, and their respective relationships to business results. Also a trained dancer, Donna is the creator of Lastics®, a unique stretch and flexibility technique drawn from years of studying the styles and techniques of the dance world's masters. Surviving Dreaded Conversations is Donna's first book about communication in the workplace. Her second book, Stretch into the 21st Century, based on her popular stretch class and DVD, Lastics: A Stretch Workout Like No Other, will be out in 2013.

What was the most valuable lesson you learned in the program?
Two things: I learned that the responsibility of teaching and learning is a shared one. And, I also learned the importance of writing well in business, which has gone on to drastically shape my career after NYU.

When did you know it was the right time to go off on your own and start The Krysalis Group?
I was working at Goldman Sachs in training for the Investment Banking Division writing and delivering training for our department. Our programs were very successful there, so much so that heads of other departments were getting wind of them and contacting my boss to see if she would let us provide the same training to their teams. It became clear that we were running a mini boutique consultancy within the company and were encouraged to go out and try it on our own. The “powers that were” felt strongly we had a business model that was already working, and a unique approach that was worth taking into the marketplace. That combined with changes that were just starting to be implemented on Wall Street (re-orgs) made it the perfect time and set of circumstances to form Krysalis.

How did the program help you prepare for starting your own business?
I think most of it was the confidence I gained. In addition to having a strong background in business, after NYU I could sit down with heads of departments in major firms and speak assuredly about what we could offer.

What projects is The Krysalis Group currently working on?
Well, things are changing rapidly on that front. A few years ago, I started another business based on a previous life I had as a dancer. It was a part-time class for flexibility that I taught two nights a week and on Saturdays – just for fun. People loved it and started asking me to provide Lastics classes beyond what I was already doing. To satisfy requests that we couldn’t fill, we made a DVD. Now it’s selling so well, we have had to shift more of a focus onto it. So with Krysalis, we still service our existing clients and referrals. But Lastics is getting most of our attention these days.

What’s the biggest challenge you’ve faced in your career?
Gosh, that’s hard to say. I have worked for amazing companies and amazing people. I would say the most frustrating thing for me at work was being faced with people who lacked the professional maturity to function normally in a professional environment.
This, no surprise, ended up being the crux of my book!

What’s next?
I just finished my second book, this one about Lastics, and also started a new blog of my own. For a long time I’ve wanted to bring all aspects of life together that go beyond workplace. Repositioning my blog (and myself) is ultimately is providing me with the platform to do that.

What’s the best piece of advice you have for current students?
Have a plan, but take what comes. Careers can be winding paths, and if you are open to it, they can take you to some wonderfully surprising, informing and enriching places.
In conjunction with Professor O’Connor, students Samantha Guss, Heather Zezeck, and Annie Mallan are researching the topic of knowledge translation in an organizational environment. The purpose of the research is to determine if knowledge translation (KT) is a useful concept to help us understand the relationship between information-seeking behaviors and the strategies individuals use to assess the information’s value or translate its value to their own situation. KT has its roots in the health sciences, where the translation component has been the responsibility of the knowledge provider in working with the ultimate knowledge user to solve problems or advance practice. In most workaday scenarios, however, the user must first look for (and be inquisitive enough to want to look for) potential assistance in solving problems or making decisions, and thanks to the Internet and Social Networking Technologies, the repertoire for finding such assistance is virtually limitless. How does an individual come to first find the appropriate information source and then translate any usefulness to a new setting or situation?

The research will be occurring over the course of the year. Upon completion, the paper will be submitted to the AERA 2015 conference to be held in Chicago.

**Student News**

**KNOWLEDGE TRANSLATION RESEARCH STUDY**

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**Conference Date:** 4/3 - 4/7, 2014  
**Location:** Philadelphia, PA  
**Theme:** The Power of Education Research for Innovation in Practice and Policy

Please stay tuned for more information in regard to attending the 2013 conference with fellow students and faculty.

[http://www.aera.net](http://www.aera.net)

* Administration, Leadership and Technology Community Day.....The Graduate Student Organization will be holding their first event of the semester on September 18th from 6-8PM on the 6th floor of Pless Hall. Get an opportunity to meet fellow students and ask our panel of students any program questions you may have!  
* Guest Lecturers from ASTD...Our ASTD Special Interest Group will host a session celebrating the publication of *Strategic Leadership Development*, which was recently published by The Conference Board.  
**WHEN:** October 22nd, 5PM  
**WHERE:** Bobst, lower level: room 138.

* Ideas for events lectures?  
Contact: awm236@nyu.edu  

* Facebook...stay tuned! An official Business and Workplace Education page will be launching this semester.
Early Leaders in Business Education at NYU
– Michael Bronner, Professor Emeritus

In 1981 The Early Leaders in Business Education at NYU was published, recognizing the pioneering efforts of the four faculty members who created not only the Business Education Program at NYU in 1926 but serving also as the ‘Home of Business Education,’ which formed the cornerstone of our field, from which all other such programs in the United States emanated. These four leaders were Paul S. Lomax, Peter L. Agnew, Herbert A. Tonne, and Helen Reynolds.

While these original leaders are no longer with us, the Business Education Program at NYU continued with four ‘new leaders’ carrying the torch of the field into the 21st Century. They included Karen R. Gillespie, Padmakar M. Sapre, Michael Bronner and (of course) Bridget N. O’Connor. So it was only fitting that a new volume was created, recognizing the contributions of the ‘Next Four’ Business Education leaders.

Co-written by NYU Professor Emeritus Michael Bronner and University of Southern New Hampshire Professor Emeritus Burt Kaliski, this first two chapters of this sequel consists of chapters depicting the contributions of Dr. Karen R. Gillespie Dr. Padmakar M. Sapre. Both chapters have been published as separate elements and are now available on our Web site: http://steinhardt.nyu.edu/alt/businessed. If you are an alum of the program and have comments regarding them, please contact Professor Emeritus Michael Bronner via mb7@nyu.edu.

For some background, Dr. Gillespie took over the Program from Dr. Tonne when he retired and hired both Dr. Bronner and Dr. Sapre. She reinvigorated the Program by greatly expanding the doctoral enrollments as well as being instrumental in our Puerto Rico offerings. Her formal retirement in 1975, dictated by NYU’s retirement age limits, only transferred her talents to one as our ‘Super Adjunct,’ thus continuing with a break, her many efforts on ‘her’ Program. While this was going on, however, she also served as the head of the NYU Institute of Retail Management—which did not adhere to the aforementioned retirement age.

Dr. Sapre brought an international as well as strong philosophical bent to the Program. He served not only as the Business Education Program Director until 1978, but he also served as the Chairman of the Department of Curriculum and Instruction, where our Program was housed at the time. Dr. Sapre accepted early retirement in 1988 after being honored with NYU’s Great Teacher Award, and returned to his early home in Pune, India shortly thereafter. His daughter, Dr. Rekha Sheorey, her husband, Mukund, who live in Upper Saddle River, New Jersey, host Padmakar on his annual visits to them, thus helping him retain his close ties with our Program.

The next two chapters of this sequel will be one about me and then Dr. O’Connor. Once all four chapters have been completed, they will be combined into a single volume, the first (or second, depending on how you calculate it), of a two volume set, adding the history of the Program; the history of the Alpha Chapter of DPE (the home of this national professional research association); the history of the Peter L. Agnew Foundation; and the details and the many contributions of our Business Education Program doctoral graduates. We’ll keep you posted!
PATHWAYS TO BUSINESS SCHOOL FOR WOMEN: CASE STUDIES OF THE ENROLLMENT PROCESS OF FEMALE MBA STUDENTS

- Paula Steisel Goldfarb

While professional graduate programs in medicine and law are enrolling men and women in equal numbers, female MBA enrollment lags behind male enrollment. Research has demonstrated that a number of issues may influence a woman’s choice to return to school for an MBA degree, including that even with an MBA, they may not advance in the workplace.

Given that universities want to increase the number of women enrolling in MBA programs and given that most admissions data are quantitative, I examined in depth why selected women applied to business school and why they chose or declined a particular school’s offer of admission. Using case studies, I examined the decision-making process of 16 women who were admitted into an MBA program and either enrolled in that program, enrolled in another university, or chose not to attend any university that year. Data were collected primarily through interviews to learn more about how their education and work experiences contributed to their decision to apply for an MBA degree and why they chose a particular university’s program.

Data analysis resulted in six themes common across all participants: 1) A life event propelled me to apply; 2) Family, partner, and friends gave me confidence and influenced my decision to apply and enroll; 3) If I am going to have an MBA degree, now is the time; 4) I considered applying to business school as an investment in me; 5) I chose the school based on reputation of the school and location; 6) Women-only events have advantages and disadvantages. Implications for professional practice, including marketing strategies for business schools and what educators can do to make the MBA path an attractive option, are offered. To follow up on this study, researchers could use different methods (qualitative and quantitative) to further explore this work. To help understand what best drives women to consider an MBA degree and this decision-making process, researchers could continue to test themes using measures such as commitment to field, personality type, and intellectual curiosity.
Doctoral Abstracts

EMERGING ADULTHOOD AND GENDER DIFFERENCES IN ADULT BACHELOR DEGREE COMPLETION: A MULTI-CASE STUDY

- Shawn O’Riley

Adult undergraduate students constitute 40% of the total undergraduates studying in the United States. However, male undergraduates and male undergraduates over the age of 25 are less likely to enroll in and complete a bachelor’s degree than their female counterparts. Given the detrimental employment impacts of not earning a bachelor’s degree in today’s economy, I sought to determine what factors and influences impact the decision of adult men and women to enroll in and complete a bachelor’s degree program. Arnett’s theory of emerging adulthood is used to frame the study and discussion of findings.

I explored how the environment and events of an adult undergraduate student’s emerging adulthood impacted his or her decision to enroll in and complete a bachelor’s degree program and what ways, if any, emerging adulthood or gender affected this decision and completion processes. I used case studies of male and female adult undergraduate students who completed a bachelor’s degree between the ages of 25 and 30 to detail and analyze their path to bachelor degree completion.

Analysis of participant interview data, college application materials, and other academic records revealed four themes common across all participants: (1) college, major, job, and career choices all occur simultaneously rather than consecutively; (2) the influence of family, friends, and significant others on college decisions wanes over time; (3) career decisions often trump college decisions; and (4) college financing decisions are major concerns. These emerging adult college students strongly exhibited three of Arnett’s five factors of emerging adulthood: (1) instability across many areas of life; (2) a time of intense focus on the self; and (3) a feeling of being in-between things. However Arnett’s factors of a feeling of greatly increased possibilities and active identity exploration were less prevalent. Moreover, gender was not an important factor in degree completion for these individuals.

Implications for professional practice, including a greater concentration on classroom experiences and changes to program scheduling, are offered. Emerging adults who choose not to attend college and emerging adults with child-rearing responsibilities are two areas for continued research, as a result of this study.