

Management Information System Role in Preparing Qualified Human Resources to Implement Corporate Social Responsibilities and Governance Approaches

Mahmoud Mohammad Al Ajlouni^{1*} and Wael Shahhat M. Basri²

¹Department of Human Resource Management, Business School, Box: 1321 Northern Border University, Arar P.O. 91431 Kingdom of Saudi Arabia, ajlouni_mahmoud@hotmail.com;

²Department of Information System, Business School, Box: 1321 Northern Border University, Arar P.O. 91431 Kingdom of Saudi Arabia, wbassri@hotmail.com

Abstract

Objectives: The study examines the impact by using the information systems in human resource management field, to prepare graduate to apply corporate governance approaches and social responsibilities. And to identify the role of teaching methods and multiple activities among graduate to be qualified for solving social issues in the domain of using information systems techniques. **Methods/Statistical Analysis:** Qualitative approach was implemented using systematic review of previous studies to identify the gap and opportunities to enhance implementation of study methodology to reach intended objectives. Results of qualitative method used to design questionnaires to collect data from selected sample of the study. The sample which was randomly selected was (n=28) academic member of Saudi business schools to identify their perspectives about the curriculum and teaching methods using information systems and different teaching activities. **Findings:** All indexes were approved within the accepted limits of Model Goodness-of-fit of CFI, REMSA, PCLOSE, etc. and Cronbach's Alpha of curriculum and teaching methods was 0.78 and 0.9 respectively. Results showed that the role of teaching methods using information systems to qualifying graduate in the implementation of Corporate Social Responsibilities (CSR) was higher than curriculum's role. **Application/Improvements:** This requires further research and study to know the reasons behind the low level of using information systems in the curricula to qualify graduate for applying governance approaches and corporate social responsibility.

Keywords: Business Schools, Governance, Human Resources, Management Information System, Saudi Universities, Social Responsibility

1. Introduction

Governance obtained the importance because of its significant part of strategic plans of companies in different fields of industrial and trading sectors. Applying its principles resulted in a great economic success in large-size projects. The application and understanding of its usage has also been applied in small projects, which sought to reinforce its social responsibilities towards the members of the society;

and to follow up with the activities of the nonprofit organizations such as charity associations, relief and training institutes, donations and support organizations; in order to improve its market reputation in competitiveness' field. The Management Information System (MIS) is an essential part of the preparation of qualified Human Resources (HR) for the labor market. The study problem lies in identifying Business Schools ability in applying governance approaches and social responsibility(CSR); through

*Author for correspondence

measuring the impact of some variables that affected on the application of CSR towards the society, and identifying the problems if exist which would act as barriersto implementation efficiency of CSR.

Increasing in the demands of using Computer-Based Information System (CBIS), in the development of managerial work depends on qualified human resources. Industries mainly depend on trained human resources on CBIS as an example¹. The MIS has special tools which make it distinct with specifications that provide its ability of training and developing human resources to be able in decision making based on careers demands and their assessment and evaluation. It includes the skills of analyzing human resources, self-development, knowledge management, integration, communication, planning, forecasting, archiving and storing data; and enhancing the objectives of training². Business Schools are important due to the increment of graduates by comparing them with other faculties; mainly because of international increment in the requirement of qualified human resources who are professional in Business Administration and System Analysis and Database Management System³. ³pointed to the study of ⁴ on (McKinsey Global Institute) report which showed that the need for such human resources more than 1,5 million graduate who are specialized in the business sector, and capable of handle market demands. Those graduates must be fully aware of governance importance in both private and public sectors⁵. Business Schools become more important through providing the organizations of business sector with qualified human resources that are trained on being loyal to their organizations⁶⁻⁹. Schools' responsibility lies under adaptation curricula development¹⁰⁻¹². This enhances graduate's ability to escalate graduate's ability in solving problems to keep the sustainable demandable relationship between the business sector and schools^{13,14}. University teaching methods considered an essential part of thepreparation of qualified HR¹⁵⁻¹⁷. MIS linking theoretical and practical sides of courses through transferring knowledge from the faculty to the organization using CBIS^{18,19,21}. Meanwhile, teaching students about the concepts of social service are considered a prior stage in adoption capable graduates in innovation, scientific research, and solving problems²²⁻²⁴. These are generally considered as the main goals of establishing those schools to graduating generations who would serve the society¹⁴. Without adaptation of change and development in curricula and teaching methods based on society demands, according to social service, the graduate ability will be limited in formalizing leadership and entrepreneurship personality in the business sector²⁵. This is because of the multiple principles of governance and its comprehensive

nature (it includes voluntary work, shelter, free training, organizing awareness campaigns, encouraging creation, motivating initiators and adopting talents^{26,27}. According to companies, this requires qualified human resources that link personal skills and abilities with the objectives of governance ²⁸. The success of the Business Schools in preparing such competent HR depends on faculty leadership - the dean and administration policy- and methods of motivations for academics, administrators²⁹. Also, students share and exchange knowledge and experiences to excel for creativity. Successful leadership is the key to overcoming obstacles, while deans and academic staff are the strong base of leadership that would develop graduates abilities to solve problems and learn more about updating and comprehensive development policies to promote procedures of qualifying students to meet labor market demands³⁰⁻³². The importance of deans in Business Schools appeared during a study conducted by ³³to examine deans perspectives about the levels of evaluations of the Accreditation Council Business Administration Schools (ACCSB)³³. Through the survey, which was conducted among (91) deans of Business Schools, it was shown that most of them presented important views about evaluations which are related to the strategies of helping students to achieve the practical educational objectives. The deans showed high concern about the mechanisms of the accrediting faculties and academic programs. The study's results showed that the deans record high percentages in the students' communication skills, development of the educational plans and curriculum that cover different required skills. Communication skills are an important social tool of qualified HR whom capable of communicating with their societies and presenting innovative and entrepreneurial ideas to solve problems and overcoming obstacles that could occur in societies³⁴. Previous studies showed that the qualified human recourses capable of applying the CSR approaches must have enough knowledge obtained in studying years at the university. The obtained knowledge is a part of the technical and informative pattern to support graduate whom talented or trained in CBIS that allows qualified HR to support the mechanisms of social services from an innovative, creative and purposeful perspective. Based on systematic review it was concluded that obtained knowledge during university life depends on two main things: the educational courses and practical teaching methods. These two basics are considered as main themes to investigate Business School to present courses, teaching methods and student activities that help graduate to learn how to implement Governance andCSR.

2. Methodology

This study followed the descriptive analytical approach through reviewing previous studies, and based on their results hypotheses were set and a study instrument was used designed to collect data from selected sample which was analyzed using statistically.

2.1 Study Hypothesis

The study depended on the following main hypothesis:
H: Management Information System effect on the relationship between the curriculum and teachings methods; and the application of the Governance Corporate Social responsibility in the faculties of Business Administration.

From above major hypothesis, the suggested model of dependent and independent variables was compound through assumed hypothetical relationships that will be measured statistically as presented in Figure 1.

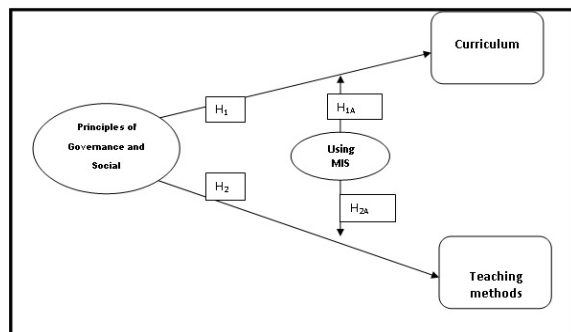


Figure 1. The model proposed for this study.

From above hypothesis; two sub-hypotheses are derived from the main one; they are:

Hypothesis₁: There is a significant statistical relationship between curriculum and implementation of Governance and CSR.

Hypothesis₂: There is a significant statistical relationship between teaching methods and implementation of Governance and CSR.

Hypothesis_{1A}: MIS influences the relationship between the practical curriculum and the implementation of Governance and CSR.

Hypothesis_{2A}: MIS influences the relationship between the practical teaching methods and the implementation of Governance and CSR.

2.2 Study Instrument

In order to examine the hypotheses, a questionnaire was designed to collect the data, from business schools deans' and academic members' perspectives according to the location and type of the Business School in Saudi Arabia; and the faculty's type. Direct questions that came in line with the study's themes were prepared, and then the questionnaires were distributed to the study sample after modifying the questionnaire published by ³³ to deal with sample culturing circumstances.

2.3 Study Sample

The study sample included 28 academic members and deans Business Schools or Business departments Administration at the Governmental and Private Saudi Universities. Considering the number of Information System Departments and Human Resources departments that are part of scientific and social faculties, there are (4) deans from the governmental universities at the north of Saudi Arabia, (3) deans from the governmental universities in the east, (4) deans from the governmental universities in the west, and (4) deans from the south, (1) of which is a dean from a private university. The study sample included (13) faculties from the universities of the middle area so to make a total of 28 faculties. The study sample was analyzed using (SPSS-AMOS) and is explained in details in the Table 1.

Table 1. Specifications of the Sample

Location	Number	Percentage
Middle Area	13	0.46
West	4	0.14
East	3	0.11
North	4	0.14
South	4	0.14

Through the table, we see that most of the departments and faculties of Business Schools are located in the middle area and are distributed at an approximately similar rate in the rest of areas; this is mainly because of having most of the faculties were established in middle at the center of Riyadh, the Capital city of Saudi Arabia, and other neighboring areas; or branches of other universities ³⁵.

2.4 Study Tool Validity

- The validity of the study tool was checked after modifications were corrected once feedback of experienced

expert's jury in management and social studies has been submitted to authors. The study team made the necessary changes to make questionnaire as its final form. See Appendixes.

- Cronbach's Alpha coefficient was tested; its value was 0.87 which matched the result of test validity is shown in Table 2.

Table 2. Cronbach's Alpha Coefficient of the Tool

Cronbach's Alpha	Number
0.87	25

Cronbach's Alpha is considered the most used measure to find how a number of indicators connect and how the strong the correlation is. The accepted rate of Cronbach's Alpha is 0.7 (it has to be more than (0.7)).³⁶

2.5 Statistical Analysis and Results

2.5.1 First

After the collecting data, the values of the sample's responses were documented through SPSS, the statistical analysis of the mean values was carried out. Three questionnaires were eliminated because of the insufficient answers, correspondent questionnaires were (250); resulting is 89% of the questionnaires accepted is shown in Table 3.

Table 3. Percentage of the questionnaire's responses

Number of Questionnaires	Eliminated	Accepted	Percentage
280	30	250	89%

2.5.2 Second

The results of the answers were analyzed using the Structural Equation Modeling for³⁷. It allows the forecasting of the relation between the dependent and independent variables in the study structure using the analysis of the track. It carries out the confirmatory factor analysis and multiple regressions for the principles of governance and social responsibility and shows the effect of using Information Systems. SPASS-AMOS Statistical Package for Social Sciences program (version 18) was used to analyze the relations in the study model, especially that AMOS allows the modification and reexamination of the study's model.

2.5.3 Third: Descriptive and Quantitative Analysis

2.5.3.1 Descriptive Analysis

The questionnaire's variables were analyzed through the calculation of the mean and the regression coefficient of answers values for each variable in study model. The variables are the curriculum, the practical teaching methods and their impact in implementing governance and CSR using Management Information Systems. The results of the descriptive analysis of the variables presented as follows:

2.5.3.1.1 The Curriculum Role

Table 4. The Descriptive Analysis of the Curriculum Cronbach's Alpha 0.78

Statement	Mean	Regression
In the study plan, the courses include topics related to governance and social responsibility	2.63	0.85
The courses are distributed over different departments and school levels at the faculty	2.33	0.58
The number of accredited hours is enough to achieve the course's objectives	2.26	0.54
The faculty members include specialists in the field of governance and social responsibility	3.52	1.10
The content of the curriculum is in line with the principles of governance and social responsibility	2.63	0.85
The content of the curriculum is in line with the faculty's culture of organizational environment (the faculty community)	2.26	0.54
Results mean	2.60	0.74

Table 4 is noticed that the mean of the curriculum variable is relatively high (2.60) which means the curriculum has an effect on the concept of governance and social responsibility. From the table, it is seen that the statement "The faculty members include specialists in the field of governance and social responsibility" has a high coefficient (3.52); while the statement, "The number of accredited hours is enough to achieve the course's objectives" and "The content of the curriculum is in line

with the faculty's culture of organizational environment (the faculty community)" have the least coefficient (2.26). However, the variable has a good coefficient (0.78).

The following statements were eliminated, "The practical side of the principles of governance and social responsibility were taken into consideration in the curriculum", "There are internal auditors who review and evaluate the curriculum, and develop it when necessary", "There are external auditors to examine how consistent the curriculum is with the principles of governance and social responsibility", and "The standards of International Accreditation Forums were used in the designing and proposing of the plan (for example, ACCSB)". These were eliminated because of the results' values after the conduction of dispersion test; because of their relevance to the administrative side rather than the practical one in the teaching process from deans' perspectives; and because of the great difference in the dispersion measurements due to the difference in the school plans, and how they are prepared and audited.

2.5.3.1.2 Teaching Methods

Table 5 shows clear that the mean of the variable "the Curriculum" is relatively high (4.04). Meaning, that teaching methods has effective value on the concept of governance and social responsibility; stronger than that of the curriculum. The results also showed that the variable's statements have high coefficient that ranges between 3.88 (The faculty has enough technical support and tools to motivate students to create and conduct scientific research in the field of solving social issues) and 4.43 (The faculty organizes summer courses to improve the students' skills using the methods of applying governance and social responsibility). The variable has a high coefficient (0.90).

2.5.3.1.3 The Concept of Governance and Social Responsibility

Table 5. Descriptive Analysis of the Teaching methods Cronbach's Alpha 0.9

Statement	Mean	Regression
The faculty organizes different social events at the university during the academic year for different levels	4.12	0.96
The faculty has enough technical support and means to motivate students to create and conduct scientific research in the field of solving social issues	3.88	1.07
The faculty organizes different field events in coordination with nonprofit organizations	4.04	1.04
The faculty members apply the theoretical side of the topics which discuss governance inside classrooms and in the field through dialogue, discussions, brainstorming, innovation, creation, inventions, scientific research...etc with the use of technological advancements and the university's infrastructure	4.04	1.06
The faculty's administration follows the policy of leaving great space for listening to the issues of students and their parents.	4.20	1.03
The faculty reinforces the students' communication skills through emphasizing the principles of transparency, accountability and mutual trust between students and the administration	3.97	1.16
The faculty organizes summer courses to improve the students' skills using the principles of applying governance and social responsibility	4.43	0.84
Results Mean	4.04	1.05

Table 6. The descriptive analysis of the concept of governance and social responsibility Cronbach's Alpha: 0.88

Statement	Mean	Regression
• The faculty organizes different field events in coordination with nonprofit organizations	3.89	1.02
• The faculty activates the students' social clubs for scout, voluntary work, aids, donations' collection etc. for people with special needs in the local community	3.56	1.24
The faculty organizes field trips to the nongovernmental organizations so to help the students learn from their experiences in the reinforcement of social responsibility	4.24	0.92
The faculty always sends its distinguished students in the field of governance and social responsibility to participate in local and universal courses and programs	3.74	0.69
Results Mean	3.85	0.96

Table 6 shows that clear that the mean of the variable “the concept of governance and local responsibility” (3.85) is relatively lower than the teaching methods’. However, the variable has a strong effect. The results showed that the highest coefficient has the value of 4.24 for the statement (The faculty organizes field trips to the nongovernmental organizations so to help the students learn from their experiences in the reinforcement of social responsibility); while (The faculty activates the students’ social clubs for scout, voluntary work, aids, donations’ collection, etc., for people with special needs in the local community) scored 3.56. In order to achieve the variable’s values that might fit with other variables, we eliminated some statements; which are “The faculty organizes summer courses to improve the students’ skills using the methods of applying governance and social responsibility” and “The faculty’s administration follows the policy of leaving great space for listening to the issues of students and their parents”. The variable has a relatively high coefficient (0.88).

2.5.3.1.4 Using Information Systems

Table 7. The Descriptive Analysis of Using Information Systems Cronbach’s Alpha 0.70

Statement	Mean	Regression
Use of Information Systems continuously	3.36	1.21
Great use of Information Systems by the faculty members	3.28	1.24
Great use of Information Systems by Students	3.29	1.27
Results Mean	3.31	1.24

Table 7 shows that the mean of the variable ‘using Information Systems’ is relatively less than that of the teaching methods (3.31). However, the variable has a great effect. The table shows that the statements have approximately the same coefficient. The variable has a relatively accepted coefficient that is 0.70

2.5.3.2 Quantitative Analysis

In this part of the study, the data analysis (which was done using AMOS); beginning with the discussion of the goodness-of-fit test. Later, the analysis model presented along with the accompanying factors such as regression and correlation.

2.5.3.3 Model Goodness-of-Fit

This is used in order to better know how consistent the data is and to evaluate the measurement’s goodness-of-fit through which the comparison of the theoretical measure and the practical one is carried out. For example, in the evaluation of the measurement’s goodness-of-fit, Chronbach’s Alpha has to be more than 0.7. Of the most used indexes in order to know the goodness-of-fit of the model are BIC, SIC, RMSEA, NFI, GFI, MR...etc. Those are some of the main indexes that help in measuring the goodness-of-fit of the model ³² is shown in Table 8.

Table 9 shows how appropriate the study’s model is. The table shows that all indexes were approved and within the limits of the degrees on which the study’s hypothesis may be approved

Table 9. Indexes of the Goodness-of-fit of the Study’s Model

Indexes Goodness-of-fit	Value	Required
$\frac{2x}{df}$	1.6	> 0.3
CFI	0.9	> 0.9
GFI	0.9	> 0.9
REMSA	0.04	< 0.05
PCLOSE	0.81	> 0.5

2.5.3.4 Testing the Structural Model of the Study’s Model

At this stage, the track of the proposed hypotheses is generally tested through the study model’s test. The direction

Table 8. Indexes of the Approval of the Goodness-of-fit of the Model

Decision	Model Goodness-of-fit			Model Inappropriateness		
	χ^2/df	CFI	GFI	PCLOSE	RMSEA	SRMR
Good	< 2.0	> 0.95	> 0.95	> 0.50	< 0.05	< 0.06
Accepted	< 3.0-2.0	> 0.90	> 0.90	> 0.4	< 0.08	< 0.08
Denied	< 5.0	< 0.85	< 0.85		> 0.10	> 0.08

and evaluation of the tracks and the mean were checked depending on the review of the literature on which the hypothesis were based. Three of the hypotheses were approved; however, one of the four needs further research. The linear regression Table 10 shows the results of testing the tracks of the study's hypothesis as in Figure 2.

Figure 2 shows the results of testing the tracks of the study's hypothesis

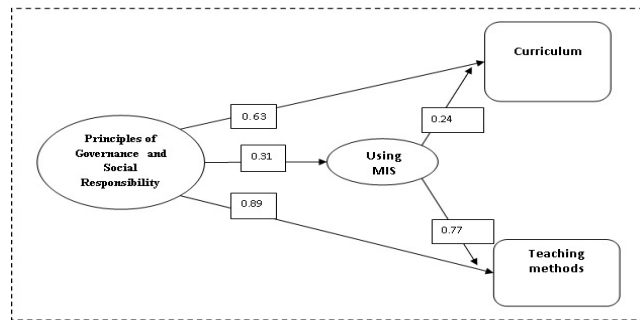


Figure 2. Analyses of the tracks of the study's hypothesis.

3. Results

The statistical analysis showed that the accredited hours for the curriculum which discussing topics about governance and social responsibility were not enough. In addition, the level of consistency between the content of the curriculum and the needs of the faculty's organizational environment was low. In addition, the teaching of the courses was done over one semester only and in one department; it was not across all departments, nor was it over all of the academic years. The higher effect of teaching methods on the application of the governance and CSR was very clear; their effects were greater than the curricula. The faculty members played an important and direct role in dissemination knowledge about governance and applying its principles via training students. They

did so through following certain methods that developed the students' communication skills and motivates them towards creativity and innovation, and contribution to scientific research to solve the society's different issues through using MIS. The implementation of governance and CSR has a positive effect, especially during visits to the working field, activating students' clubs and useful programs that motivated students to learn more about the concept of governance. The teachers followed curricular teaching methods, such as involving students and allowing them to explore the experiences of nonprofit organizations and civil society, to deepen their perception of governance important. The results of the role of Management Information Systems in enhancing the role of Business School's implementation of governance and CSR, are highly positive. Continuous using of the MIS in Business Schools, by academics and students during university life support its ability to help students to learn more about the concepts of governance, develop their technical and practical skills and abilities, and employing them in the application of the governance approaches within teaching methods and curricula. In the analysis of the indexes of approving the goodness-of-fit of the model for the variables' values, CFI, GFI, REMSA, PCLOSE; the goodness-of-fit of the study's model and the values of the variables were statistically acceptable because they were part of the accredited degrees in the making of the hypotheses and the testing of their validity.

4. Discussion and Conclusion

Findings showed that there is a directly positive relationship between variables, and proved their effect on governance and CSR implementation after examining the 3 hypotheses. However, one of the four hypotheses was not confirmed and requires deeper research. Through testing

Table 10. Results of testing the tracks of the study's hypothesis

Relation (Hypothesis)	Value	Direction	Result
Governance and Social Responsibility → Curriculum	0.63	Direct	Supports Hypo.
Governance and Social Responsibility → Teaching methods	0.89	Direct	Supports Hypo.
Governance and Social Responsibility → Using MIS	0.31	Direct	Unconfirmed
Using Information Systems → Curriculum	0.24	Direct	
Governance and Social Responsibility → Using MIS	0.31	Direct	Supports Hypo.
Using Information Systems → Teaching methods	0.77	Direct	

the hypotheses by using the values of the linear regression, it was proved that there is a directly proportional relation between using teaching methods and their role in implementing CSR with a value of 0.89, which is more than the proportional relation between them and the role of the curricula (with a value of 0.63). Furthermore, there exists a positive effect that increases the roles together through using of MIS in implementing CSR approaches (with a value of 0.31) as it is shown in Figure 2, which discussed the results of the analysis of the tracks of study's hypotheses. However, the role of MIS showed a regression rate (with a value of 0.24) effect on the relationship between MIS and the curricula that were unconfirmed. But it showed a regression rate with a value of 0.77 between MIS and the teaching methods more than curricula. This requires further research and study to know the reasons behind the low level of effects of the MIS on the curricula in the application of governance approaches and corporate social responsibility, comparing it with the bigger rate of MIS and its effect on the teaching methods in the same field of application, when MIS is used by the students and faculty members.

5. References

1. Dharni KK. Computer based information systems (cbis) in the manufacturing sector: a study of procurement, implementation, use and evaluation: Thapar university; 2010.
2. Awan AG, Sarwar GH. Integrated role of hr and shrm (shris) in banking sector of Pakistan. *Global Journal of Human Resource Management*. 2014; 3(1): 45–61.
3. Gupta B, Goul M, Dinter B. Business Intelligence and Big Data in Higher Education: Status of a Multi-Year Model Curriculum Development Effort for Business School Undergraduates, MS Graduates, and MBAs. *Communications of the Association for Information Systems*. 2015; 36(1):23.
4. Manyika J, Chui M, Brown B, Bughin J, Dobbs R, Roxburgh C, et al. Big data: The next frontier for innovation, competition, and productivity. 2011.
5. Nonet G, Kassel K, Meijs LC. Business Schools and Responsible Management: A Long Road to Freedom. 2015.
6. Stewart T, Ruckdeschel C. Intellectual capital: The new wealth of organizations. Wiley Online Library; 1998.
7. Mellahi K, Wod GT. management in Saudi Arabia. *Human resource management in developing countries*. 2001; 5:135.
8. Triandis HC. Cultural intelligence in organizations. *Group and Organization Management*. 2006;31(1): 20–6. Available from: Crossref
9. Dhar RL. Service quality and the training of employees: The mediating role of organizational commitment. *Tourism Management*. 2015;46: 419–30. Crossref
10. Skilbeck M. School based curriculum development: SAGE; 1990.
11. Burchell J, Murray A, Kennedy S. Responsible management education in UK business schools: Critically examining the role of the United Nations Principles for Responsible Management Education as a driver for change. *Management Learning*. 2014.
12. Waterval DG, Frambach JM, Oudkerk Pool A, Driessen EW, Scherpbier AJ. An exploration of crossborder medical curriculum partnerships: Balancing curriculum equivalence and local adaptation. *Medical teacher*. 2016;38(3):255–62. PMID:25776229
13. Stepanova N. Global Governance and Sustainable Development: An analysis of some examples for global, EU and national policies and strategies. 2012.
14. Eric Cornuel D, Ulrich Hommel P, Dyllick T. Responsible management education for a sustainable world: The challenges for business schools. *Journal of Management Development*. 2015;34(1):16–33. Crossref
15. Milner IV HR, Howard TC. Counter-narrative as method: race, policy and research for teacher education. *Race Ethnicity and Education*. 2013, 16(4), pp. 536–61. Available from: Crossref
16. Howard TC, Milner H. Teacher preparation for urban schools. *Handbook of urban education*. 2014.p. 199–216.
17. Green D. What is quality in higher education: 2014.
18. Alavi M, Leidner DE. Review: Knowledge management and knowledge management systems: Conceptual foundations and research issues. *MIS quarterly*. 2001.p. 107–36. Available from: Crossref
19. Bennett C, Foreman-Peck L, Higgins C, Higgins C. Researching into teaching methods: In colleges and universities: Routledge; 2014.
20. Mansfield J, Loughran J, Kidman G. Developing Knowledge of Practice Through Self-Study: Becoming a Science Teacher Educator. *Enhancing Professional Knowledge of Pre-Service Science Teacher Education by Self-Study Research*: Springer; 2016.p.385–405.
21. Patton LD, Renn KA, Guido FM, Quay SJ, Evans NJ, Forney DS. Student development in college: Theory, research, and practice: John Wiley and Sons; 2016.
22. Northouse PG. Leadership: Theory and practice: Sage publications; 2015.
23. Van Manen M. Researching lived experience: Human science for an action sensitive pedagogy: Left Coast Press; 2015.
24. Hepworth D, Rooney R, Rooney GD, Strom-Gottfried K. Empowerment Series: Direct Social Work Practice: Theory and Skills: Nelson Education; 2016.

25. Rao M. Grooming management graduates as leaders, entrepreneurs and chief executives: What business schools do not teach. *Human Resource Management International Digest*. 2015; 23(7): 27–30. Crossref
26. Borrini-Feyerabend G, Hill R. Governance for the conservation of nature. *Protected Area Governance and Management*. 2015.p.169–206.
27. Robinson LW, Makupa E. Using Analysis of Governance to Unpack Community-Based Conservation: A Case Study from Tanzania. *Environmental management*. 2015;56(5): 1214–27. Crossref
28. Mahoney J, Kor Y. Advancing the human capital perspective on value creation by joining capabilities and governance approaches. *The Academy of Management Perspectives*. 2015; 29(3):296–308. Crossref
29. Levy MA, Polnariiev BA. *Academic and Student Affairs in Collaboration: Creating a Culture of Student Success*: Routledge; 2016.
30. Hammond KL, Webster RL, Harmon HA, editors. *Market Orientation within University Schools of Business as Perceived by Deans and Chief Academic Officers: An Item by Item Comparison Using Narver and Slater's Scale*. Proceedings of the 2000 Academy of Marketing Science (AMS) Annual Conference; 2015: Springer. 2015.
31. Sagyndykova Z, Hong SJ. Internationalizing Penn State Law: Strategy, Leadership and Faculty. *International Research in Higher Education*. 2015, 1(1):153. Crossref
32. Krauss SE, Hamid JA. Exploring the relationship between campus leadership development and undergraduate student motivation to lead among a Malaysian sample. *Journal of Further and Higher Education*. 2015;39(1):1–26. Crossref
33. BM, Miller DS, Slocombe TE. Assessment at AACSB Schools: A Survey of Deans. *Journal of Education for Business*. 2015; 90(1): 44–9. Crossref
34. Dandan SM, Zoran AG. Organization's Role in Serving Community by Enhancing: Corporate Social Responsibilities. *Indian Journal of Science and Technology*. 2016;9(33):1–14.