

# business MATTERS

The DeVoe Division of Business Newsletter

September

## Welcome to the 2020-21 School Year!

The DeVoe Division of Business is a Christ-centered academic community that provides students the opportunity for personal, professional and spiritual development in preparation for a life of service, applying sound business principles with wisdom and creativity.

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It is the goal of the DeVoe Division of Business that all graduates will:  
Exhibit a working knowledge of business principles and concepts and their application: **Business Knowledge**

View and understand issues from various stakeholders' perspectives in order to serve them in a Christ-like manner: **Empathy & Service**

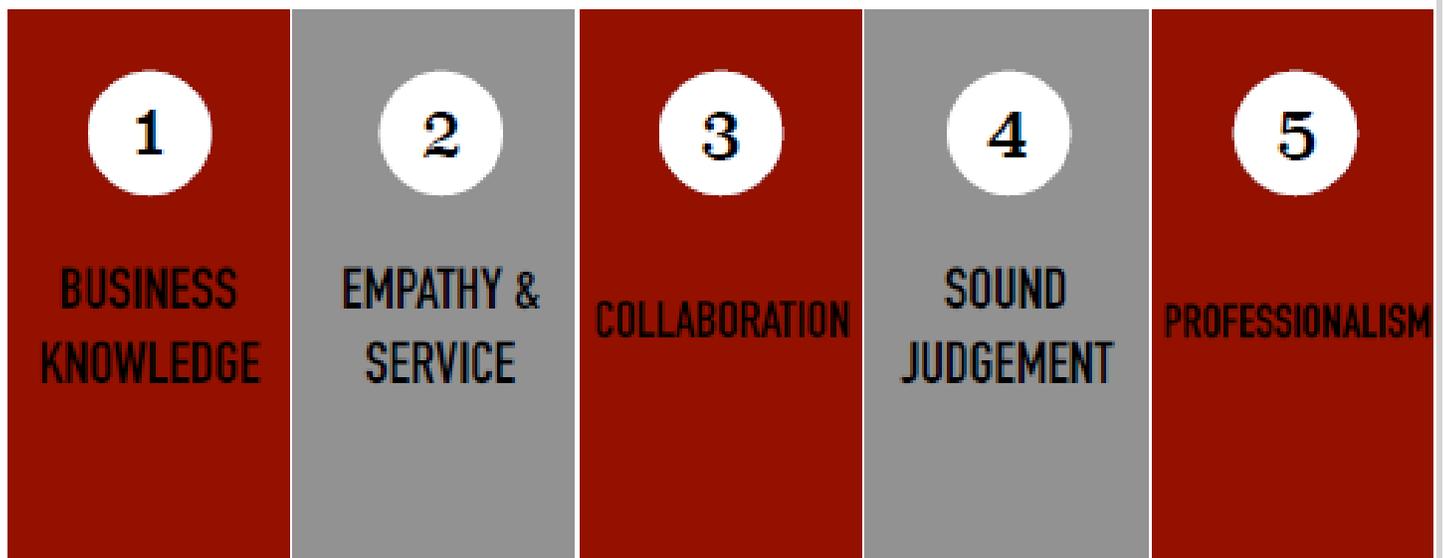
Identify a diversity of perspectives on the issue at hand, collaboratively explore new approaches and solutions, and co-create a higher quality end product:

**Collaboration**

Evaluate arguments and develop reasoned choices supported with persuasive rational consistent with beliefs and values: **Sound Judgment**

Demonstrate ability to assess and respond to opportunities and relationships through appropriate professional means: **Professionalism**

Each month we will dive into these objectives through writings from our faculty!  
See page 3 for a message on Collaboration from former faculty, Dr. Jack Wheeler.



# Meet our New Faculty!

## Dr. Jinha Lee



Jinha Lee is an Assistant Professor of Business at Indiana Wesleyan University and is the holder of two doctorates. Jinha earned her first PhD in Tourism Sciences in South Korea and completed her second doctorate in Retail, Hospitality, and Tourism Management at the University of Tennessee, Knoxville, with a minor in Statistics. Prior to transitioning to the US, she taught college students in Korea for more than seven years. She has published diverse academic articles and books in both marketing and hospitality management. In addition to her teaching and research career, she has participated in a variety of F&B business consultations in multi-cultural contexts and led multiple Korean Government-funded projects, including one in Indonesia and another in Singapore. She is passionate about teaching students as well as learning from them, and sharing in their spiritual journeys.

### EDUCATION

- Ph.D., The University of Tennessee, Knoxville
- Ph.D., Kyonggi University, Korea
- M.S., Kyonggi University, Korea
- B.S., Korea University, Korea

### INTERESTS

- Business analytics
- Sensory marketing
- Social media marketing
- Retail, Hospitality, and Tourism Management

## Dr. Michael Crawford



Dr. Michael Crawford serves as Associate Professor of Finance in the DeVoe Division of Business, teaching in the disciplines of Finance, Economics, and Small Business Management. Before joining IWU in 2020, Dr. Crawford served at Boyce College in Louisville, KY as an Associate Professor of Business and Economics. He has also taught Finance and Management at Point Loma Nazarene University in San Diego, CA and Mount Vernon Nazarene University in Mt. Vernon, OH. Dr. Crawford's research includes natural disasters and their effects on fund volatility and the participation for socially responsible mutual funds. He has created curriculum for finance, economic systems, globalization, statistics, and business strategy and has published papers addressing the future of business education, the success of modern capitalism, ministry in the marketplace, and finances and faith.

### EDUCATION

- D.B.A., Anderson University
- M.B.A., Ohio State University
- M.S., Education, Mount Vernon Nazarene University
- B.S., Business Information Systems and Administration, Cedarville University

## Collaboration

We use the word very casually and frequently in a variety of contexts. On the surface it seems the word just means “work together.” Whole books have been written on collaboration and countless articles as well. Many have chosen to give the word additional meaning by adding certain criteria or characteristics to indicate that it is only certain types of “working together” that qualify as collaboration. Instead of taking such a limited view of “true collaboration,” it makes more sense to view different types or levels of collaboration. On one end would be the most basic types of collaboration which are easily completed. And on the other end would be the most demanding types of collaboration with very challenging expectations. Quite naturally different needs would necessitate different types and levels of collaboration.

The DeVoe Division of Business has been exploring for several years now the research on “employability skills” or “professional skills,” many of which are referred to as “soft skills.” Our search has been focused on what our graduates’ future employers are expecting or desiring when graduates begin their business careers. Collaboration is on virtually every list of such employability skills and is broadly expected in team projects and assignments.

A team endeavor is usually required when the challenge or opportunity cannot be reasonably or adequately addressed by the expertise or experience of one individual or a group acting individually. In other words, what is expected from the team is an end result that is of far greater quality than any individual effort could match. Why is it reasonable to expect such value added? It is because of the differences that we bring to the endeavor. Different skills, different experiences and different perspectives are the source of the value added for any team effort. But it doesn’t happen automatically. The research is very clear and consistent that the following factors are critical to achieving the full potential of collaboration at this level. The list looks like characteristics, mindsets and attitudes, which they are, but each is a choice on the part of each group member. They don’t necessarily come naturally or easily to most of us. In fact it takes commitment and determination to keep working at it when we discover we haven’t been doing very well on one or more them. We need to encourage each other as we grow in these areas. But most importantly we must choose to act on them as consistently as we can to reap the benefits. Now for the list.

CRITICAL FACTORS OF EFFECTIVE COLLABORATION AT ITS BEST		
1	Humility	With humility I realize that my ideas are good but so are the ideas of others. As strongly as I feel about my thoughts and perspectives on the items at hand, others probably feel just as strongly. Such conviction on everyone's part can lead to stalemate. This is the foundation on which many other items on this list are built. Romans 12:3 and Philippians 2:3 challenge us to lower our view of ourselves and raise our view of others. This would also lead to the conclusion that whatever role I have played in the collaborative process, I don't have to get credit for it as an individual.

2	Respect	Building on the foundation of humility is respect for other members of the collaborative group. That includes respect for the person, respecting their point of view, respecting their ideas to the extent of being willing to suspend judgment as ideas are shared and explored. The goal is that every idea no matter its source is given a fair shake.
3	Value differences in others	We will all get frustrated with the differences we see in others occasionally, but if we can remember that the primary source of our differences is God's design in each of us and the opportunities he has given us, we can learn to see beauty in this aspect of His creative work. Valuing our differences is much more than tolerating those differences, more than just accepting our differences as part of God's intent. We can learn to appreciate and eventually value differences especially as we see the benefits that can be realized when we take full advantage of our differences.
4	Genuine listening	A key factor in effectively engaging and acting on the above factors is the commitment to genuine listening. For most of us this is hard work. Even if we are not outwardly distracted, our minds are racing and attempting to multitask. The most common thing we do while listening is to form our response to what we think we hear. But we frequently miss the point and our response is less effective. In collaborative efforts, our priority is to listen for understanding. I respect you enough to give you my full attention and do my best to understand the merits of your idea. Nothing builds mutual respect like genuine listening.
5	Willingness to suspend preferences	One of the most interesting factors coming out of the research is the idea of suspending our preferred ideas and preferred approaches in order to better hear and understand the other person's perspective. It is not abandoning our ideas and our preferences, but temporarily setting them on the shelf out of respect for others. We are not likely to forget them and we can retrieve them at the appropriate time to build back into the discussion. This is one of the most challenging choices to practice consistently and is not learned quickly.
6	Creativity	This high-end level of collaboration is not a competitive process of convincing others we have the best ideas. Nor is it a process of settling for a compromise that no one is excited about. In the most effective cases of this type of collaboration, the outcome is the result of a creative process and the outcome does not resemble what anyone brought to the table or could have imagined. It is developed during the collaboration and those who have participated take shared ownership. To reinforce the nature of this type of collaboration, it is the differences represented by the group members that made this creative result possible.
7	Openness to new ideas	Underlying the entire collaboration is an openness to new ideas – the ideas brought to the process by group members who come from a very different perspective than I do and to new ideas that are generated during the collaboration. Any desire and effort to pull a “tried and true” solution off the self to use will be addressed before it dampens or shuts down the creativity process.

