

Tony Okoromadu

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Babson College

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DBA (exp 2026); MBA; MS Economics; BS Engineering

International Finance | Corporate Finance | International Business | Corporate Strategy Market & Competitive Intelligence | Macroeconomics

Business School teaching faculty with more than thirty years prior work experience in industry, specifically: engineering, finance, business and management consulting, economic development, executive business education, media, nonprofits, technology. Led multinational and multiethnic interdisciplinary teams. More than twenty years in senior management and executive roles. Responsibilities included market and industry analysis, strategy generation and deployment, financial and business analysis, data deployment, marketing, corporate relations, research, stakeholder engagement, customer service and organizational change. Multicultural and multilingual (five languages). Published business and non-fiction author. Public speaker. Keen mentor.

Societal Impact Statement


Never happier than when stood in front of a classroom of students, faced with the challenge of effectively transmitting complex and intricate concepts and processes, while - crucially - winning over the student's keen interest and engagement. Pride of place given to communicating and teaching the subject matter in a manner that helps the student relate it to the real life applications and tasks they will encounter in their careers, such that they pragmatically learn beyond the covers of a textbook. At the top of it all, and ever present as the paramount goal, is the persuading of the student to see that they have the power - derived from the learning outcomes of whatever the course subject - to make a positive impact on their surroundings and the persons they will encounter; in other words, to persuade every classroom of students in front of me to embrace the resolute tenet, "*You Can Change the World!*" [9m video] 

Subjects Taught


- **International Business** (Undergraduate & Graduate): 6+ semesters. *In-person; Online; Hybrid*
- **International/Global Finance** (Undergraduate & Graduate): 9+ semesters. *In-person; Online; Hybrid*
- **Business/Corporate Finance** (Undergraduate; Core Business Knowledge Course): 2+ semesters. *Online*
- **Financial Management** (Graduate): 5+ semesters. *In-person; Online*
- **Business Ethics** (Undergraduate): 6+ semesters. *In-person; Online; Hybrid*
- **Macroeconomic Environment of Business** (Customized): 9+ semesters. *In-person; Online; Hybrid*
- **Strategy** (Graduate): 1 semesters. *Online*
- **Finance and Sustainability** (Undergraduate & Graduate): 2 semesters. *In-person; Online*
- **Faculty-led Study Abroad Programs** (Undergraduate)


Testimonials From the Financial Times, London Business School, INSEAD, AACSB, Etc.


[AACSB International](#) 

[Baroness Lynda Chalker](#) - Former Cabinet Minister (14 yrs total), **Government of the United Kingdom** 

[Richard Dowden](#) - Former editor at **The Economist** Newspapers, London, United Kingdom 

[Michael Hay](#) - Late Professor of Management and Entrepreneurship, **London Business School** 

[Joe Nellis](#) - Professor of International Mgt. Economics, **Cranfield University**, United Kingdom 

[Jonathan Story](#) - Emeritus Professor of International Political Economy, **INSEAD**, France 

[INTERACTIVE LINKS] Go To ↓

Mini Bio

Social Impact Statement

Subjects Taught

Testimonials From the
Financial Times, London
Business School, INSEAD
(France), AACSB, Etc.

Testimonial From College
Administration

Teaching Effectiveness:
Testimonials (Unsolicited)
From Students

Teaching Approach,
Innovations, Adaptations

Curriculum Development

Self-Development:
Conferences, Workshops,
Seminars

Publications

Presentations

Media Contributions

Service

Administrative
Appointments

Academic Strategy
Workshops

Awards


Professional
Memberships

Languages

Education

Work History

David White - Former editor at the **Financial Times**, London, United Kingdom 

Martin Wolf - Associate Editor & Chief Economics Commentator, **Financial Times**, London, U.K. 

Testimonial From College Administration

"I appreciate the fact that you always maintain the right focus, the right attitude, and that you stand up for what is right, no matter what difficulties come down your way. Please keep up the good work!"

~ S.S., Head of Department, Finance, Mays Business School

Teaching Effectiveness: Sample Testimonials (Unsolicited) From Students (Excludes Unsolicited Communication Sent Directly to Division Head)

[INTERACTIVE LINKS] Go To ↓

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Appointments

Academic Strategy
Workshops

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Professional
Memberships

Languages

Education

Work History

General:

- *"Thank you so much for all your guidance this semester through both of your classes! I have gained insight which will help me as I move forward with my career and life. Your decisions in how you allow students to talk openly and honestly is not as commonly adopted by others as I wish it was. I applaud and appreciate the time you carve out for students to learn and grasp concepts in office hours."*
- *"From the first class I took with you (FINC 341 - Business Finance), your positive outlook on life and your love for what you do made me feel like I could do anything I put my mind to. I appreciate how you challenge your students, not to make their lives hard, but because you truly believe that they are capable of anything. You make us feel like we are. Your emails to your students are inspiring and reassuring, and made me keep pushing and reminded me to never give up."*

Global Financial Management (Babson College. Online):

- *"I am very grateful for the knowledge and wisdom you have shared with us throughout the summer. It was great having a Professor who was very internationally exposed, able to give an insight on how various regions use different business philosophies and tools. Babson classes are always extremely US centered, and this change was something I very much enjoyed. Thank you very much for always being committed to getting us to interact and try to break that virtual barrier. Although at times I know we might not have answered your questions, you still allowed us all to connect with you better than we do in our physical classes. You gave us the opportunity to learn how to analyze problems and confidently express our own mental understanding of them. I am grateful for all your patience and understanding throughout the course, making sure that the class was always filled with positive energy. I will very much miss discussing and learning from you, but hopefully will get the chance to learn more from you in the future. I hope when I see you on campus I find an Arsenal shirt on you and hear you no longer support Chelsea!"*
- *I truly enjoyed your class and having you as a professor. I learned a lot from your class in a fun and enjoyable way. Being taught by you has been a significant milestone in my journey.*
- *I actually learned so much from your class during the summer, because I was also interning at the same time and understood so many things while applying them in the workplace.*

Finance and Sustainability (Babson College. In-person):

- *"I hope this email finds you well. I wanted to take a moment to thank you for a great semester. Your class was a truly enjoyable experience, as it challenged me to think in ways that were different from the approach I'm used to in my core finance courses. I genuinely appreciated the fresh perspective and the engaging discussions. Thank you again for your support and for creating such a memorable learning experience. Wishing you and your family a joyful and relaxing holiday season!"*

International Business / International Finance (In-person; Online; Hybrid):

- *"I am writing this to let you know how grateful I am to have chosen your subject in my exchange program, little did I know how the journey was going to be, and yet at times when I didn't believe in*

myself you made me feel better and were always by my side. Your style of teaching inspires students to learn more about the concept rather than just prepare for an exam or test.”

- *“Thank you so much for such a wonderful semester of FINC 445. It was truly one of my favorite courses that I have taken during my time at A&M. I can honestly say that I feel more prepared to enter the “real world” and have become a better global citizen after taking your course. Thank you for being a professor that truly cares about your students’ learning and development. Your passion for teaching shone through in not only the countless hours you put into preparing case studies but how you interacted with us students in the classroom. It was a joy and a privilege to get to learn from you this semester.”*
- *“Learning how to read through dense financial articles like The Economist has been invaluable! No one ever taught me how to go through these with an analytical mindset! I have already applied this kind of thinking to my corporate financial analyst internship with JPM Chase—with great results.”*

[INTERACTIVE LINKS] Go To ↓

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Curriculum Development

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Media Contributions

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Administrative Appointments

Academic Strategy Workshops

Awards

Professional Memberships

Languages

Education

Work History

Business/Corporate Finance (Core Business Knowledge Course; 100% Online):

- *“I hope this email finds you well. I just wanted to let you know how much I feel that I have learned from your Finance 341 class that I took during the first summer session, in particular, the final [case study] “mini-project”. When I visited home last week, my dad was curious about how my classes had gone and I told him about the project. He said that learning how to calculate the IRR, MIRR, and NPV of a project is something that he uses as a standard part of his job. I really do feel that I have learned not only the foundation and basic principles of Finance from your course, but also how to apply it. Thank you again for all you have done for me and others like myself.”*
- *“I wanted to reach out to you after this semester ended, actually, and thank you for all your hard work. You are truly one of the best professors I’ve had at Texas A&M. My dad always taught me growing up to approach education with understanding the concepts rather than just memorizing formulas, but I never had a professor to do such in my classes. I’m so glad I was able to experience that in your course. You were always open to questions and came to class prepared. I think you set your students up in a great position for their futures. They may feel uncomfortable at first with approaching topics conceptually because they aren’t used to it, but it’s an important way to learn.”*
- *“Your teaching style was very helpful to me. I’m not quite sure how to put into words how thankful I am for your approach with the material. The positive energy you brought to class made me want to learn not only for myself but for you as well! This course was new to all of us but I believe you handled it better than anyone else would have. Creating a story helped me understand so much better, rather than only giving facts and formulas. I hope you continue to do so in your other courses because coming from someone who isn’t very book smart, I can say I’ve actually learned this material (rather than memorizing for exams alone).”*

Business Ethics (In-person; Online; Hybrid):

- *“I really appreciated the way you were able to open up the class to discussion and allowed us to freely express our opinion and thoughts on specific subjects. It was your ability to set a precedent and tone that allowed us to discuss these topics in a civil and professional matter. This allowed the class the opportunity to hear other people’s perspectives in a respectful environment even if they didn’t agree with them.*

Your strategy was able to produce very thought provoking discussion and allowed for a transfer of information between my peers that otherwise would not have occurred. This structure allowed for people to keep an open mind and challenge their own deep-rooted beliefs. I found this method of discussion important and I feel that it is imperative for this to transpire on a greater scale so that we can communicate in a society where people listen to what others have to say.”

- *“I have had the privilege of being a student this semester in your financial ethics class, as well as your international finance class last semester. You have taught me a lot about values, life lessons, and how to have a positive outlook on life. I am confident that what I learned in your class will have a beneficial impact on my career for years to come. It is very rare that I have seen a professor care as much about the*

development and wellbeing of their students as much as you do. Please keep it up, we as students do appreciate what you do for us.”

- “I also would like to thank you for your time spent educating our class on ethics both in the office and life in general. It is a difficult subject to teach, especially to my generation, but I think you did a great job making it both engaging and relevant to what we experience in our daily lives.”

Teaching Approach, Innovations, Adaptations

(Resulting from personal and regular post-semester audits to gauge the effectiveness of the teaching methods deployed. The initiatives listed below have been developed - and continue to be trialed and new ones developed - across successive semesters. They reference specific Babson College and AACSB goals and learning competencies that the specific initiatives address.)

[INTERACTIVE LINKS] Go To ↓

Mini Bio

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Teaching Approach, Innovations, Adaptations

Curriculum Development

Self-Development: Conferences, Workshops, Seminars

Publications

Presentations

Media Contributions

Service

Administrative Appointments

Academic Strategy Workshops

Awards

Professional Memberships

Languages

Education

Work History

General; to maintain student engagement, motivation and effective learning

- **Course syllabus formulation: Compose syllabus such that its tone is not a largely formal elaboration of course content, methods and desired outcomes, but a tone that pitches these in a manner that makes the document an enticing and motivating read for the student. Address the student directly, using encouraging phrases like: “You will learn...”; “You will be able to...”; “You will achieve...”; etc.**

AACSB / Babson College goals and learning outcomes impacted:

communication, collaboration, entrepreneurial leadership, equity and inclusion, entrepreneurial thinking and acting

- **Gathering and learning from students’ critique: In addition to the official university end-of-semester student feedback survey, invite the most “difficult” but diligent students to individual meetings to seek their views on what aspects of the course delivery did not work, what should be dropped, what might be added, etc.**

AACSB / Babson College goals and learning outcomes impacted:

communication, collaboration, entrepreneurial leadership, equity and inclusion, entrepreneurial thinking and acting

- **Usually discover that a good portion of the critical feedback is linked to communication; turns out that not every student easily captured what was expected of them; so make certain to constantly check and review the quality and effectiveness of information delivery through every semester and at their end.**

AACSB / Babson College goals and learning outcomes impacted:

communication, equity and inclusion

- **Maintain a continuous habit of initiative and innovation: constantly seek imaginative ways to communicate the course subject matter in a manner that would be at once engaging and effective.**

AACSB / Babson College goals and learning outcomes impacted:

entrepreneurial thinking and acting, communication, entrepreneurial leadership, critical thinking, equity and inclusion

- **To motivate student familiarity with course syllabus content, which is a constant challenge that faculty face: In the first week of the semester, make a fun open-book quiz about important aspects of the syllabus; quiz is a take-home LMS online, multiple choice format with correct answer displayed afterwards, etc. Worth only 1% of final grade bonus point; but penalty of 5% docked from final grade if quiz not taken on schedule.**

AACSB / Babson College goals and learning outcomes impacted:

communication, equity and inclusion

- **Consider each cohort of students as though their experiences, preparation, backgrounds, ambitions, perspectives, etc., are unique compared to the preceding semester’s cohort, otherwise run risk of treating each semester as just another homogenous batch of students in a factory production line.**

AACSB / Babson College goals and learning outcomes impacted:

inclusive mindset, entrepreneurial leadership, critical thinking, equity and inclusion, entrepreneurial thinking and acting

- **“You can change the world!”: Maintain this as an unwavering and motivating mantra, flowing through the semester’s class sessions as appropriate.**

AACSB / Babson College goals and learning outcomes impacted:

ethical mindset, global mindset, inclusive mindset, social impact mindset, entrepreneurial leadership, create opportunities, equity and inclusion

- **Take opportunities to explain and illustrate that education is about learning how to think, not what to think.**

AACSB / Babson College goals and learning outcomes impacted:
analytical mindset, global mindset, critical thinking

- **Treat office hours as sacred and as guaranteed safe space; help the student dream and confront their challenges in a positive and confident manner; particularly helpful with underrepresented or at-risk groups. At start of semester, send out online survey with different options of day/time schedules for office hours, then go with the schedule preferred by the majority of the class. Helps students feel their voice is heard and that they are part of decision-making in matters that affect them.**

AACSB / Babson College goals and learning outcomes impacted:
ethical mindset, inclusive mindset, social impact mindset; communication, entrepreneurial leadership, equity and inclusion

- **When preparing syllabus and course curriculum, and when teaching in class, plan ahead to incorporate the AACSB/Babson College Goals.**

AACSB / Babson College goals and learning outcomes impacted:
analytical mindset, ethical mindset, global mindset, inclusive mindset, social impact mindset, communication, collaboration, entrepreneurial leadership, critical thinking, create opportunities, equity and inclusion, act ethically, entrepreneurial thinking and acting, functional area expertise, technical skills

- **Maintain a “thinking” and “breathing” - ie. “living” - curriculum/syllabus, adapting it to the circumstances, composition, time and place, etc. of the learner; devise effective ways to reach and motivate the new group.**

AACSB / Babson College goals and learning outcomes impacted:
global mindset, inclusive mindset, social impact mindset, communication, collaboration, entrepreneurial leadership,, equity and inclusion

- **Before the first day of class, send out online survey to be filled anonymously, asking various questions that help get an impression of the class composition, the students’ interests, backgrounds, fears about the course, etc; an efficient way to get to know the new semester’s group of students and the backgrounds and perspectives they will likely bring. Helps to effectively communicate the course content in ways that the students might connect better with, and which might be more relevant and useful for their career plans.**

AACSB / Babson College goals and learning outcomes impacted:
global mindset, inclusive mindset, social impact mindset; communication, entrepreneurial leadership, create opportunities, equity and inclusion, entrepreneurial thinking and acting

- **From the first day of class and throughout the semester, maintain an open invitation to the students to interrupt the class sessions with questions, insights and, also, challenges to my assertions; periodically remind and reassure them of this stance. Explain to them that such interruptions are always welcome (provided they are of a constructive nature and are not disruptive to a wholesome and respectful class learning environment) and that they are an essential characteristic of a university education, where instructor and learners symbiotically engage in the exploration of knowledge. Maintain that nobody will ever be made to feel embarrassed for the question, insight or contribution that they bring.**

AACSB / Babson College goals and learning outcomes impacted:
analytical mindset, entrepreneurial thinking and acting,ethical mindset, global mindset, inclusive mindset, social impact mindset;; communication, collaboration, entrepreneurial leadership, critical thinking, create opportunities, equity and inclusion, act ethically

[INTERACTIVE LINKS] Go To ↓

Mini Bio

Social Impact Statement

Subjects Taught

Testimonials From the Financial Times, London Business School, INSEAD (France), AACSB, Etc.

Testimonial From College Administration

Teaching Effectiveness: Testimonials (Unsolicited) From Students

Teaching Approach, Innovations, Adaptations

Curriculum Development

Self-Development: Conferences, Workshops, Seminars

Publications

Presentations

Media Contributions

Service

Administrative Appointments

Academic Strategy Workshops

Awards

Professional Memberships

Languages

Education

Work History

- **Grades determination: Reserve a bonus points basket for participation (maximum of 1% to 3%, eventual weight will be determined by the final grade of the highest scoring students). At end of semester, award the bonus points to students who have earned them by dint of their participation efforts. To ease the work involved (especially in a class of hundreds of students) apply this only in cases of borderline final grades, ie. where the additional points on offer would actually change the student's final letter grade. This seems a more equitable system than the grades curving method that rewards every student to the same extent, regardless of the student's work rate. Participation criteria would have been clearly spelt out in the course syllabus at the semester's start.**

AACSB / Babson College goals and learning outcomes impacted:

analytical mindset, ethical mindset; communication, entrepreneurial leadership, critical thinking, create opportunities

- **To improve communication and gauge students' comfort levels with the on-going learning outcomes, periodically send out online surveys during the semester to get their input, especially regarding structural aspects of the class; eg. preferred dates for a guest lecture, preferred days for tests/exams (in situations where these are flexible and may be determined during the semester's first week), what changes to make when an unforeseen event interrupts the semester (eg. a weather event), etc. Helps the students feel included in decisions that affect them.**

AACSB / Babson College goals and learning outcomes impacted:

communication, collaboration

- **Before the semester's first class, design a seating map/chart that replicates the physical classroom. Then make paper name plates for each student; allow students use the first three classes to determine their preferred seat position, and then make the position permanent as from the third class, for the remainder of the semester. Helps personalize interactions because able to address each person by their name; also helps measure student engagement.**

AACSB / Babson College goals and learning outcomes impacted:

inclusive mindset; communication, collaboration, entrepreneurial leadership, equity and inclusion

International Finance (Undergraduate and Graduate)

To bring industry contemporary real-life experience into the classroom and enhance course relevance

- **Aim to invite a guest lecturer every semester. Some previous guests have been: Deputy Ambassador of Germany to the United States, Mr. Thomas Meister; Deputy Ambassador of the Republic of Ireland to the United States, Ms. Claire McCarthy; from the European Investment Bank, Luxembourg: Investment Director, Ms. Shiva Dustdar and Finance Advisor, Ms. Juliet Dow-Madu.**

AACSB / Babson College goals and learning outcomes impacted:

ethical mindset, global mindset, inclusive mindset, social impact mindset; create opportunities, entrepreneurial thinking and acting, functional area expertise, technical skills

- **Tweaked course format to employ the case study method.**

AACSB / Babson College goals and learning outcomes impacted:

analytical mindset, entrepreneurial thinking and acting, ethical mindset, global mindset, social impact mindset, communication, collaboration, critical thinking; holistic view of enterprise, functional area expertise, technical skills

- **Whenever possible, incorporate contemporary business journal articles/reports as bases for teaching and exploration of finance concepts, rather than solely employ conventional but "time-static" and generic textbooks.**

AACSB / Babson College goals and learning outcomes impacted:

analytical mindset, entrepreneurial thinking and acting, global mindset; communication, critical thinking

- **Create case studies from business/finance/economics newspapers, magazines and journals by identifying suitable international events, company trajectories, etc; piecing together various articles relevant to these from prior months and years to build the case study; developing appropriate "questions guides" to help the students learn to discern and analyze company strategy and other business/corporate finance insights from the events' narratives. Added advantage is that the materials are free Open Educational Resources (OER), in so far as they are available via the university libraries.**

AACSB / Babson College goals and learning outcomes impacted:

[INTERACTIVE LINKS] Go To ↓

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Teaching Approach, Innovations, Adaptations

Curriculum Development

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Publications

Presentations

Media Contributions

Service

Administrative Appointments

Academic Strategy Workshops

Awards

Professional Memberships

Languages

Education

Work History

analytical mindset, ethical mindset, global mindset, communication, collaboration, critical thinking, equity and inclusion, entrepreneurial thinking and acting, functional area expertise, technical skills

- **Ensure a true international orientation to the course curriculum by identifying and using textbook or other content examples from countries other than the US.**

AACSB / Babson College goals and learning outcomes impacted:
global mindset, inclusive mindset

- **Prioritize the development of a global mindset (via the selection of class examples, guest lecturer, etc).**

AACSB / Babson College goals and learning outcomes impacted:
global mindset, inclusive mindset, social impact mindset

- **Prioritize the development of a social impact mindset: the need to use finance and business as a tool/channel for positive impact; illustrate with concrete examples when appropriate and relevant to course material.**

AACSB / Babson College goals and learning outcomes impacted:
ethical mindset, global mindset, inclusive mindset, social impact mindset, entrepreneurial thinking and acting

- **Foster global mindset by posting relevant contemporary news articles to the class LMS as they break; use news media that the class would usually not be familiar with: eg reputable United Kingdom news publication.**

AACSB / Babson College goals and learning outcomes impacted:
analytical mindset, global mindset, inclusive mindset; critical thinking, entrepreneurial thinking and acting

To maintain student engagement

- **Developed a montage of 15s video clips of cities in the most recent list of the world's top 20 financial centers (GFCI rankings), showing the cities' peoples and other land/city-scapes unique to the city. Play this video on classroom screen during the 5 minutes build-up to scheduled start of every class.**

AACSB / Babson College goals and learning outcomes impacted:
global mindset, inclusive mindset

To promote inclusivity

- **In early part of semester, send out online survey (optional and anonymous) requesting the nationalities/heritage of the students; then play the national hymn of every country represented in the class makeup, as background to the 5 minutes pre-class video intro (mentioned above), in alphabetical order, one country per day of class, with a brief plaque on the screen that details the historical origin and context of the hymn.**

AACSB / Babson College goals and learning outcomes impacted:
global mindset, inclusive mindset

Business/Corporate Finance (Undergraduate) and Financial Management (Graduate)

- **Approach the class subject matter, whenever conducive and applicable, as a story narrative, akin to an opera or theater production. Thus, each chapter is a play with scenes and acts and a cast of characters. The main characters would be the various concepts and components of the chapter's formulas and they would be introduced by the "opera director" (the chapter topic). Then each formula component would "step forward" and explain the role they play in the opera. This has worked very well, judging from student feedback received, helping the student move away from the default perception of the course material as tedious/boring/"plain vanilla".**

AACSB / Babson College goals and learning outcomes impacted:
entrepreneurial thinking and acting, communication, functional area expertise

- **Utilize and emphasize real-life applications of subject formulas by employing real-life case situations that help communicate these formulas in a holistic way with respect to a business entity's operations, rather than as unconnected individual silos or components within textbook chapters.**

AACSB / Babson College goals and learning outcomes impacted:
analytical mindset, communication, critical thinking, entrepreneurial thinking and acting

[INTERACTIVE LINKS] Go To ↓

Mini Bio

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Teaching Approach, Innovations, Adaptations

Curriculum Development

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Publications

Presentations

Media Contributions

Service

Administrative Appointments

Academic Strategy Workshops

Awards

Professional Memberships

Languages

Education

Work History

- **Look out for real-time national or international events that might be relevant to the subject topic and would be relatable to the students; take advantage and use these for illustration of the concept/topic at hand, etc.**

AACSB / Babson College goals and learning outcomes impacted:

ethical mindset, analytical mindset, global mindset, communication, critical thinking, entrepreneurial thinking and acting, technical skills

- **Make the final exam a take-home project, based on a real-life scenario case study that involves investment or merger & acquisition decisions based on financial criteria (eg IRR, MIRR, free cash flow, etc), and which closely simulates real world experience. Students have consistently found this task challenging and intensely rigorous, but immensely rewarding and memorable; an opportunity to “learn by doing”.**

AACSB / Babson College goals and learning outcomes impacted:

analytical mindset, communication, critical thinking, entrepreneurial thinking and acting, technical skills

Business Ethics (Undergraduate)

- **Changed course format to make it more relatable and accessible to the students, and also more interactive, effective and engaging; particularly important because of the inherently “theoretical” and often “amorphous” nature of the subject. New format was enthusiastically welcomed and approved by university curriculum committee.**

AACSB / Babson College goals and learning outcomes impacted:

analytical mindset, ethical mindset, global mindset, inclusive mindset, social impact mindset, communication, collaboration, entrepreneurial leadership, critical thinking, create opportunities, equity and inclusion, act ethically, entrepreneurial thinking and acting

To bring industry contemporary real-life experience into the classroom

- **Aim to invite a guest lecturer every semester. Previous topics and guests have been: “The Gender Pay Gap”: Judge Susan Brown, Presiding Judge, 11th Administrative Judicial Region of Texas and Ms Ann Garnett, Deputy Counsel, MRC Global Inc., Houston, TX; “What Do You Do When Integrity Costs You Everything?”: Ms. Funso Adegbola, whose father, the Minister for Justice and Attorney General of Nigeria, Bola Ige, was assassinated on account of his uncompromising ethics stance with regard to corruption; “Ethical Dilemmas in my Work as a Spy - & Sundry Matters”: James Olson, former CIA Chief of Counterintelligence.**

AACSB / Babson College goals and learning outcomes impacted:

analytical mindset, ethical mindset, global mindset, inclusive mindset, social impact mindset, communication, collaboration, critical thinking, equity and inclusion, act ethically, entrepreneurial thinking and acting

To maintain student engagement, motivation and effective learning

- **Designed and produced video collage of a succession of action shots of various persons on the Texas A&M campus engaged in diverse activities, adapted from official videos available on the university website, with the university’s six core values (*Excellence, Integrity, Leadership, Loyalty, Respect, Selfless Service*) as watermark; play this on classroom screen during a 5 minutes build-up to scheduled class start.**

AACSB / Babson College goals and learning outcomes impacted:

ethical mindset, inclusive mindset, social impact mindset; collaboration, entrepreneurial leadership, act ethically

- **Shifted focus of the course from the mechanical and administrative review of hundreds of pages of professional associations’ codes of conduct, to a lively exploration of the basic foundations and repercussions of ethical conduct, in this case as affects the business and finance industry sectors.**

AACSB / Babson College goals and learning outcomes impacted:

analytical mindset, ethical mindset, global mindset, inclusive mindset, social impact mindset, communication, collaboration, entrepreneurial leadership, critical thinking, equity and inclusion, act ethically, entrepreneurial thinking and acting

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Presentations

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Service

Administrative Appointments

Academic Strategy Workshops

Awards

Professional Memberships

Languages

Education

Work History

- Adopted a pedagogical approach geared towards securing student buy-in, such that the students can - voluntarily and with conviction - decide to adopt an ethical approach to their lives and careers; a delicate task, because the subject must be presented in such a manner that its propositions are persuasive yet voluntary. The student embraces the subject with passion and not merely because it is a required course in their degree plan.

AACSB / Babson College goals and learning outcomes impacted:

analytical mindset, ethical mindset, global mindset, inclusive mindset, social impact mindset; communication, collaboration, entrepreneurial leadership, critical thinking, act ethically

- Implemented the Socratic method of dialogue to the interactive discussions of the day's material, while showing the students they are in a safe space and may speak and engage freely without fear of embarrassment or stigma, persuading them that their opinion matters and that they may freely play devil's advocate in the scenarios we analyze. Students frequently become so invested in the topics that they adopt a reading habit outside of the course requirements and suggest potentially useful material when they come across them.

AACSB / Babson College goals and learning outcomes impacted:

analytical mindset, ethical mindset, global mindset, inclusive mindset, social impact mindset; communication, collaboration, entrepreneurial leadership, critical thinking, act ethically, entrepreneurial thinking and acting

[INTERACTIVE LINKS] Go To ↓

Mini Bio

Social Impact Statement

Subjects Taught

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Testimonial From College Administration

Teaching Effectiveness: Testimonials (Unsolicited) From Students

Teaching Approach, Innovations, Adaptations

Curriculum Development

Self-Development: Conferences, Workshops, Seminars

Publications

Presentations

Media Contributions

Service

Administrative Appointments

Academic Strategy Workshops

Awards

Professional Memberships

Languages

Education

Work History

Curriculum Development

New course: Global Context of Business: South Africa (2022)

Revise existing course: Ethics in Financial Decision-Making (2022)

Self-Development: Conferences, Workshops, Seminars

(Aim to attend as many role-compatible faculty development activities as possible, especially when sponsored or offered at no cost. Some of these are listed below. Give particular importance to those related to best-case teaching practices, exploration of new pedagogical tools and techniques, etc.)

- **Workshop**, "Unlocking the Power of Play: Using Game-Based Learning to Develop Students' 21st Century Skills," TAMU Center for Teaching Excellence. (Jul 25, 2022).
- **Workshop**, "2022 TTLC (Transformational Teaching and Learning Conference) Book Community: Teaching Change," TAMU Office of Faculty Affairs. (Jan - May 2022).
- **Seminar**, "'We're Humans, not resources!'. A Response to the Great Resignation," Berrett-Koehler Publishers. (Feb 23, 2022).
- **Seminar**, "The Distinguished Speakers in International Business Series: Promise and Peril," Center for Global Business, Robert H Smith School of Business, University of Maryland. (Feb 15, 2022).
- **Seminar**, "International Business Webinar Series: The Economic & Business Environments in Africa: Current Realities and Challenges," Center for International Business Education and Research (CIBER) - Georgia State University. (Nov 18, 2021).
- **Workshop**, "Virtual Mental Health and Wellness Convening," TAMUS. (Jun 10, 2021).
- **Workshop**, "2021 G.P.S. Workshop Generating Professional Success in the Academic Professional Track," TAMU Office of Dean of Faculties. (May 24 - 25, 2021).
- **Seminar**, "International Business Webinar Series. "Global Case Teaching Materials and Resources to Engage and Inspire.," Center for International Business Education and Research (CIBER), Georgia State University; and Emerald Publishing. (May 13, 2021).
- **Seminar**, "Agustín Carstens [General Mgr, Bank for International Settlements, Switzerland] on Central Banks and Inequality," Princeton University Bendheim Center for Finance. (May 6, 2021).
- **Seminar**, "Challenges & Opportunities of Doing Business in Africa," Center for International Business Education and Research (CIBER): University of Washington Foster School of Business. (May 6, 2021).
- **Conference Attendance**, "2021 Transformational Teaching and Learning Conference," TAMU Office of Faculty Affairs, College Station, TX. (Apr 30, 2021).

- *Seminar*, "How to navigate issues of bias in student course evaluations," TAMU Office of Dean of Faculties. (Jan 15, 2021).
- *Seminar*, "'Power and Responsibility: Teaching Ethics and Adaptive Leadership in a Time of Crisis' Presented by Christopher Robichaud, Senior Lecturer and Public Policy at the Harvard Kennedy School of Government, Director of Pedagogical Innovation at the Edmond J. Safra Center for Ethics," Harvard Business Publishing - Education (Harvard University). (Jan 30, 2020).
- *Seminar*, "Exploring the Challenges and Opportunities in Online Case Teaching: Insights from Two Case Teaching Experts," Harvard Business Publishing - Education (Harvard University). (Jun 23, 2020).
- *Seminar*, "Deep Dive Into Case Teaching Online," Harvard Business Publishing - Education (Harvard University). (May 21, 2020).
- *Workshop*, "Generate Professional Success (2-day workshop): APT Faculty," TAMU Office of Dean of Faculties. (May 11, 2020).
- *Workshop*, "Mays Learn & Lead - Best Practices in Teaching Online Workshop," Mays Business School. (Apr 17, 2020).
- *Seminar*, "Moving a Case Class Online," Harvard Business Publishing - Education (Harvard University). (Mar 23, 2020).
- *Seminar*, "Adapting Quickly to Teaching Online," Harvard Business Publishing - Education (Harvard University). (Mar 19, 2020).
- *Seminar*, "'Becoming an Ideal Team Player' & 'Are You Leading for the Right Reason?'," Center for Executive Development, Mays Business School. (Mar 4 - 6, 2020).

[INTERACTIVE LINKS] Go To ↓

Mini Bio

Social Impact Statement

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Testimonial From College Administration

Teaching Effectiveness: Testimonials (Unsolicited) From Students

Teaching Approach, Innovations, Adaptations

Curriculum Development

Self-Development: Conferences, Workshops, Seminars

Publications

Presentations

Media Contributions

Service

Administrative Appointments

Academic Strategy Workshops

Awards

Professional Memberships

Languages

Education

Work History

Publications

Books

Okoromadu, T. (2019). *An Unconventional Introduction to Development Economics*. [weblink !\[\]\(066cb4a00c9d9f40edb6f87372ec6f08_img.jpg\)](#)

De la Palma, L. (2019), Okoromadu, T. (Ed.), *The History of the Sacred Passion*. Graffiti Media. [weblink !\[\]\(aceb1790ece33f2eac474d4a9431c6d6_img.jpg\)](#)

Okoromadu, T. (2010). *Doing Business in West Africa*. London: Graffiti Media. [weblink !\[\]\(b9742ff0bb3da904abeeee81c2bcb456_img.jpg\)](#)

Business Case Study

Okoromadu, T. (2021). *Why do German Carmakers Fail at Love Outside of Germany?* The Case Centre: Cranfield University, Cranfield, United Kingdom. Official case document: [weblink !\[\]\(b78e2d0769ad682766c36e077fde3d60_img.jpg\)](#) Teaching note: [weblink !\[\]\(2f8fc3ddc439180adb701c2ee8107902_img.jpg\)](#) Personal web version: [weblink !\[\]\(43a3c8d03509f1c881a66f49a4540bda_img.jpg\)](#)

Refereed Journal Articles

Onyejekwe, O. O., Okoromadu, A., Onyemah, V. (1993). *A direct linear systems solver for pipe networks*. *Advances in Engineering Software*, 17(3), 189-194. [weblink !\[\]\(eff7520f80aa06fb7298beb68337d76d_img.jpg\)](#)

Other

Okoromadu, T. (2016). *The Americas Oil & Gas Market: Where Should this Valves Manufacturer Go?*. LinkedIn. [weblink !\[\]\(6cb062c5b0ba577de9349a509584b7fe_img.jpg\)](#)

Okoromadu, T. (2015). *Los 12 Países de África a Donde su Empresa Tiene que Irse*. [weblink !\[\]\(3a9e77fc60554e54e5412caa0cfeb534_img.jpg\)](#)

Okoromadu, T. (2015). *My Steve Jobs Story*. LinkedIn. [weblink !\[\]\(6cbc1ccb83d054cfccdd556bf6cbdae8_img.jpg\)](#)



Okoromadu, T. (2015). *Overseas Aid: Carrots and Sticks and Santa Claus*. LinkedIn. [weblink !\[\]\(7fc7a78d681c65e5eab75b70bb438816_img.jpg\)](#)

Okoromadu, T. (2015). *The 12 Countries Your Business Should be Heading to in Africa*. LinkedIn. [weblink !\[\]\(c878613cf7ded944bfc7a2ca9c203d94_img.jpg\)](#)

Okoromadu, A. (1997). *In Cerca di Stabilita*. UNIVERSITAS, 63, 24-29. [weblink !\[\]\(3de86287d784100917a1f65e56813707_img.jpg\)](#)


Presentations

Okoromadu, T., "Reflection," SUMMIT Leadership Conference, Student Transformation Center, Mays Business School, TAMU. (Feb 2022).


- Okoromadu, T., *"You Can Change the World!"* Transformational Teaching & Learning Conference, Texas A&M University, College Station, TX. (Apr 2021). [weblink](#) 
- Okoromadu, T., *"The Freedom to be Me,"* Annual lecture, FRWD: Freshman Developing While Reflecting (Mays Business School), Virtual. (Mar 2021).
- Okoromadu, T., *"A Treasure Runs Through It - The Business Case for the Brazos Valley,"* Brazos Valley Business Summit, Brazos Valley Economic Development Corporation, College Station, TX. (Sep 2020). [weblink](#) 

Media Contributions

Internet

"The Challenge of Adopting a Global Mindset," Mays Mastercast. (Jan 18, 2021) [weblink](#) 

Newspaper

"Annual Brazos Valley Business Summit focuses on coronavirus fallout," The Eagle. (Sep 26, 2020) [weblink](#) 

Service

Academic Service

College

- **Feedback Panelist, NASBITE International Student Case Competition (Mar 2021)**
- **Guest Speaker, FRWD - Freshman Reflecting While Developing (Mar 2020)**
- **Panelist, Mays Transformational Learning Academy (Jul 2022)**
- **Guest Speaker, Mays SUMMIT Conference (Feb 2022)**
- **Panelist, Mays Transformational Learning Academy (Jul 2021)**
- **Member, Societal Impact Committee (Jan - Jun 2021)**
- **Panelist, Mays Transformational Learning Academy (Jul 2020)**

University

- **Primary Advisor, Finance Using Software and Engineering (FUSE). (2022 - Present)**
- **Panelist, International Business Association - Africa Global Business Panel. (Apr 2021)**

Public Service

- **Guest Speaker, Brazos Valley Economic Development Corporation, Bryan, TX. (Sep 2020)**

Administrative Appointments

- **Associate Director, Corporate Finance Program, Department of Finance (Aug 2020 - May 2021)**
- **Advisor, Strategic Growth, Center for Executive Development, Mays Business School (Jan - Aug 2020)**

Academic Strategy Workshops

- **Consultant/Facilitator, Strategic Planning Retreat, Department of Visualization, College of Architecture, Texas A&M University, College Station, TX. (May 2019).**
- **Consultant, Fall Semester Kickoff Meeting, Department of Visualization, College of Architecture, Texas A&M University, College Station, TX. (Aug 2019).**

Awards

- **International Citizen Scholarship, HULT Business School. (2012)**
- **Chevening Scholarship, Government of the United Kingdom. (1998)**
- **Graduate of the Year, Nigerian Society of Engineers. (1992)**

[INTERACTIVE LINKS] Go To ↓

Mini Bio

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Teaching Approach, Innovations, Adaptations

Curriculum Development

Self-Development: Conferences, Workshops, Seminars

Publications

Presentations

Media Contributions

Service

Administrative Appointments

Academic Strategy Workshops

Awards

Professional Memberships

Languages

Education

Work History

Professional Memberships

- **Academy of International Business**

Languages

English, Spanish, Igbo, Yoruba, Pidgin, French (basic), Latin (basic)

Education

DBA, University of Rhode Island, RI, USA (expected 2026)

MBA, IESE Business School, Barcelona, Spain (2002)

MS. Economics, Texas A&M University, College Station, TX (2013)

BS. Civil Engineering, University of Ibadan, Ibadan (1989)

Certificate, Quantitative Modeling, Wharton/Univ. Of Pennsylvania (2018)

Work History

Babson College, Massachusetts **2024-present**

Assistant Professor of Practice in Finance

Visiting Associate Professor of Practice in Finance

Mays Business School, Texas A&M University **2019-2023**

Assistant Professor of Practice in Finance

Mays Business School, Texas A&M University **2020-2021**

Associate Director, Corporate Finance Program

Mays Business School, Texas A&M University: Center for Executive Development **2020-2020**

Advisor, Strategic Growth

Apple Inc. Houston, TX **2016-2018**

Technology Retail Operations *[Technology sector]*

Business operations. Client relations. Consumer research.

- Acknowledged for mentoring and innovation efforts that led to increased team morale and process efficiencies.
- Achieved the highest number of client responses and highest client satisfaction ratings within the team throughout 2017 and the first half of 2018.

New York Life. Houston, TX **2014-2015**

Consultant Analyst: Personal & Corporate Finance *[Finance sector]*

Advised individuals and corporations in developing efficient structures and strategies for their financial planning arrangements.

- Developed market assessment metrics for the \$53 billion oil and gas industry services sectors of 51 countries of the Americas: USA, Canada, Mexico, Brazil, Venezuela, Colombia, Argentina and 44 others, in a 10-year timeline.
- Developed empirical method for donor governments and international agencies to measure on-the-ground effectiveness of the \$140 billion worldwide international aid disbursements.

Graffiti (Consult) UK. London, United Kingdom / Nigeria **2006-2013**

Project Director: Finance, Business & Markets Risk *[Consulting sector]*

Management consulting, markets and risk assessment.

- Developed a professional network of specialists and C-Level executives.
- Evaluated economic and financial investment climates of the \$1 trillion economies of 48 high-risk, high-return emerging African markets of interest to foreign investors, businesses and governments. Resulting

[INTERACTIVE LINKS] Go To ↓

Mini Bio

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Testimonial From College Administration

Teaching Effectiveness: Testimonials (Unsolicited) From Students

Teaching Approach, Innovations, Adaptations

Curriculum Development

Self-Development: Conferences, Workshops, Seminars

Publications

Presentations

Media Contributions

Service

Administrative Appointments

Academic Strategy Workshops

Awards

Professional Memberships

Languages

Education

Work History

work published in text book used by U.S. research institutions and universities including Texas A&M University (TX), Northwestern University (IL), and the University of Florida (FL).

- Analyzed, interpreted and generated actionable business and socio-economic intelligence involving lesser known emerging economies; disseminated via social media, thereby providing valued information to a growing list of more than four thousand subscribers that includes corporations such as the World Bank, KPMG and Microsoft, to enhance business growth and effectiveness.
- Devised the first empirical business index to comparatively appraise the economic and business performance of all 54 countries in continental Africa. Helps companies with commercial interests on the continent gain competitive advantage.

Vivante Ltd. Lagos, Nigeria 2004-2006

Project Manager: Finance, Cost Accounting and Strategy *[Media & Entertainment sector]*

Charged with developing and revising business/finance models and strategy; projects timeline, phases and final deliverables; responsible for new business development, project management, business delivery process, end-to-end project planning.

- Set up the financial structure, operations and marketing blueprint of a \$4.6m syndicated reality television production project, to be carried by 12 television networks with a targeted audience of 10 million.
- Pitched project scope and targets to potential stakeholders, resulting in securing grants that funded approximately 30% of production costs.
- Directed and managed a multinational workforce, overcoming logistics challenges involved in operating four teams located in two countries, cutting travel and other costs significantly.
- Combined intellectual aptitudes and out-of-the-box pragmatic competencies to build a visually attractive and effective prototype pilot presentation for TV networks and corporate sponsors while operating on a tight budget.

Lagos Business School, Pan-Atlantic University. Lagos, Nigeria 2001-2003

Manager: Communications & Corporate Relations *[Executive Business Education sector]*

Responsible for corporate relations with all stakeholders; evaluation and optimization of internal and external communication practices to ensure strategic alignment; brand building; fund raising; change management; consumer engagement.

- Developed strategy to enhance the image of a leading African business school. Resulted in strengthening and securing position as leading school on the continent.
- Revamped press news and announcements delivery process, achieving shorter delivery times and more efficient through-put process flows. Increased visibility and customer loyalty by 15-30%.
- Initiated programs and activities that resulted in sustained long-term collaboration on research dissemination with university academia and the public.
- Built strong relationships with C-level executives and local and international corporations, resulting in institution-industry research collaboration leading to a successful \$5m fund raising drive.
- Convinced the Financial Times of London (FT) to visit and run an unprecedented profile on Lagos Business School, which resulted in instant worldwide visibility and international prestige for the brand. The FT continues to include the school in its annual profiles of the world's leading business schools.
- Persuaded executives and management team to embrace more transparency, overcoming long-held attachment to practices and methods; restructured internal communication processes, bringing management closer to staff. Resulted in perceivable improvement in morale and employee tie-in with corporate strategy.
- Facilitated transformation of culture by starting a weekly company internal newsletter, delivering milestones, events and corporate strategy. Led to enhanced communication.

Business Day Newspapers. Lagos, Nigeria 2002-2003

Guest Columnist *[Journalism sector]*

Writer and commentator on variety of topics; concurrent with other full-time employment.

- Invited to be part of a pioneer group of writers for the first daily business news publication in the country.
- Received commendation for the quality, pith and wit of essays. Particularly well-received within the country's diplomatic community.

[INTERACTIVE LINKS] Go To ↓

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Teaching Approach, Innovations, Adaptations

Curriculum Development

Self-Development: Conferences, Workshops, Seminars

Publications

Presentations

Media Contributions

Service

Administrative Appointments

Academic Strategy Workshops

Awards

Professional Memberships

Languages

Education

Work History

Educational Cooperation Society. Nigeria 1990-2001

Projects Director and Accounting Manager *[Non-profits sector]*

Spearheaded the efficient operations of on-going programs, institutions and construction projects, as well as the establishment of greenfield projects and sustenance/growth of university collaboration programs, talent investment, development and mentoring. Held successively responsible positions from Programs Officer to Projects Director in charge of the southwest zone of the country, responsible for three projects in different cities, part of a national collective assets base of near \$100 million.

- Established network of media professionals to strengthen the brand recognition of the Educational Cooperation Society. Led to cementing of brand association, visibility and recognition, with the ensuing increase in brand equity.
- Devised and implemented fundraising strategies for a new hospital. Resulted in successful opening of medical facility on schedule.
- Trained and mentored ten employees in leadership skills, resulting in management staff capable of effectively running a \$5 million project for the non-profit organization.
- Established greenfield projects from bottom up: conception, through marketing, to execution. Resulting process and procedure templates were adopted and implemented in other projects across the company, leading to a faster national roll-out of new projects.
- Focused on customer-centric performance and achieved high results in customer satisfaction and ethical standards, which led to the continuous building of goodwill for the organization among individuals and institutions, crucial for the organization's business model.

[INTERACTIVE LINKS] Go To ↓

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Curriculum Development

Self-Development: Conferences, Workshops, Seminars

Publications

Presentations

Media Contributions

Service

Administrative Appointments

Academic Strategy Workshops

Awards

Professional Memberships

Languages

Education

Work History