

King Talal School of Business Technology



Faculty Curriculum Vitae (CV) 2020-2025

I. Personal and Contact Information

Full Name	Najib Shrydeh
Current Rank	Associate Professor
Faculty Type	<input checked="" type="checkbox"/> Core Faculty <input type="checkbox"/> Non-Core Faculty Non-Core Faculty (Adjunct, Visiting, Practitioner)]
Date of Appointment	14 September 2014
Academic Discipline/Field	Finance
Professional Email	n.shrydeh@psut.edu.jo
ORCID/Scopus ID	ORCID: 0000-0001-7634-1264 Scopus: 57212270551

II. Education and Qualifications

Please list all relevant degrees and professional certifications, starting with the highest degree (Ph.D./DBA).

Degree/Certification	Institution	Country	Year Completed	Academic Discipline
Ph.D./DBA	University of the West of England	UK	2014	Finance
Master's	New York Institute of Technology	USA	2007	MBA – Finance
Bachelor's	Amman Private University	Jordan	2005	Economics and Management Sciences
Professional Certification	N/A	-	-	-
Professional Certification	N/A	-	-	-
Professional Certification	N/A	-	-	-

III. Teaching and Pedagogical Activities

A. Courses Taught (Last 5 years)

Course Name	Program Level (UG/Master's)	Credit Hours	ERS Integration (Y/N)
Principles of Finance	UG	3	N
Financial Management	UG	3	N
Managerial Accounting	UG	3	N

B. Student Supervision

Year	Student Name	Role Supervisor/ Co-sup	Thesis Title	Status Ongoing/Completed
N/A				

C. Teaching Innovation and Recognition

Describe any significant new course/program development, use of innovative pedagogical methods (e.g., simulations, blended learning, use of case study method), and list any teaching awards.

My pedagogical philosophy is grounded in the core belief that teaching is most effective when it is driven by goals and results, with the aim of preparing students to embark on rewarding careers. In my view, the fundamental paradigm of trade and commerce has remained unchanged throughout the ages, no matter how advanced or sophisticated business models have evolved. Thus, it is imperative to emphasize the importance of remaining faithful to foundational academic values and core educational virtues.

Covering the textual material depends on the level of the course. For introductory-level courses, two chapters are typically covered per week, while the average velocity is one chapter per week for advanced-level courses. During on-campus lectures, I employ the PowerPoint presentations supplied by the publishers, alongside those customized with my own interpretations, examples, and exercises. The same material is regenerated in prerecorded interactive videos, which I produce at home in my own time. These videos are uploaded on the university's digital portal and are supplemented by notes and related documents. The online material is updated on a weekly basis and remains accessible throughout the semester. For further assistance, I am available on campus during the designated office hours. Alternatively, students may schedule online appointments via Zoom or communicate with me via email, expecting an average response time that does not exceed 12 hours.

By and large, I press my students to work hard as opposed to allowing them to pursue shortcuts on the grounds that overcoming arduous tasks is to their long-term advantage. As practice makes perfect, students are tasked with solving carefully designed end-of-chapter homework problems, the results of which form the basis of their overall participation grade at the end of the semester. Submission deadlines customarily range between ten days to two weeks from the date of notification. All of the courses that I teach are supported by online assignment software, such as MyFinanceLab and Connect. Students are expected to spend two to three hours per week on their assignments. Moreover, proficiency in Microsoft Excel is highly promoted when solving homework problems, to the degree that it is a critical skill in the business world. Exams are largely based on homework problems assigned over the duration of the academic term.

I normally conduct my classes interactively while avoiding a catechism-oriented (one-way) delivery method. This technique is functionally conducive to advancing conversations about real-world contemporary financial/economic issues and phenomena, allowing me to identify and remedy conceptual weaknesses throughout the value-added discussions. In practical terms, I emphatically underline the merit of espousing a holistic approach in making financial decisions under uncertainty, as it relates to accounting, corporate finance, financial markets, and the interrelationships that dominate the empirical components of economic activity. I also make sure to aid my students in the process of building the necessary mathematical and statistical tools to analyze the implications of behavioral finance. At an attitudinal level, it is particularly vital that my students comprehend the competitive landscape of free markets and equip themselves with the vernacular of a capitalist society. Thus, in an effort to prepare my students for the modern workplace, I routinely engage them with challenging interview-type questions in the classroom, emphasizing that interviewers seek to elicit a rational outlook rather than a correct response. Several of my students have in fact received good job offers as a result of this exercise.

IV. Research and Intellectual Contributions (IC)

A. Peer Reviewed Journal Publications

Classify your intellectual contributions (IC) into the three categories: Disciplinary/Basic Scholarship (DS), Applied/Practice-Oriented Scholarship (AS), and Pedagogic Scholarship (PS). ERS (Ethics, Responsibility, and Sustainability)

IC Type (DS/AS/PS)	Full Citation (Journal, Book, Case Study, etc.)	Publication Date	Journal Indexing/ IF (If Applicable)	ERS Focus (Y/N)
AS	A revised approach to testing for asymmetric intermarket spillover effects – Shrydeh, N., Shahateet, M., Mohammad, S., Sumadi, M.A. – <i>Cogent Economics and Finance (Taylor and Francis)</i> – Vol. 13 Issue #1, 2440440.	2025	Scopus	N

AS	Audit Expectations Gap: Testing the Empirical Evidence from Jordan using Two Levels of Stakeholders – Alkhateeb, N.A., Mohammad, S., Kanaan, O.A., Shrydeh, N. – <i>WSEAS Transactions on Business and Economics</i> – Vol. 20 2023, pp. 428-439.	2023	Scopus	N
AS	Industry 4.0 Framework for Sustainable Manufacturing Sector in Jordanian Rural Areas – Alnsour, A.S., Sumadi, M.A., Shrydeh, N., Kanaan, O.A., Harb, L., Abedalfattah, M. – <i>International Journal of Sustainable Development and Planning</i> – Vol. 18 2023, Issue #5, pp. 1523-1534.	2023	Scopus	N
AS	Testing the linkages of Arab stock markets: a multivariate GARCH approach – Shahateet, M., Shrydeh, N., Mohammad, S. – <i>Business Perspectives</i> – Vol. 16 2019, Issue #4, pp. 192-204.	2019	Scopus	N
AS	The hedging effectiveness of gold against US stocks in a post-financial crisis era – Shrydeh, N., Shahateet, M., Mohammad, S., Sumadi, M.A. – <i>Cogent Economics and Finance (Taylor and Francis)</i> – Vol. 7 2019, Issue #1, pp. 1-23.	2019	Scopus	N

B. Conference Presentations and Research Grants

Activity	Title/Topic	Funding Body/Conference Name	Year
Conference presentation	FINTECH – Jordan	Central Bank of Jordan (CBJ)	2019

V. Professional Experience and Relevance

A. Non-Academic Work Experience

List significant full-time non-academic employment, especially if relevant to your teaching and research.

Company/Organization	Title/Role	Start Date	End Date	Key Responsibilities/Achievements
N/A				

B. Professional Engagement

Activity	Organization/Client	Role/Nature of Work	Dates (Start-End)
N/A			

VI. Service and Engagement

List your service contributions, distinguishing between internal (University/School) and external (Community/Societal) roles.

Service Type	Committee/Role	Organization/Body	Dates (Start-End)
University/School Service	AACSB Committee Member	KTSBT, PSUT	2014 – Present
University/School Service	Accounting Department Strategic Plan Committee Member	KTSBT, PSUT	2020 – 2021
University/School Service	Proficiency Exam Committee Member	KTSBT, PSUT	2022 – Present
University/School Service	ACCA Committee Member	KTSBT, PSUT	2024 – Present
University/School Service	Examination Committee Chair	KTSBT, PSUT	2024 – Present
University/School Service	EQUIS Committee Member	KTSBT, PSUT	2024 – Present

VII. Ethics, Responsibility, and Sustainability (ERS) Contribution

Please ensure all ERS-related activities are documented here, even if listed elsewhere. CSR (Corporate Social Responsibility)

Activity Type	Details of Contribution	ERS Theme (e.g., CSR, Climate, Governance)	Year
N/A			

VIII. International Experience

List activities that demonstrate international engagement in teaching, research, and professional practice.

Activity Type	Institution/Location	Role/Purpose	Dates (Start-End)
N/A			