Barry J. Babin · Marko Sarstedt   *Editors*

The Great Facilitator

Reflections on the Contributions of
Joseph F. Hair, Jr. to Marketing and
Business Research

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Springer

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Joseph F. Hair and his wife Dale (Used with permission from Marko Sarstedt)

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Barry J. Babin and Marko Sarstedt

Introduction

As the editors of a volume recognizing the professional body of work thus far contributed by Professor Joseph F. Hair, Jr. (Joe), we faced many options for how to go about an opening chapter. Our contributors certainly cover all the bases well in the chapters that follow, and we wondered what more is there that we might do? Certainly, as two individuals touched profoundly by our professional and personal relationships with Joe, we certainly could use the space to further describe Joe's standing as marketing academic's premier *door man*, one who opened the doors to so many fruitful careers within the discipline. However, we would certainly be redundant with other chapters illustrating the benefits of having Joe touch your career. Alternatively, we could point to the impact of his scholarship through his textbooks, for which we kid he has an iPhone App to monitor incoming citations! Again though, other chapters below do a thorough job of describing that impact from multiple perspectives. Or, we could use this opening chapter to point out the tremendous and selfless service he has provided to the discipline. But, still again, several chapters below provide detailed descriptions of those contributions. Finally, we could use the space to say that Joe is a great guy. Well, all the chapters, which we have structured into four parts, namely, (1) Colleague, Mentor, and Leader, (2) DBA, (3), Coauthor, and (4) Global Scholar, acknowledge that fact!

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Fig. 1 Watch this interview made by the *Academy of Marketing Science* in which Joe reflects upon his career development and success: http://www.fnutl.com/ams/Hair.mp4 (Used with permission from the Academy of Marketing Science)

Thus, did our enthusiastic contributors leave anything for us to do? Joe was known to say during career talks that one could be successful academically working 40 hours per week in research, teaching, or service. Taking him at his word, most of his workweeks must be 120 hours long! In the same way, one could be successful in research by working full-time on one specific topic. A cursory view of Joe's research record shows further evidence of long workweeks based on what appears to be a wide-ranging array of topics characterizing his published research. To that end, this chapter contributes by providing an overall synthesis of his scholarly publication record by content analyzing the text from those articles. As in other endeavors, the results suggest that appropriately for a guy named "Hair," he is a man of many hats (Fig. 1).

Semantic Mapping of Joe's Research

Method and Data

We conducted an unstructured ontological discovery using a conceptual modeling algorithm, Leximancer, to identify dominant content themes that characterize Joe's academic publishing record. Leximancer aims to uncover the structure of a research stream by inferring links between concepts via the co-occurrence of words within their textual contexts. The idea is that co-occurring words reflect categories (i.e., concepts) with specific meanings (Smith and Humphreys 2006). The software uses a

Bayesian machine-learning algorithm to identify groups with related meanings (Leximancer 2018). The algorithm also identifies relationships among concepts and subsequently develops themes. Leximancer then visualizes the textual structure in a concept map that represents concepts with dots and themes with circles. Within the resulting concept map, the size of a circle indicates how many concepts belong to a theme, and the boundaries of the circle define concept limits, with similarity indicated by distance neighboring themes. The themes are heat-mapped to indicate importance. That is, a theme comprising the most frequently mentioned concepts is considered important and appears in red in the map. The second most important theme appears in orange and so on according to the color wheel (Fritze et al. 2018; Khan et al. 2019). Similarly, the size of a concept's dot reflects its connectivity in the concept map. The larger the dot, the more often the concept is coded in the text along with the other concepts in the map. In addition, distances between the dots indicate how closely the concepts are related. For example, concepts that appear together often in the same text element tend to settle near one another in the map space (Fritze et al. 2018; Khan et al. 2019).

Leximancer has been used to identify dominant themes in various fields including communication studies (Chevalier et al. 2018), marketing (e.g., Wilden et al. 2017), and various areas of life sciences (e.g., Day et al. 2018; Kilgour et al. 2018; Rigo et al. 2018). Following prior studies, we included all of Joe's published journal articles that we were able to access using various research databases. Several articles, such as those in *Marquette Business Review* (Bowling and Hair 1975), *Mississippi's Business* (Hair et al. 1974), and *Multivariate Experimental Clinical Research* (Replogle and Hair 1977), were not available online and were excluded from the analysis. The final analysis builds on 93 articles published between 1972 and 2018.

Results

Using the Leximancer software (Leximancer 2018), we first performed a training run to identify concepts that do not offer any insights into Joe's research domain. As a result of this training run, we excluded generic concepts such as "figure," "journal," "pp.," "table," and "volume" for the main analysis. Figure 2 shows the concept map resulting from the main analysis, which assumes a theme size of 33% to allow for a compact grouping of concepts. Table 1 reports the themes sorted by the associated number of text blocks (i.e., hits) and shows each theme's main concepts.

The analysis produces nine distinct themes that characterize Joe's research domain. *Model* and *research* clearly constitute the most important themes. Looking into these theme's concepts, we find that they primarily refer to methodological aspects as evidenced by terms such as research, data, measurement, structural equation modeling, PLS-SEM (i.e., partial least squares structural equation modeling; Hair et al. 2017b), and variables (Table 1). Importantly, *model* and
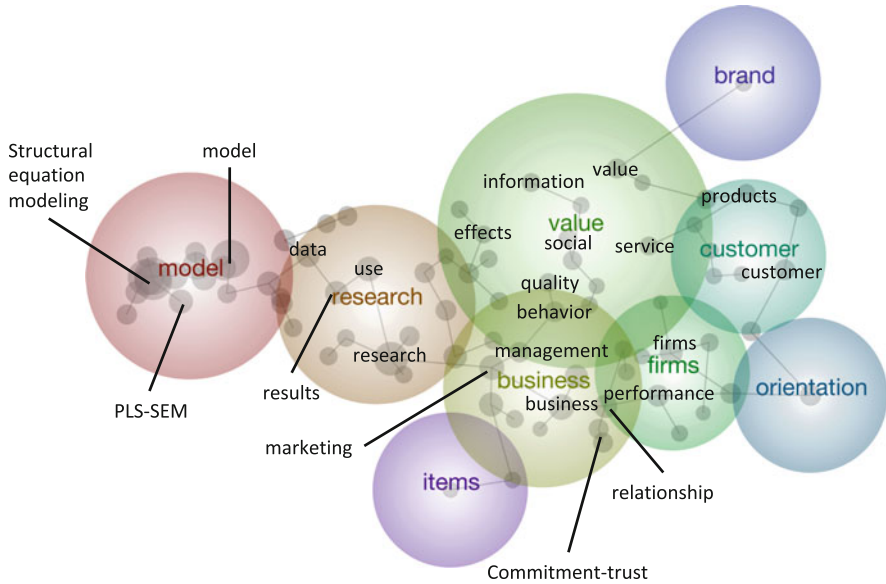
Fig. 2 Concept map (adapted from Leximancer)

Table 1 Themes and major concepts (authors' own illustration)

Theme	Hits	Main concepts
Research	8405	Research, use, relationships, data, results
Model	7745	Model, structural, equation, modeling, PLS-SEM, measurement, variables
Business	7348	Business, marketing, relationship, family, management, commitment-trust
Firms	2825	Firms, performance
Orientation	1676	Orientation
Customer	1141	Customer
Value	1020	Value
Brand	941	Brand
Items	619	Items

research are largely detached from other themes in the concept map (Fig. 2), suggesting that methodological research is a distinct area of Joe's research interest.

Another important theme is *business*, which comprises concepts such as commitment-trust, family, and relationship. In fact, Joe has actively published in the family business research field (e.g., Binz et al. 2013; Kudlats et al. 2014; Sarstedt et al. 2014) and has shown interest in Morgan and Hunt's (1994) commitment-trust theory of relationship marketing (e.g., Pesämaa et al. 2013; Smith et al. 2014). The other themes are considerably less important as evidenced in the lower number of hits (Table 1). However, while being less important in terms of hits, the theme *value* spans numerous concepts such as behavior, information value, quality, service, and

social and has a great overlap with various other themes such as *business*, *firms*, and *customers*. This aspect of the analysis underlines the broad scope of Joe's applied research, which covers numerous domains including consumer behavior, relationship marketing, and service marketing. Similarly, Joe's research spans across numerous objects of analysis as evidenced by the themes *customer* (including the concept products), *firms*, and *brand*. The latter theme, however, is isolated from the other more prominent themes (Table 1).

Overall, the Leximancer analysis clearly underlines that Joe's research is dominated by methods, with many mentions of SEM (e.g., Babin et al. 2008; Hair et al. 2017a) and PLS-SEM (Hair et al. 2017c; Sarstedt et al. 2016). While the mechanical analysis does not reflect this fact so much, many of his published papers are illustrative pieces intended to assist users in applying the techniques. In the end though, the analysis confirms our suspicion that Joe's publications cover a very broad spectrum of topics over a long period of time. Given that virtually all of these articles are coauthored, the evidence suggests indeed that he has earned the title of *The Great Facilitator*.

Forward

Some Words from Barry

Who needs another thing to do? That seems to be an appropriate question to ask in recognizing Joe Hair's professional contributions. When Marko first presented the idea of editing this volume to me, that question certainly popped into my mind. But, how could I say no? Not with Joe as my mentor and he obviously being a person who seldom says no himself. Otherwise, how could one build such a record? Clearly, every one of our contributors also could ask the same question. All of us are deeply engaged in the profession in manners that we all collectively hope make Joe proud. I'm sure our contributors, once contacted by either Marko or myself asking, "I'm wondering if you could help us out," thought about another thing being added to their obligations. But I am equally sure, as they listened to us just a little further, and found out what the "another thing" that we were asking them to do was, they did not hesitate in jumping on board. With that in mind, I, on behalf of Marko, want to sincerely thank all our friends below for contributing chapters and, in the end, producing not only a book that lauds Joe Hair but also makes some scholarly contributions along the way. Thanks also to those who reviewed chapters for us or who otherwise consulted in making this project a reality. Also, although the colleagues below are many, others contributed in ways beyond authorship by providing input to the authors or editors and helping unlock memories about Joe's career. A special thanks to Marko, who took on the lion's share of effort by communicating with Springer, seeing to some of the publication details, and helping to keep the work on schedule. This volume may not see the citation count of *Multivariate Data Analysis*, but for all of those involved in putting it together, the work is even more meaningful.

Some Words from Marko

"We need to write this down." This was my initial thought when sitting in the backyard of Joe's house in Kennesaw during one of his legendary DBA cohort reunions in the summer of 2014. While enjoying some very good wine, I had the pleasure of talking to students from different cohorts about their experiences with their DBAs and their research projects with Joe. Regardless of whom I talked to, there was a unifying theme—a deep and honest gratitude for his wholehearted support. Everyone told a different story, sometimes only a small incident in which Joe helped out, not because of his role as supervisor but simply because this is what he is like. This didn't really surprise me, as I had been friends with him for a number of years and had experienced people's enthusiasm at *Academy of Marketing Science* conferences and on our joint trips abroad. But this day was different—it was the first time I truly grasped Joe's profound impact on the lives of so many. I asked myself: Where would I be if I had not met Joe? Prediction is obviously the most challenging field of statistical modeling, so I didn't (and won't) even try to answer this question. Almost certainly, however, my academic career would have evolved *very* differently.

It is time to celebrate Joe's supportive nature, which seems to be without boundary and spans his roles as researcher, lecturer, and supervisor. I'm happy that, in Barry, I have found a brother in arms whose expertise and contacts made this book possible. Thank you for your great work! But it is the various contributors who fill this book with life. Thank you for your enthusiasm and for sharing your experiences and thoughts. Finally, I would like to express a special thanks to Martina Schöniger from *Otto-von-Guericke University Magdeburg* for her help with handling the chapters.

There is not much more to say other than happy reading! I hope that you will find the descriptions and stories inspirational for your work and for you to become a better researcher, lecturer, and supervisor.

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Part I

Colleague, Mentor, and Leader

Joseph F. Hair Jr.: My Friend and Coauthor for Fifty Years

Rolph E. Anderson

A Long Journey

I believe it was in the fall of 1967 that I first met Joe Hair. We were beginning doctoral students in the marketing department of the University of Florida. There were three others in our cohort: Roger Gates (now retired from University Texas—Arlington), Sandy Grossbart (now retired from University of Nebraska), and Jane Cromartie (now at University of New Orleans). Later, three more marketing doctoral students came into the program: Linda Golden (now at University of Texas—Austin), Richard Durand (now retired from American University), and Richard Mirzerski (now at University of Western Australia). All of these people were impressive in their own way, and I looked forward to interacting with and learning from them. Upon first meeting Joe, he came across to me as an unpretentiously self-assured, likeable, straight-shooting guy who could be trusted. He didn't exactly match the image of the stereotypical intense doctoral student. Palatably confident and unflappable and more extroverted than most doctoral students, he was more comfortable at the University of Florida than the rest of us as he had started the Ph.D. program shortly after earning his B.A. and M.S. degrees there. By comparison, I felt like the old man. After earning an undergraduate degree in business from Michigan State University, I had served 4 years in the Navy, earned an M.B.A., worked for three Fortune 500 companies, and had just left a job as new product development manager with the Quaker Oats Company in Chicago. My Navy travels had taken me to several foreign countries while leading large departments of tough-minded sailors first aboard an aircraft carrier and then at Great Lakes Navy Base. So I had experienced things that my younger doctoral colleagues had not, and I felt reasonably competent at sizing up people and situations. After interacting with Joe over a few months and

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observing his subtle drive, street savvy, and resourcefulness, I felt sure that he could succeed at about whatever he set his mind to. Even in those student days, Joe was unique in exhibiting an energetic can-do attitude, natural leadership, and an enthusiasm to achieve goals. But, he didn't neglect the fun side of life and was clearly socially adroit. He was still active in his fraternity and dating an attractive, intelligent co-ed with the unlikely first name of Dale whom he would soon marry (*Postscript: Joe and Dale are still happily married today and their family now includes a son, daughter-in-law, and two sub-teen grandsons*). I liked Joe almost immediately as he projected the natural mental toughness I'd experienced in military personnel, a pragmatic yet subtly mischievous attitude, and obvious comfort in his own skin as he joked and laughed easily and showed exceptional interpersonal skills. Early on I was impressed by his networking skills. I watched the way he would work the room at social gatherings to meet virtually everyone there while most of us would meet only a few people as we didn't have the graciously assertive skill set to move around the room smoothly interacting with a group of people and then moving subtly at an opportune time to the next group. Many of Joe's colleagues over the years have wondered why he didn't move up the administrative ranks to a deanship and university presidency as we knew he could. However, along with his other coauthors, I'm grateful that he chose to remain a dedicated scholar over his career with only an occasional venture into administrative roles like department chair or director of a doctoral program.

Our cohort of marketing doctoral students got along well and we soon developed an attitude that might be summed up as: "Cooperate and Graduate." We weren't competitive in counterproductive ways and I feel that we genuinely were cheering for each other's success. In those days, publishing in top marketing journals was much less emphasized in doctoral programs, at least at the University of Florida, than being an excellent classroom teacher. The superstars in the marketing discipline then were textbook writers, like E. Jerome McCarthy who developed the concept of the 4 P's marketing mix in his classic textbook, *Basic Marketing: A Managerial Approach* which went into 19 editions, and Philip Kotler, whose *Principles of Marketing* undergraduate text and *Marketing Management* graduate text broke new ground in the field of marketing (*Postscript: Joe's "Marketing" text with Charles Lamb and Carl McDaniel is now in its 13th edition; and his "Multivariate Data Analysis" textbook with current coauthors Bill Black, Barry Babin, and Rolph Anderson is in its 8th edition and has become one of the most referenced social science research textbooks of all time with translations in several languages*).

Our doctoral program required us to include economics as one of our majors, so most of us took more economics than marketing courses. I recall that in one of our required economics courses, we were taught some reassuring, although in retrospect wrong concepts; for example, the national debt is not a concern because we owe it to ourselves, and increasing the US money supply by 4% annually will prevent any future recessions as Noble Prize winner Milton Friedman had supposedly proven. One economics professor shook us up by flunking the entire class of doctoral students on the midterm exam. However, he must have thought that we had improved dramatically during the last half of the course as most of us received A

grades. There were various traumas as well as weird and goofy happenings in our doctoral program, but I think most professors could say that about their Ph.D. programs no matter the school from where they graduated.

Although we had taken statistics as undergraduate business students, there wasn't any emphasis on taking advanced statistics courses in our doctoral program. Instead, it was thought that, as scholars, we would need to read articles and books in other languages, so we were required to pass the Princeton Language Exam for two languages or score in the 90th percentile on one language. All members of our cohort were born in the U.S., so we each spent months learning how to read two foreign languages. While studying French and German, I took the exam for French as I knew that I was far from ready for the German exam. Somehow I managed to score in the 90th percentile which precluded me from having to take the German exam. Joe must have had a special knack for learning languages as I don't recall him having any difficulties. A few doctoral students in the College struggled with the two-language requirement and needed extra terms to study a language, usually German, before qualifying as Ph.D. candidates.

While we were studying assiduously during 1967–1971, a lot was happening in the country that created some serious distractions for us. Folk singer Bob Dylan was telling us that "The Times They Are A-Changing." The anti-war and civil rights movements were gaining in popularity with folk singers Pete Seeger, Joan Baez, Janis Joplin, Judy Collins, Phil Ochs, and others spreading protest messages through their music, while well-known actors like Jane Fonda and her then husband, political activist Tom Hayden, were visiting college campuses to speak against the Vietnam conflict and social injustice. The drug culture was also being promoted on college campuses by people like Timothy Leary, a former Harvard professor, who was urging young people to try LSD and "Turn On, Tune In, and Drop Out." In the summer of 1969, the Woodstock Music & Art Fair, now simply known as Woodstock, attracted 400,000 mostly young people to a dairy farm in the Catskill Mountains of southern New York where over 30 music acts were performed outdoors and gave impetus to the Counterculture or "Hippie" Generation. In May 1970, students protesting the bombing of Cambodia by the US military clashed with Ohio National Guardsmen on the campus of Kent State University resulting in the death of four students and nine wounded when guardsmen fired into the crowd of protestors. At the same time, a Free Love Revolution (Flower Power) was going on as young peoples' attitudes toward premarital sex were changing and "the pill" became widely available for women. Despite these turbulent times, we did our best to keep our focus on our goal of earning the Ph.D. degree. But, it certainly wasn't boring in those days and halcyon days they were not!

Technology was changing rapidly, too. Mainframe computers were now becoming available to research scholars at major universities. Doctoral dissertations were moving away from writing long histories of some major corporation or industry to collecting data via surveys and experiments from consumer populations for analysis via "canned" computer programs. Questionnaire survey forms or other data collection forms could now be taken to campus keypunching centers to be transferred onto IBM cards. Then, with a tray or several trays of keypunched IBM cards, we trudged

over to the campus computer center to submit our data cards for analysis. Within a few hours (or sometimes days depending on the backup for time on the mainframe computer), we would get a printout of several pages showing the analysis of our data. We would then spend considerable time studying the printouts trying to understand our results because there wasn't much help available from books, manuals, or professors.

Since there were few preprogrammed software packages, doctoral students were told they needed to learn how to program in a computer language, so we studied FORTRAN (FORmula TRANslation) in order to write instructions in computer language. While many of us struggled to learn a computer language, Wilfrid Dixon at the University of California, Los Angeles, developed a series of canned programs called BMDP (Bio-Medical Data Package) that communicated with computers and enabled researchers to perform different parametric and nonparametric statistical analyses of data. A short time later, an even more comprehensive software package of statistical analysis tools developed specifically for research in the social sciences, called SPSS, became available. Unlike BMDP, SPSS included a more complete manual that included conceptual descriptions of the statistical tools analyzing our data.

The "times were a-changin" in other ways, too. Studies by the Ford and Carnegie Foundations concluded that many business schools were too vocational in their approach (not much more than apprenticeship programs) and needed to become more theoretical and analytical (i.e., scientific). In response to this criticism and recent advances in high speed computers, many colleges, including the UF College of Business, initiated major changes along with new leadership. A new UF business dean, Robert F. Lanzillotti, a well-known economist from Michigan State University, was hired in 1969, and he promptly began remaking the College. Dean Lanzillotti's goal was to bring the College into national prominence by modernizing programs and curricula, changing department chairs, and recruiting nationally renowned faculty in addition to promising new Ph.D.s from top university programs. Under his direction, the College of Business Administration established six Eminent Scholar chairs, the most by any college at the time, and brought the number of research centers within the College to 12. All the faculty and students could see and feel, with considerable trepidation, that the College standards were being dramatically raised. Among the new marketing faculty hired were recent Ph.D. graduates, Robert B. Settle (UCLA), Zarrel Lambert (Penn State), and Robert Bowadt (Michigan State). Each of these assertive young assistant professors quickly began advocating their own ideas about how the University of Florida marketing doctoral program should be upgraded. In those days, doctoral candidates were assigned faculty mentors and dissertation chairs instead of being allowed to make their own choices. Dr. Myron Heidensfield, who had been chair of the marketing department at Temple University before coming near retirement age to the University of Florida, was assigned as my mentor and dissertation chair. Sadly, within a few months, he died from a massive heart attack. Dr. Settle then graciously agreed to mentor me as well as Joe and serve as chair of both our dissertations. Rob Settle candidly told us, for our own good, that we had to use "multivariate statistics" to examine the data for

our doctoral dissertations. This was beyond disturbing to us because Joe and I were ABD (finished with all coursework, passed our comprehensive exams, starting our dissertation research) and soon would be searching for our first full-time academic position as an assistant professor. In those days, some ABD students accepted full-time faculty positions with the intention to complete their dissertations while earning much-needed income. Insisting that we use multivariate statistical analysis in our dissertations was particularly upsetting and even frightening to Joe and me because our doctoral program had not included any courses on advanced statistics, much less anything about multivariate statistics. It was also more than a little intimidating to interact with Rob because he used terms like heteroskedasticity and homoscedasticity, which were unfamiliar to us and even awkward to pronounce. Moreover, although he was very supportive of us, Rob had been a radio music disc jockey and talked in a rapid fire, witty, staccato, often profane and sarcastic but humorous way. You didn't go into meetings with him without being well prepared for his incisive questions. Nevertheless, it was reassuring to have such a brilliant research scholar guiding our dissertations and preparing us for the brave new world of academia.

Joe and I tried our best to find textbooks and articles using these new multivariate techniques, but the statistics texts were full of complex equations, Greek symbols, differential calculus, and matrix algebra and not very helpful. Somehow, however, Joe and I learned enough to successfully analyze our data, then write and defend our dissertations. Doctoral students today find it funny to hear that we paid to have our dissertation chapters typed and then kept those precious pages in the freezer compartment of our refrigerators to protect them from a fire since we had no backup. When Joe and I earned our Ph.D.s, neither of us nor any of our cohort had published a journal or proceedings article because there was no requirement or encouragement to do so in our doctoral program. In fact, we hadn't even gone to a national conference as funding wasn't available for doctoral students. Back then, academic CVs also included personal photographs, so we paid a professional photographer to take our picture. The changes taking place in the doctoral program at the University of Florida were not widely known yet, so some universities to which we sent our CVs and recommendation letters didn't even respond. I remember one department chair at a prestigious private school replying in writing with one blunt sentence: "We do not recruit from the University of Florida." Class was not always a common trait among academicians. Our persistence paid off, however, and Joe was hired by the University of Mississippi, and I went to Old Dominion University. As full-time faculty members at our new schools, we quickly learned that to achieve tenure we had to publish refereed journal articles. Moreover, in those days, you did not automatically receive promotion to associate professor when you earned tenure. Many schools required two or more years of scholarly achievements after being tenured to earn promotion to associate professor.

Some professors at top universities were attempting to use multivariate statistics in articles published in major journals like the *Journal of Marketing*. However, those early attempts were oftentimes flawed. For example, some published articles used multivariate discriminant analysis without a holdout sample to test the model,

thereby getting unbelievably high (but erroneous) prediction ratios. It was obvious that business professors had a long road ahead to learn how to properly use multivariate statistics to analyze research data, but multivariate analysis was clearly seen by us and probably most other academicians as the wave of the future. Joe and I continued our quest to learn about these new multivariate techniques by searching for understandable statistics texts, monographs, or articles, but significant help was seldom available. Even marketing research textbooks and articles were not often helpful although one marketing professor at the University of Pennsylvania's Wharton School, Paul Green, had written a text that offered several insights.

A few years into our jobs as professors, Joe and I realized that a textbook on multivariate techniques was much needed by non-statisticians to conceptually understand multivariate tools and their proper use with canned computer software programs. Our lack of knowledge of multivariate statistical techniques was not unique among business professors, so there seemed to be a market for an understandable text on multivariate data analysis (MDA). Our goal from the start for our MDA text was expressed in the Preface of the first edition: *"Written for the non-specialist in multivariate statistics, Multivariate Data Analysis, provides a simple introduction to multivariate analysis with emphasis on the practical use of these valuable tools. We specifically wrote this book for those who want a conceptual understanding of multivariate techniques, what they can do … when they should be used … and how they are interpreted—without becoming bogged down by symbols, formulas, or mathematical derivations. We believe it is the most practical guide available to understanding and applying these otherwise complex statistical tools."*

As unknown junior professors who had never published a textbook (and at that point very few articles), major publishers weren't much interested in talking to us about writing a multivariate data analysis textbook as they felt the market was too small and that academic researchers would prefer one written by a statistics professor. Eventually, our perseverance paid off as we found a small publisher willing to take a chance on us and our first edition came out in 1979. Forty years later, Cengage Learning published the eighth edition of *Multivariate Data Analysis* by Hair et al. earlier this year. Well, I could go on for many more pages about our experiences with the MDA textbook, but let me leave that to Joe's other coauthors who will share their perspectives as we honor Joe for his outstanding career in serving the marketing profession and thousands of research scholars.

Let me wrap up by saying that I've been truly blessed to have known and coauthored with my dear friend Joe Hair for over 50 years. According to Google Scholar as of mid-June 2018, Joe has an unbelievable 216,000 citations in scholarly textbooks and journals, an h-index in the 99th percentile, and an i10-index of over 200. MDA by Hair et al. has sold over 300,000 copies and is one of the most highly referenced research textbooks of all time in the social sciences, currently in the top five and moving up. Besides coauthoring over 50 textbooks, Joe has published countless articles in the major journals of marketing and other business disciplines. What's more he has been elected to the presidency or other high office in numerous organizations, served on the editorial boards of sundry scholarly journals, traveled

worldwide presenting lectures on multivariate techniques, and served/achieved in a myriad of other capacities as succinctly summarized in his 25-page CV. In my humble opinion, Joe Hair is one of the most highly respected superstars in marketing and known by virtually everyone in the discipline worldwide. His contributions have been and continue to be remarkable. By the way, I'm also well known under my pseudonym "Al" as in Hair et al.

Thanks for the memories, Joe. Keep charging ahead as the best is truly yet to come!

Joseph F. Hair Jr., The Early Years: University of Mississippi

Ronald F. Bush and Paul S. Busch

The Early 1970s: Environment at Ole Miss

Joe facilitated our hiring. There is no doubt that without Joe's initiative and enthusiasm, we would never have had the opportunity to start our careers together at Ole Miss. Young academics who elected to come to Ole Miss in the early 1970s found an environment that was fully conducive to developing fledging careers. First, as everyone knows, academic departments go through life cycles. Ole Miss at that time had a Department of Management and Marketing, and several members were reaching retirement age or were moving on to other opportunities. This meant openings for young assistants. Joe Hair was the first to be hired. Ron followed 2 years later, then Paul came the semester after that, and then Paul J. Solomon arrived 2 years later. Second, as a "seasoned" university, there were ample opportunities for funding research through grant programs. Third, D. L. Howell was the department chairman. Known as "Dee," he was the perfect chairperson for a group of young assistant professors—all eager to develop their courses and to start establishing a record of research. Dee Howell provided the perfect combination—unbridled encouragement coupled with sage advice that only a seasoned faculty member could provide. Dee encouraged us to excel; he funded travel and saw to it that we had research support, including typists (remember, these were the days before Word processing). Even though he would counsel us, he never once, to our recollection, asked us to hold back on projects we wanted to pursue. Fourth, though very small, Ole Miss had a Ph.D. program, so even though it was a small university by

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some standards, there were opportunities to teach courses such as multivariate statistics and to work with eager Ph.D. students. This was the environment Joe Hair stepped into right out of his Ph.D. program. In looking back, it was the perfect environment, if a young academic was willing to exert the effort needed to excel. Joe Hair was not only eager and willing, he was like a race horse out of the gate!

Early Research and Coauthors

Joe has extensively traveled the world giving lectures on multivariate statistics. He has been doing this for many years. What most don't know is that Joe had international experience at an early age. He worked as a research associate in the Corporate Marketing Research Department for the Philips Company in Eindhoven, the Netherlands, during a summer of graduate school. This job gave him the opportunity to travel around Europe. The next summer, he had another job in Europe. He wrote a master's paper on the Central American Common Market, so it was not surprising that his first publication dealt with international experience for executives (*Economic Dimensions*, University of Florida) and expanding Mississippi exports (*Mississippi's Business*, University of Mississippi). To paraphrase Barbara Mandrell's country classic, "Joe was global when global wasn't cool."

Like many young assistant professors of marketing at that time, Joe started his publications in proceedings at conferences. He was a regular at many conferences, such as the Southern Marketing Association (now Society for Marketing Advances), Southwestern Marketing Association, American Institute for Decision Sciences (now Decision Sciences Institute), Association for Consumer Research, and later on, the American Marketing Association. One of Joe's early coauthors was Rolph Anderson, a fellow student in the Florida Ph.D. program. It was with Rolph that Joe started a book, in mimeograph form, entitled *Multivariate Statistics*, a book that has continued to make a hugely significant contribution to Ph.D. education for many years. Certainly, the book's impact will be addressed in many other places in this book; it suffices us to note here that there is no doubt the book has facilitated many careers.

Another early coauthor was Arlie Bowling, a marketing professor on the Ole Miss faculty. Arlie was a few years senior to Joe and served as his mentor for a couple years. Joe's skill with multivariate statistics made him a welcome contributor in a wide assortment of disciplines, which led to coauthor publications with other Ole Miss faculty in many diverse fields. He coauthored with finance professors Richard Cattanach and Donald Chance, quantitative methods professor Ken Brown, and pharmacy professor Mickey Smith.

A Cup of Coffee, Motivation, and Some Hard Work

In the fall of 1973, Ron Bush arrived at Ole Miss. By this time, Arlie Bowling had left the faculty to assume the role of Director of the National Cotton Council. Having just graduated from Arizona State University, Ron shared Joe's enthusiasm for

research. A few months later, Paul Busch arrived, fresh from earning his Ph.D. from Pennsylvania State University. There could not have been a better mentor to us than Joe. He was eager to introduce us to Ole Miss and share with us everything he had learned in his first 2 years. Days were spent learning the Ole Miss computer system, the Ole Miss grant programs, how to get manuscript typing, and the myriad other things someone brand new to a university and the rigors of academe needed to know. What many don't know about Joe is that he has always been eager to go out of his way to help young academics with their careers. Joe spent hours helping us, and we two were privileged to watch him do the same for many others, especially his graduate students, for many years. The experience of Dr. Kenneth B. Roberts, Professor and Dean Emeritus of the College of Pharmacy, Retired, at the University of Kentucky reflects a common experience with Joe:

> He welcomed me in, offered me a seat, and we began a conversation that lasted for over 2 years. He inquired about my interests, background, formal education, professional experience, etc. I informed him of my desire to have a minor in marketing and my fondness for statistical analysis. He was extremely engaging, delightfully pleasant, and thorough in gathering information about the courses I'd completed in marketing and statistics. That was the launch of a terrific student-mentor relationship in which I expanded my knowledge base in marketing and charged into the exciting domain of multivariate statistical analysis taught by Dr. Joe Hair.

Furthermore, when Joe helped you, he wasn't a guy who talked down from the ionosphere about how to go about things. Joe got his hands dirty! He sat down and punched out JCL cards (that worked) and explained details of computer systems. He gave you examples of successful grants he had earned, went over what you wrote, and provided meaningful edits. When Joe helped you with something, you pretty much knew how to do it when he was through with you.

Ron remembers how, shortly after arriving in Oxford, a cup of coffee with Joe changed both their careers. Ole Miss had a faculty lounge in the back of the Business School. Faculty could gather in the morning hours and savor coffee and pastries. Classes had just begun in the fall semester of 1973. He and Joe went to the faculty lounge for coffee after their 8:00 a.m. classes. The conversation almost immediately turned to research. Ron explained his dilemma to Joe. "I told Joe I had just come from my PhD program at ASU, and my head was full of research possibilities, but what I needed was data." Joe responded by saying he had been devising data collection methods since he got there and could generate data. As an example, Ron mentioned that they could replicate his dissertation, but they needed the cooperation of a grocery store chain. Within days, Joe had obtained the cooperation. The result? *Journal of Marketing Research*. At that same meeting, Joe sketched out some data he had collected on retail store image and choice. Ron immediately recognized these data would "fit" a model of store choice proposed by Engel, Kollat, and Blackwell. Result? *Journal of Retailing*. That cup of coffee and the notes the two made on a napkin were the start of career changes for both of them. The significance of that meeting is that their focus in publication now turned from proceedings to top-level journals. Then, a few months later, Paul joined the department. Paul could

not have been a better fit. Now we had a trio to discuss research ideas. From that moment on, we started a research agenda that included many *AMA Proceedings,* the *Journal of Retailing,* the *Journal of Marketing Research,* the *Journal of Advertising Research,* and the *Journal of Business*, among others. As we recall, Joe was the driving force. He always had ideas, always listened to ideas, and never turned down an opportunity to work on a research project. Everyone who ever met Joe quickly concluded that he had boundless energy. Everyone who knows Joe today realizes he still does! The fact that hard work in all these projects still lay ahead was never an excuse not to get things done. Here's how Dr. Bill Moncrief, Professor of International Business at TCU, characterized Joe's boundless energy:

> His drive is unlike anyone else I know. He should have been a professional juggler because no one keeps as many diverse projects in the air as Joe. If it gets to be too much, he recruits PhD students or colleagues to bring the projects to a successful conclusion.

Early History of Multivariate Statistics

Joe was often seen carrying a mimeographed copy of the early drafts of his multivariate book. One day he mentioned to Ron that he needed some help writing some additional chapters. Ron had been in a master's program at the University of Alabama and had befriended Ron Tatham, a Ph.D. student at Alabama. Ron recommended that Joe contact Tatham, who was then an assistant professor at the University of Cincinnati (Tatham later taught at Arizona State and eventually became CEO of Burke Marketing Research. He was a recipient of the AMA's George Coolidge Parlin Award in 2007). Tatham and his wife came for a visit, and afterward, Joe and Tatham's coauthorship of the book, together with Rolph Anderson, was sealed.

While Joe was teaching all the Ph.D. students in business multivariate statistics, his reputation spread around the campus. Ole Miss had a highly rated College of Pharmacy, and one of the leaders, Mickey Smith, talked to Joe about teaching pharmacy students. Pretty soon, Joe was attracting students from around the campus. He was tireless and patient in working with these students. Needless to say, the students at Ole Miss in the Ph.D. program were highly advantaged in the area of data analysis by the time they finished their dissertations, as Dr. Eric Pratt, Professor Emeritus at the University of New Mexico, notes:

> At that time multivariate statistics had become a growing part of marketing research. Dr. Hair was well versed in this type of statistics. This part of my studies allowed me to be in a position to be along the cutting edge of marketing research analysis. This was not a time where all types of multivariate statistics were available in easy to use "stat packages." Some of the programs we used, the researcher needed to feed computer punch cards into the computer and program the statistic in the computer. So not only was I learning about using multivariate statistics, I was developing my computer skills. I believe this was one of the outstanding features of my degree.

Early Teaching

Just as Joe was tireless in his research agenda, he was tireless in teaching as well. Being the first of the "new hires" at Ole Miss in the early 1970s, Joe had his choice of classes to teach. His global experiences and interests, already mentioned, led to a class in multinational marketing. His interest in data analysis led to development of an undergraduate course in marketing research and information systems. Of course, as already mentioned, he was teaching multivariate statistics to graduate students. Joe also taught marketing management, a case course in marketing problems, retailing management, and consumer behavior. As new faculty came on board, Joe was eventually able to concentrate a little more on the courses he enjoyed most.

We both recall Joe being a very popular teacher. He seemed to always have a hall full of students waiting to discuss class issues. He also adopted class projects for the students to give them enrichment experiences during their coursework. By the time Joe left Ole Miss in 1977, he was a seasoned teacher at both the undergraduate and graduate level.

1975–1977 Phil B. Hardin Endowed Chair of Marketing

In the spring of 1975, it was announced that Ole Miss could compete for an Endowed Chair position named after a successful businessman from Meridian, Mississippi. Ron and Joe developed a presentation to make before the board that was to award the chair. They flew in the Ole Miss plane one stormy afternoon with D. L. Howell, our Department Chair, Ben B. McNew, the Business School Dean, and Porter Fortune, the Ole Miss Chancellor. The presentation, though nerve-wracking, wasn't nearly as frightening as the very bouncy plane ride back to Oxford that evening in a lightning storm, but everyone survived, and shortly after, Ole Miss was notified that they had been awarded the chair.

For the "Powers That Be" as well as the rest of us faculty, there was only one choice for the chair—Joseph F. Hair Jr. Joe had been a key player in upgrading the department significantly, stepped up graduate education in the College of Business several notches, and had a growing reputation, not only throughout the Ole Miss campus but also throughout other universities that were taking note as well. Joe remained in the chaired position for 2 years. He continued his history of winning grants, publishing quality journal articles, working on his multivariate book, providing stimulating classes for his undergraduates, and developing other faculty and his graduate students.

Early Service to University and Professional Organizations

Few people realize that Joe has almost always performed some administrative duties (along with teaching and research) since he has been in academics. D. L. Howell, a management professor, saw Joe, even as a young assistant professor, as being very

knowledgeable about what was going on in the discipline of marketing. Dee knew he needed someone to develop the marketing side of the department, and he found that Joe was not only very capable but eager to build the department. Soon, Joe became the de facto chairperson in marketing. He was instrumental in hiring decisions, course assignments, scheduling, and making changes in the marketing curriculum. In addition, Joe was a faculty coordinator in a new grant program, The Small Business Institute (SBI), funded by the SBA. This was a very time-consuming project that involved travel with student teams all over northeast Mississippi. The SBI program is a great example of Joe's ability to work as a facilitator and to create synergies between research and teaching. These projects provided the Ole Miss students with wonderful learning opportunities while simultaneously developing Ron and Paul's teaching and administrative skills in how to collaborate with businesses to provide experiential learning. This early experience with experiential learning laid a solid foundation with this type of teaching that proved invaluable throughout our careers. In addition, the SBI projects provided a source of departmental funds that could be used to support our research responsibilities.

While this chapter deals solely with Joe's years at Ole Miss, his administrative work continued when he was Department Chair at Louisiana State University; in addition, he created and ran a doctoral program at Kennesaw and is today Director of the Doctoral Program at the University of South Alabama. It is hard to imagine that someone with Joe Hair's research productivity was also able to serve as an administrator for virtually his entire career. Clearly, Joe facilitated the growth and stability of the departments in which he worked in more ways than one.

Joe has also been very active in the discipline's professional organizations. Naturally, because of Ole Miss's southern heritage, we were all encouraged to belong to the Southern Marketing Association (later to become the Society for Marketing Advances). In his earliest days as the newest assistant professor, Joe started presenting papers at Southern Marketing Association. Soon, he was an officer (Treasurer, 1976–1977), and later he served two terms as Program Chair and President. The association recognized him as a Fellow in 1991. Joe was also very active in the American Institute for Decision Sciences, Southeast Region, and served as their Vice President of Academic Affairs (1973–1974), President-elect (1974–1975), and President (1975–1976) while at Ole Miss. His participation and leadership in professional organizations continued in earnest after he left Ole Miss. He is still active in several associations today.

We are extremely grateful to "The Great Facilitator" Joe Hair for his impact on the formative years of our careers at Ole Miss. We're proud to continue to call him our dear friend and colleague after nearly five decades. Joe's sustained energy, zest for life, and commitment to our marketing discipline inspires all of us who are fortunate to know him. Joe truly personifies the Country and Western lyrics by Robert Earl Keen Jr.: "The road goes on forever and the party never ends." Keep on truckin', Joe.

Joe Hair: Impact and Contributions to Doctoral Students at LSU (1980–1992)

Jill Attaway and Mitch Griffin

Introduction

> They have their exits and their entrances, And one man in his time plays many parts, His acts being seven ages.
>
> William Shakespeare

It is basic human nature to ponder whether our lives have made a difference or impacted anyone in a measurable way. Frank Capra's classic movie *It's a Wonderful Life*, which debuted in December 1946, demonstrated how one life touches many others and casts a ripple effect throughout the community. The movie maintains relevance today due to our need to be reminded that each of us, in our own way, affects others in innumerable ways. Like the film's main character George Banks, Joseph F. Hair Jr. has left a profound mark on countless others in his many roles as a husband, father, friend, researcher, textbook author, consultant, volunteer, and educator. In addition, as Department Chair at Louisiana State University (LSU), Joe was responsible for establishing the culture within the department as well as recruiting and leading faculty. In the following paragraphs, we will highlight some of Joe's contributions in his role as an educator while we knew him at LSU. We are forever grateful for the contributions Joe Hair made to our lives and so many others during this period.

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Joe Hair's Multiple Roles: Teacher, Parent, Coach, and Counselor

Long ago we heard the saying *"Students care about what you know, but only after they know you care."* With Joe there was never a question that he cared. Combined with the fact that Joe is a passionate expert in many marketing-related subjects and motivates his students to learn through his contagious enthusiasm and creative presentation style, it can be said with confidence that Joe is a master teacher.

In a university setting, teachers or professors are often revered and respected due to their attainment of advanced degrees, peer-reviewed publications, expert knowledge, and influence in the community. University faculty members such as Joe Hair can have a profound impact on their students by igniting their passion to learn, mastering a subject area, gaining and refining skills, and ultimately putting their education to work by obtaining employment in their chosen career field. Teachers are part parent, coach, advisor, and role model. Joe's personal qualities and personality characteristics laid the foundation for his job as an educator and enabled him to successfully fulfill these various roles.

Teachers often play the role of parent through a firm establishment of rules, processes, guidelines, and rubrics related to the class. Teachers, like parents, receive respect through their position of authority as well as ability to gain trust and desire to please by cultivating and developing personal relationships. Despite our immense respect for his knowledge and accomplishments, in his interactions with doctoral students, it was always "Joe" rather than "Dr. Hair." Joe created a casual and easy rapport with students due to his friendly demeanor and ability to nurture and maintain relationships. He truly cares about others and was interested in his students as individuals. Joe set high standards, expected students to strive for their best work, and provided both positive and critical, yet constructive, feedback.

Effective teachers are part coach—inspiring and leading their team to play the game well, to play together, and ultimately to win. Good coaches understand the importance of individualized attention and that a "one-size-fits-all" approach may not be effective for everyone. In addition, coaches must understand how to cultivate a team orientation and develop synergy where the sum of the parts are greater than the individual members. Joe devoted time to understand each student's abilities, background, and dreams which enabled him to provide customized mentoring to enhance their education. While some doctoral students might prefer an academic career with a focus on research and publication, others might value their role as a teacher. Thus, based upon a student's preference, Joe helped hone and develop their skills so they could be successful—not based upon his personal definition of success or winning but in each student's terms. For example, some doctoral students might pursue a faculty position with a high expectation of scholarly productivity, while others might seek a balanced program, and still others a teaching emphasis. With one student, Joe might provide more directed attention to develop one student's capabilities as a researcher but give another student additional opportunities to gain experience as a teacher. In the end, Joe reinforced that he wanted for you what you wanted for yourself. Unlike department chairs or doctoral advisers in some

institutions, Joe's identity and value was not based on the institution that the LSU Ph.D. students joined. He did not pressure students to go to the "best schools" for his sake, but coached them to find their particular "best fit." Each doctoral student was encouraged to seek their personal happiness, but to perform at their highest potential in whatever environment they chose. To help find that position, Joe encouraged students to attend conferences and be engaged in professional organizations such as the *Academy of Marketing Science, American Marketing Association,* and *Society for Marketing Advances*. As students were preparing to enter the job market, Joe would work with each candidate to develop their list of potential schools and utilized his broad networking skills to identify individuals whom he could personally contact on behalf of the candidate.

At times, teachers must be counselors or advisors to their students. Joe's ability to establish and nurture personal relationships, his friendly demeanor, and the trust the students had in him enabled Joe to assist students during times of crisis or provide advice about either personal and professional endeavors. Joe is approachable and an excellent communicator and possesses a rather unique ability to demonstrate empathy and also offer frank opinions in a non-threatening fashion. We all know that pursuing a doctoral degree is all-consuming and involves a singular pursuit of study which often creates conflict in other areas of a student's life, especially if they are married or have a family. Joe was the one we all turned to for advice when these issues appeared to be overwhelming. He never failed to provide the appropriate guidance.

The Joe Hair Culture at LSU

As Marketing Department Chair at LSU, Joe was responsible for managing and leading the department and overseeing the various degree programs. During our time at LSU, Joe was able to attract a young and vibrant group of faculty and utilize a servant-leader management style to develop a shared vision and strategic plan for the department. Joe was also responsible for creating its culture—a set of beliefs, values, and behavioral patterns which became the personality of the department. Joe wanted LSU's marketing program to be distinct from others—not cutthroat and competitive but collaborative and high achieving.

For the doctoral program, Joe established a feeling of collaboration rather than competition. We are all familiar with Ph.D. programs where the battles among students are fierce and the environment is viewed as a zero sum game. Under Joe's direction at LSU, students strived to achieve personal accomplishments, but also helped each other succeed by sharing resources, time, and developing lasting friendships. Graduate students had access to departmental resources such as computers and typewriters and were given a key to the main office. Joe encouraged students to utilize the office desktops and many late nights were spent in the office completing papers and helping each other with projects. The collegial environment that Joe instilled has resulted in many LSU students coauthoring for over 30 years.

Joe's good-natured, casual, and relationship orientation led him to cultivate close relationships with faculty and encourage faculty to create friendships with each other. Joe hosted off-site faculty meetings to enable collaboration on the department's goals and strategic plan and also hosted social gatherings at his home to provide additional opportunities for interaction and expansion of friendships. Groups of faculty often shared lunch together and graduate students were included as equals in these informal social outings. Joe effectively created an esprit de corps where everyone felt they were part of the larger group and a valued participant in decision-making.

Respect for others was a fundamental value in Joe's Marketing Department. Whether a graduate student, assistant, associate, or full professor—all were treated with respect and valued for their opinions and contributions. Similarly, Joe's department was unique due to his informal nature and open-door policy which facilitated conversations and interactions among staff and students. The department was also non-hierarchical and egalitarian leading individuals to feel a sense of equality. Thus, all members of the department were treated similarly and respected as individuals. No one was made to feel "less than" due to their position, gender, or job title.

The LSU Faculty

While not the focus of this chapter of Joe's life, we would be remiss to not acknowledge the faculty that he led at LSU during this time. Certainly the culture was appealing to doctoral and master's candidates and was equally desired by young faculty. Joe successfully identified and recruited a number of highly skilled, hardworking, and like-minded faculty. Faculty that were part of the Marketing Department include Abe Biswas, Daryl McKee, Bill Black, Peter Bloch, Al Burns, Scot Burton, Bill Darden, Mark Johnston, Donnie Lichtenstein, Rick Netemeyer, Janeen Olsen, Marsha Richins, Nancy Ridgway. Dan Sherrell, and Liz Wilson (with apologies to anyone left out).

Joe worked hard to advocate for his faculty and obtain the resources necessary to support their success such as managing their teaching loads, limiting or reducing service commitments, and providing grants to enable them to successfully publish in top marketing journals. Joe understood the necessary ingredients which would lead his faculty to be successful and created the culture which led to their achievements. As a result, not only did Joe support the doctoral students but provided a world-class faculty for us to work and interact with.

In Sum

Joe emphasized the value of working hard as well as working smart before Stephen Covey's popular book *The 7 Habits of Highly Effective People* debuted in 1989. Joe was the epitome of the polished professional when meeting with clients but transitioned to "Jimmy Buffet relaxed casual" when entertaining guests poolside at

his home. Joe was a living example to all who knew him that the "good life" is a mixture of personal and professional endeavors that make you happy and fulfilled. He didn't advocate the same recipe for each person but underscored the importance of delivering excellence, being present, and living in the moment.

Joe possesses a zest for life and an easygoing, good-natured personality. He can be the life of the party but can also work harder than anyone. Joe is an adept multitasker who makes the most of each day fitting in time for a jog, administrative and classroom responsibilities, mentoring students and faculty, as well as outside meetings and consulting engagements, all in addition to spending time with his family. Joe continues to demonstrate on a daily basis the importance of balance and that he works to live, rather than living to work.

Joe Hair taught us, guided us, counseled us, and led by example. He is certainly responsible for establishing and maintaining an environment in the LSU Marketing Department that brought out the best in everyone. He positively influenced dozens of LSU Ph.D. students in both our professional and personal lives. We are deeply indebted to Dr. Joseph F. Hair Jr. for all he gave us. We are better people because of our relationship with Joe.

Service Engagement in the Marketing Discipline: The Life and Legacy of Joseph F. Hair Jr.

David J. Ortinau and Alvin J. Williams

Introduction

The academic service component, through its various iterations, has always been one of the hallmarks of the academy. When Joe started his college teaching career at the University of Mississippi in 1971, the definitions and expectations of the academic service component of performance evaluations were loosely defined and a bit more nebulous in meaning. Traditionally, academics segment one's service/leadership responsibilities and contributions into a number of different, yet interrelated, categories. There are the university, college, and departmental committee assignments that tend to fulfill many marketing educators' annual service responsibilities and then there are those volunteer service activities and leadership roles that are beyond the university environment and directly relate to one's chosen profession. For today's academicians, service is a vital and necessary component of performance and an important cog in an integrative set of expectations unlike earlier years. For example, AACSB has recently centered its accreditation efforts around three dominant, overarching characteristics: engagement, innovation, and impact in judging the value of one's service contributions. As institutions of higher learning embrace even bolder missions, this only ratchets up the ever-evolving expectations of the meaning of exemplary service. Consequently, today's institutional and professional service activities will be assessed on how well the activities demonstrate these engagement, innovation, and impact characteristics as well as fit the varying needs and demands of an array of business schools.

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This chapter focuses on identifying and commenting on a variety of service and leadership contributions made by Joseph F. Hair Jr. during his exceptional 50+ years career as an educator, mentor, consultant, and leader that have significantly influenced the marketing discipline, especially through his exemplary and transformative leadership in molding the Academy of Marketing Science (AMS) and the Society for Marketing Advances (SMA). In tracking Joe's service/leadership contributions, it is easy to see that he has expanded the realm of the service dimension within academic and professional environments. Given the engagement, innovation, and impact characteristics of his contributions, Joe has redefined what is meant by academic service and the importance of that role in enhancing one's academic career and value. While some faculty performance evaluation systems continue to characterize the academic service as having stepchild status, Joe's service and leadership contributions provide evidence that**,** if perceived and "branded" more appropriately, academic service can become a rich and enduring dimension of one's professional academic career. Furthermore, Joe's contributions demonstrate how service engagements can provide endless creative opportunities to apply our marketing acumen and add benefit and value to a cross section of very diverse stakeholders, both inside and outside the university environment.

Academic Administration Leadership Contributions

While business schools achieve and demonstrate engagement, innovation, and impact in ways consistent with their respective missions, individual faculty members engage in myriad ways. Although Joe has been employed at a variety of educational institutions, they all had similar research missions that allowed him considerable latitude in the types of administrative leadership and services performed to support the institution. It is evident that the robustness of his leadership service initiatives has evolved and transformed over the years. Joe engages in ways that offered both breadth and depth of coverage. When considering the many dimensions of academic administrative services, Joe engaged in innovative ways that complemented and positively impacted the mission of each institution. At the institutional level, Joe continuously develops substantive relationships with business executives to support students, faculty, research initiatives, curriculum development, and economic development. His many associations with business executives through outreach, consulting, and fundraising opened doors for so many stakeholders in his orbit. In today's parlance, Joe qualifies as a "master" relationship builder. These relationships buoyed his effectiveness in professional service.

As mentioned earlier, Joe began his academic career during his Ph.D. program at the University of Florida. Receiving his Ph.D. in marketing in 1971, Joe's first job was as an Assistant Professor at the University of Mississippi.

In 1977, Joe made the move to Louisiana State University (LSU) in Baton Rouge, Louisiana, becoming the chairman of the Marketing Department. Under Joe's leadership (1977–1996), he grew the size and prestige of the Marketing Department as well as the department's master's and doctoral programs. Among Joe's lasting

legacies is his unwavering commitment to doctoral education and his talent for building and instilling research capacity and prowess in generations of doctoral students. Hundreds of research-active marketing/business academicians have been mentored and nurtured by Joe. He engaged in constructive and meaningful mentoring before it was in vogue in the academy. In fact, he promulgates life-cycle mentoring, where he not only nurtured doctoral students during their formal programs but throughout their academic careers. His mentoring impact is evident in so many ways, including the many research partnerships that result in books, articles, consulting arrangements, and other avenues of thoughtful work.

In addition, Joe mentors doctoral students and faculty colleagues on the benefits and the importance of the service component in building one's academic career. Joe has the gifted ability of explaining and demonstrating how giving back to the profession through service could actually enhance one's professional career. As evidenced through this current document, one could easily trace the service/leadership tree consisting of many of his doctoral offspring that continue to develop and grow the discipline. Joe's doctoral student family flourishes globally and contributes substantively to the body of thought and practice in marketing. For example, there have been a number of Joe's students who have taken on a variety of leadership roles (e.g., president, other executive officer, and board of governors' positions) within academic organizations like SMA, AMS, and Decision Sciences Institute (DSI).

In 1996, Joe switched his administrative responsibilities from serving as department chair to become the founder and director of the Entrepreneurship Institute at LSU. From 1996 to 2005, Joe successfully grew the Institute to very respectable levels, enhancing its visibility, reach, and overall effectiveness as an outreach mechanism and as an instrument for economic development in the region.

Joe can be characterized as the consummate academic entrepreneur. He spots market opportunity and uses his creativity to fill the need. This is the case with the professional DBA concept. Joe is a pioneer in conceptualizing and operationalizing the idea of professional doctorates in business. Given the large supply/demand imbalance of marketing doctorates, Joe seized the momentum and helped sculpt what is generally perceived as a successful, innovative delivery vehicle for quality business doctoral education for professionals. This nontraditional model was a direct response to the need to rethink how higher education adapted to increased demands for a different approach to management education. In 2005, Joe retired from LSU and joined the Coles College of Business at Kennesaw State University. There Joe became the founder and director of Kennesaw's Doctor of Business Administration (DBA) Program, one of the first nontraditional research-focused professional DBA programs in the country. From 2008 into 2017 under Joe's guidance, Kennesaw State's professional DBA Program grew to more than 100 students and alumni while gaining AACSB accreditation and academic acknowledgment of producing scholars with strong records of publishing in high-quality peer-reviewed academic journals. As part of the nontraditional model of DBA delivery, Joe has amassed a network of global scholars to facilitate doctoral instruction across marketing subdisciplines. Recently, Joe left Kennesaw State to become the new Director of the DBA program in the Mitchell College of Business at the University of South Alabama (USA).

Based on Joe's administrative leadership and service responsibilities and contributions, Joe is recognized as a visionary who understands the need for and the importance of embracing innovative approaches, whether it is the curriculum, pedagogy, market strategies, research methods, or applying concepts from nonbusiness disciplines to marketing problems. He understands the critical need to adjust to market demands, to calibrate competitive actions, and to respond with quality brands and approaches.

Leadership Roles Within the Marketing Academic Communities

With respect to Joe's leadership skills, he has made significant contributions in designing and implementing strategies that have significantly impacted the membership growth and prestige of a number of academic marketing organizations. Over the course of Joe's storied academic journey, he has served as the President of the Southeastern Region of the Decision Sciences Institute (DSI)—1975–1976, Southern Marketing Association (SMA)—1978–1979, Academy of Marketing Science (AMS)—1996–1998, Association of Marketing and Health Care Research (AMHCR)—2000–2004, and Society for Marketing Advances (SMA)—2004–2005.

In addition, his leadership role as a member of AMS Board of Governors (1990–1996) and co-chair (2008–present) has enhanced the organization's image in such a way that has transformed it from an average marketing organization to one of the preeminent global marketing academic organizations. Of particular note in the AMS brand remake is his pivotal leadership, along with many other AMS team members, in elevating the stature and positioning of *Journal of the Academy of Marketing Science (JAMS)* to one of the top five journals in the marketing discipline. His insight, foresight, networking capacity, and passion have impacted both AMS as an organization and JAMS as a publication.

Joe's continual contributions to the Society for Marketing Advances (SMA) represent another marker of his impactful leadership skills. Having attended every single SMA conference since 1971, Joe's knowledge and leadership skills have been instrumental in shaping and growing SMA from a regional organization (a.k.a. Southern Marketing Association) to a more globally branded academic marketing organization that exists today. His service/leadership contributions include serving twice as President and chair of the inaugural Board of Governors. Another more recent, yet enduring, contribution to SMA are his pre-SMA Conference workshops on CB-structural equation modeling (2006–2016) and PLS-structural equation modeling (2017–present). These workshops are a valued hallmark of the annual SMA conference and almost an "institution" in and of themselves. The impact of these workshops is felt far and wide—from doctoral students to seasoned professors seeking a refresher course.

As an extension of the impact of his association with professional organizations is his recent global impact through PLS-SEM-related seminars around the world. His work in this arena, through invited lectures, has taken him to 60+ countries. The

name Joe Hair is synonymous with PLS-SEM worldwide. Whether among business professionals or academicians, his contributions to methodology-related concerns are respected across an array of organizational types.

Other leadership roles include Joe's Boards of Governors memberships to DSI Executive Council (1975–1981) and the Society for Marketing Advances (2008–2016), as well as membership on Vector Marketing Corporation's Academic Advisory Board. In the private business sector, Joe has served (or serves) as a member of the Boards of Directors for many companies including Data Cert, Woman's Hospital, Gulf South Health Plans, Sales and Marketing Executives International—Baton Rouge Chapter, Sunbelt Federal Bank, Gulf Union Industries, Wolf Sunbeam Bakeries, Oakland Financial Group, Lock Works, Bayou Federal Services, Brocato International, and others.

Throughout his career, Joe has always been very generous in giving his time and leadership acumen to every academic marketing organization with which he was associated, especially AMS and SMA. Joe has mentored many individuals (both students and colleagues) on the importance of demonstrating a welcoming spirit and friendly organizational culture through membership, camaraderie, collegiality, high-quality programs, and fun. Yet, his service and leadership contributions are anchored by his high standards for ethical practices in marketing. Joe is acknowledged as one of the leaders in the marketing discipline, receiving recognitions and awards such as the 1991 SMA Distinguished Fellow, 2000 AMS Distinguished Fellow, 1999 Elsevier Science SMA-Distinguished Marketing Scholar, 2009 AMS-Harold W. Berkman Service Award, and the 2011 AMS-Cutco/Vector Distinguished Marketing Educator, to name a few. Joe continues to touch hundreds of academics stressing the importance of giving back to the marketing discipline through service and leadership.

Editorship and Editorial Reviewer Contributions to the Marketing Discipline

Early in Joe's career, he made service contributions to the marketing discipline by volunteering to serve as the editor of Southeastern American Institute for Decision Sciences Newsletter, "Action Line" (1973–1975), the 1979 Decision Science Institute Conference Proceedings, and the 1980 America Marketing Association (AMA) Conference Proceedings. In the last 10 years, Joe has made significant service contributions to the marketing discipline through his editor and co-editorships of special issues in several marketing journals including 2016 *Journal of Marketing Theory and Practice* "Top 20 Most Cited Articles and their Impact," 2015 *Journal of Marketing Theory and Practice* "Psychological Ownership in Marketing," 2011 *Journal of Marketing Theory and Practice* "Partial Least Squares Structural Equation Modeling", 2016 *Journal of Business Research* "Heresies and Sacred Cows in Scholarly Marketing Publications," 2008 *Journal of Business Research* "Covariance-Based Structural Equation Modeling," and 2013 and 2012 *Long Range Planning* "Partial Least Squares Structural Equation Modeling."

Another way that Joe has given back to the marketing discipline has been through volunteering his expertise and time serving as a member of different journal editorial review boards, including *Marketing Education Review* (1990–present), *Journal of Marketing Theory and Practice* (2005–present), *Journal of Business Research* (1977–1984), *Journal of Health Care Marketing* (1978–1985), *Garland Series in Decision Sciences* (1978–1982), and *Journal of the Academy of Marketing Science* (1988–2001), as well as an Ad hoc reviewer for the *Journal of Marketing Research* (1978–present).

Doctoral Consortium Faculty Memberships

Given Joe's research, data analysis, and marketing expertise, he has provided invaluable service and contributions to young doctoral students as a faculty member of selective doctoral consortia including the AMS (2015–present), AMS-World Marketing Congress (2012–2016), SMA (1990–2012), and Southwest Marketing Association (1985–2002). As a doctoral consortium faculty member, Joe provides interactive discussions with doctoral students that focus on how to plan, build, and integrate teaching, research, and service engagements into successful academic careers.

Guest/Keynote Speaker in the Business/ Private Sector

Joe is a very popular guest and keynote speaker, often presenting seminars on research techniques, data analysis techniques, and marketing issues throughout the world (e.g., USA, Europe, Australia, China, India, and South America). In addition, he has been retained as a consultant to private sector firms around the world in a wide variety of industries including food, retailing, health care, lodging, financial services advertising, utilities, chemical, telecommunications, and electronics (e.g., Tourism Division of Sweden, Tembec Paper Company, Coca-Cola, General Motors, Toyota Motor Company, ConAgra Food, Kroger, and Holiday Inns, to name a few).

While Joe's distinguished leadership and service contributions to the marketing discipline are well documented to date, one question worth exploring and answering is *"What makes Joe F. Hair Jr. such a successful leader and service provider in the marketing academic arena?"*

Although there may be a number of key factors, three particular factors stand out. First, there is Joe's overall leadership demeanor. Throughout his career, when problem situations arise, Joe tends to represent the "calm voice of reason" and has the ability to look at the "big picture" rather than getting caught up in the hot/disturbing speculative elements of the situation. Joe is like the long-distance runner—he focuses on the end goal, eschewing the symptoms and hardships of the moment. Joe understands that there are multiple approaches and solutions for resolving any type of personal or organizational problem, and it is important to evaluate each in order to discover the appropriate solution to the problem.

Second, Joe has maintained his strong belief that service responsibilities to the discipline are an important component in establishing and maintaining a vibrant and meaningful academic career. While his numerous administrative and leadership positions reinforce this belief of giving back to the discipline, he continuously encourages others to take on and embrace service responsibilities within the profession beyond those required by one's university, college, and/or department. Joe is well known for mentoring colleagues and doctoral students on the benefits of undertaking service responsibilities relating to the marketing profession. For example, as department chair at LSU, founder/director of the DBA program at Kennesaw State, and currently the DBA Program director at USA, Joe has encouraged and mentored doctoral students to take on service responsibilities, beginning with paper reviewing and track program chair activities with the SMA and the AMS leading up to holding different leadership (e.g., officers) positions, including multiple Presidents of both organizations.

Third, Joe understands how name recognition within the marketing discipline can enhance one's career and that this type of recognition can be achieved faster through leadership/service activities than through teaching and research activities. Traditionally, many department/program leaders tend to discourage doctoral students and young assistant professors from taking on service opportunities within the marketing discipline, whereas Joe encourages embracing these types of service opportunities. Finally, Joe's leadership/service contributions to the marketing discipline are validated by the very large SMA-AMS "leadership/service tree" that exists involving many individuals who, in part, have elements of Joe's service/leadership responsibility DNA.

In closing, Joe has provided academic leadership in service across five decades. He has been and continues to be an astute modeler of the importance of each of the key dimensions of service—to the department, college, institution, academicians, and the broader business community. The scope of Joe's service is exemplary and enviable. It is rare for someone to make such rich service contributions across so many stakeholders for such a sustained period of time. Joe's "staying power" as a marketing academic service stalwart is well known in so many circles. His marketing service footprint cannot be replicated, but used only as a template for both new and mature academic and professional colleagues.

Part II

DBA

Joe Hair: Adventurer, Scholar, Innovator, Family Man

Torsten M. Pieper and Joseph H. Astrachan

Introduction

In 2007, Torsten had the good fortune of meeting Joe Hair at a new faculty orientation meeting at Kennesaw State University. Trained as a qualitative researcher in Germany, statistics were only remotely familiar to Torsten. Hence, Torsten's first impressions of Joe were as a friendly professor who likes scotch and appreciates "laisser les bon temps rouler" (which he does to this day). At that point, Torsten was ignorant of the fact that Joe is a research rock star whose textbooks are legendary in undergraduate and graduate programs around the world. As a matter of fact, Joe's research has been cited over 160,000 times (according to Google Scholar at the writing of this chapter). Universities all over the world compete to have Joe visit and share his wisdom with their students and faculty. In addition to his research, Joe mentored a literal army of professors who became successful scholars. Even outside of academia, Joe mentored countless individuals who became stars in sports and other areas, like legendary basketball and sports broadcasting personality Shaquille O'Neal.

Fortunately for Torsten, and a reflection of Joe's formidable mentorship spirit, Joe saw it as his (perhaps missionary) vocation to convert this qualitative researcher to a quantitative scholar. And so, Torsten had the privilege to be a "fly on the wall" looking over Joe's shoulder when he would run statistical analyses (living less than a 5-min walk apart greatly facilitated our interactions) and later on assisting Joe in his quantitative classes. Joe helped Torsten develop quantitative expertise, while

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keeping a qualitative orientation, that since has been a tremendous resource in the roles of journal editor, researcher, advisor, and mentor. A deep bond formed between Torsten and Joe from their many shared interests, the unique education, as well as confidence and patience expressed by Joe, a bond that extends to family level friendship.

Similarly, Joe Astrachan's relationship with Joe dates back many years, sometime around 1996. At that time, forward-thinking Joe Hair was envisioning the creation of an entrepreneurship and family business institute in the Ourso College of Business Administration at Louisiana State University, one of Joe's many adventures into disciplines adjacent to and far from his core marketing discipline. Indeed, this Renaissance business scholar has covered an eclectic array of topics in his life ranging from marketing, advertising, and sales over education, tourism and hospitality, health care, entrepreneurship, and family business, on to strategy and finance, as well as research methods, of course. Being the smart marketing scholar that he is, Joe Hair set out to do his benchmark research and visited with Joe Astrachan, the then associate director of the Cox Family Enterprise Center at Kennesaw State University, one of the then largest and oldest centers dedicated to research and education on family firms. Joe Astrachan vividly remembers Joe's passion and enthusiasm. Like with all of his work, and his approach to life in general, Joe would carefully weigh potential risks or downsides, but they would never drive his decisions. Instead, Joe has always been all about seeing the potential, what is possible and can be done by working together and sharing wisdom and resources collectively. Not surprisingly, the Institute that Joe would found and direct, and later on as the Copeland Endowed Chair of Entrepreneurship, became a major institution in the rapidly growing field of entrepreneurship and family business. The two Joes later coalesced around their desire to help Torsten become a more complete researcher, and for Joe's role in that process, Joe Astrachan is eternally grateful. Joe's positivity and talent to excite and bring people "on board" have been a huge source of motivation and inspiration and earned Joe Astrachan's admiration as an academic entrepreneur and a dear friend.

In the following sections, we will briefly discuss Joe's accomplishments as a scholar and an innovator. In particular, we will elaborate on Joe's leadership and mentoring talents and activities in doctoral education. No less worthy of mention are Joe's wonderful interpersonal qualities as a great family man, which we will highlight as well. Given the space restrictions for this chapter, our essay cannot possibly talk in depth about Joe's many accomplishments. Hence, we will restrain ourselves to a very few highlights, as we perceive them, in hopes that the balance of this edited volume will adequately cover the many other noteworthy aspects of Joe's doing.

The Scholar

With over 60 titles to his credit, Joe has authored or coauthored an incredible amount of books. One of them, *Multivariate Data Analysis* (2019; 8th edition), with over 100,000 citations and a top five rank among the all-time social sciences research

methods textbooks, "Big Hair" (as many students informally refer to it) is generally considered the methods "bible" for doctoral students and the go-to resource for researchers at all levels. Other well-known publications of Joe's include students' all-time favorites and award-winning textbooks *Marketing* (2013; 12th edition), *Essentials of Business Research Methods* (3rd edition 2016, Routledge), *Essentials of Marketing Research* (2017a; 4th edition), *A Primer on Partial Least Squares Structural Equation Modeling* (2017b; 2nd edition), and *Advanced Issues in Partial Least Squares Structural Equation Modeling* (2018; 1st edition).

To appreciate Joe's approach to knowledge sharing and dissemination, it is worth sharing the not so negligible example how he taught himself partial least squares structural equation modeling (PLS-SEM) and the SmartPLS software pretty much auto-didactically several years ago when he recognized that the method would add further value to the already established covariance-based SEM approaches. Like for his other writings and his approach to statistics in general, it has been Joe's conviction that using intuitive, software-driven, "hands-on" instruction is a far superior learning approach than traditional, mathematically complex ways of teaching statistical analyses. Hence, Joe selflessly takes on the burden to immerse himself in the statistical minutiae so he can then distill the essence and present it in a simple way with an eye toward making the tools accessible to the ordinary user.

Joe is also a leading marketing and business researcher. His articles have been published in top-tier journals such as *Journal of Marketing Research*, *Journal of the Academy of Marketing Science*, *Organizational Research Methods*, *Journal of Advertising Research*, *Journal of Business Research*, *Long Range Planning*, *Industrial Marketing Management*, *Journal of Retailing*, and many others more. Several of these articles have been attracting hundreds and even thousand of citations, such as his 2011 *Journal of Marketing Theory & Practice* article. Collectively, Joe's work has received well over 160,000 citations according to Google Scholar, reflecting the sustained impact of his intellectual legacy. Consequently, Joe was recognized as the *Academy of Marketing Science* Marketing Educator of the year in 2011.

Although impressive by any standard, the citation count likely underestimates the numerous people that Joe has affected through his teaching, mentoring, and advising. Joe has a remarkable gift for explaining complex and complicated phenomena simply and in an accessible way. This talent is not only reflected in Joe's writing (likely one of the reasons for his textbooks' sustained success), but very much also in his teaching and mentoring. Some people say jokingly that Joe Hair is more in the air than on the ground. Indeed, the always itinerant adventurer, Joe's curiosity and explorations extend beyond the scholarly.

Over the years, Joe has mentored countless students across the globe. Much like the biblical quote, "Iron sharpens iron, and one man sharpens another" (Proverbs, 27:17), or in the spirit of Leonardo Da Vinci who considered a great teacher the one who helped his pupils surpass their mentor, Joe spares no effort to bring out the best in his students, intellectually and interpersonally by not only generously sharing his wisdom, but also his time, dedication, and care with them. Ever willing to respond quickly to research questions, Joe's generosity is substantial. Hence, it is not

surprising that many of Joe's former students later on became outstanding scholars and mentors themselves.

Joe is also adamant about translating research into practice and providing organizations with useful insights to improve their marketing, sales and operations, and ultimately their performance. As such, Joe has held consulting and board of director positions with global corporations as well as small and medium-sized firms and nonprofit organizations. Through his involvement, he helped companies successfully devise international market entry strategies, financial institutions serve and retain their customers more effectively, and hospitals become more patient-centric, to mention but a few of his impressive accomplishments in this arena.

The Innovator

In addition to his scholarship and professional engagement, Joe Hair is a remarkable institution builder. One of his many accomplishments worthy of particular mention is the Doctor of Business Administration (DBA), which later on became the Doctor of Philosophy with a major in Business Administration (Ph.D.) Program, at Kennesaw State University (KSU).

In 2005, Tim Mescon, the then Dean of the KSU Coles College of Business, had the vision to develop a doctoral program in the college. The DBA at KSU was initially explored by a committee consisting of Joe Hair, Joe Astrachan, Armen Tashchian, and George Manners Jr. The team envisioned a doctoral program that would break the mold of traditional doctoral education and provide a rigorous program of scholarly preparation targeted toward senior professionals from business and education aspiring to pursue teaching and research positions in academia, government, or industry. The initial intent was to attempt to build a market that would follow the German and somewhat European model where a doctorate is seen as a necessary degree for participation in a business C-Suite. Following the DBA's planning stage, Mescon encouraged the experienced Joe Hair to spearhead the program's implementation efforts. Later on, joined by Neal Mero and Lance Brouthers, Joe added the target of helping to address the shortages of business school faculty members in certain disciplines. The KSU DBA degree was approved by the Georgia Board of Regents in March 2008 and launched in May of 2009. Since its inception, the DBA Program has graduated almost 100 DBAs, the vast majority of which (85%) pursue faculty positions at AACSB accredited business schools (75% in tenure-track positions).

Several useful lessons can be drawn from the conception of the KSU DBA Program that may inform others who might consider launching a similar program at their institutions. In conceiving the DBA Program, Joe and team leveraged their extensive experience with doctoral education in the USA and Europe and designed an innovative curriculum that would utilize the advantages of the various formats and delivery models that existed while minimizing their potential drawbacks. The result of these deliberations was an AACSB-accredited research doctorate with specializations in accounting, information systems, management, and marketing,

which combines intense cohort-based theory, research methods, and dissertation design classes with discipline-specific seminar courses. Unlike traditional doctoral programs, the KSU DBA courses are taught during intensive, full-immersion weekend residencies (3 or 4 days, each from 8:00 a.m. to 5:00 p.m.), nine times per year. This format enables DBA students to maintain their jobs while pursuing a research doctorate. In between residencies, students work on reading assignments, methods exercises, and research papers under the guidance of their professors.

The KSU DBA combines the rigor of a traditional doctoral program with intense classroom study to fully immerse students into state-of-the-art academic research content and methods. The first 2 years are dedicated to course work. Courses are taught exclusively in-residence (no online components). The last year consists of independent dissertation research with a dedicated dissertation committee involving top publishing internal scholars and other professors from leading research-focused institutions globally. The KSU DBA requires a minimum of 38 months of continuous enrollment to graduate (the average student takes 42 months to graduate).

Several challenges that Joe and his team successfully overcame became major hallmarks of the program. One of the common hurdles and a frequent "time-dump" for doctoral students is the composition of a defensible dissertation proposal. To help with this task, the team developed a series of dissertation design classes to enable (and yes, sometimes force) students to progress with their dissertation projects. At the conclusion of these classes, students are expected to defend their proposals, which they usually do, or soon thereafter. Another frequent challenge consists of finding competent faculty to serve on dissertation committees. To overcome this hurdle, Joe drew on his own experience teaching in other's Ph.D. programs and devised the concept of "global scholars": top publishing faculty from all around the world who bring additional expertise in specific research areas allowing graduates specialized preparation in select areas such as international business, entrepreneurship, family business, auditing, and sales. In addition to serving as dissertation supervisors, these global scholars would also teach classes in the program and assist students with networking and mentoring tasks. Further posing potential disruption to doctoral education, serving on committees was considered extra load activity; thus finding internal and external committee members was greatly facilitated.

As a sign of its success, in 2016 AACSB International recognized the KSU DBA as one of the *Innovations that Inspire* for spearheading ingenuity within the business education landscape. In addition to graduate numbers, placements, and publications (graduates average two PRJ publications in the first 3 years after graduation), perhaps another and subtler sign of the DBA's sustained success consists of the fact that since its inception, the model has been emulated by several other universities in the USA and elsewhere, perpetuating the institutional legacy that Joe Hair created so successfully. Joe relentlessly continues to innovate doctoral education as Professor of Marketing, Director of the DBA Program, and Cleverdon Chair of Business in the Mitchell College of Business at the University of South Alabama.

The Family Man

Above all, Joe Hair is an exceptional husband, father, father-in-law, and grandfather. The way in which Joe interacts with his loved ones has been a tremendous role model and inspiration. Just like with his wisdom, Joe is extremely generous with his time and love, always has an open ear to listen, and never stops thinking about how best to spoil his grandchildren, Joe IV (Joss) and Declan, and those he loves.

For example, Joe installed an immense play train set in his house, complete with extensive decorative features that he would self-make in his garage, so his grandsons could play with it whenever they came to visit. Of course, other children (and adults alike) were always welcome to give it a try as well. Joe would not hesitate to swing on a bike in the Rocky Mountains and explore the area with his grandsons and his son, a passionate biker and outdoorsman. When Joe is not traveling, writing, or working otherwise, chances are he can be found together with his grandchildren in the Rockies or by the beach.

Joe is a loving father who cares deeply about his son, Joe III, a successful businessman and serial entrepreneur. Joe routinely advises him on business matters, always encouraging but never pushing. Their relationship far exceeds the professional. Indeed, Joe would spare no effort to help his son and daughter-in-law, Kerrie, implement a state-of-the-art technology system in their newly built house that required several miles of cable to be installed. Joe's skills as a gifted handyman (he was a licensed plumber and electrician in a former life) have been serving him and others well over the years, and he enjoys working with his hands as much as with his mind.

With that said, and as the saying goes, "behind each successful man stands an even stronger woman," no mention of Joe goes without mentioning Dale, his supportive, loving wife and best friend of many decades. Dale is a wonderful and graceful lady and a no less accomplished and internationally recognized educator. Together, Joe and Dale are an absolute dream team. Their deep care and love extends to their friends near and far, and as such Dale and Joe would organize baby showers, volunteer for childcare chores, and even host parties and get-togethers for students and faculty. Anyone who attended one of their legendary parties at their home can attest to their warmth, hospitality, and friendship. They are the perfect (grand)parents that everyone imagines and wishes to have.

Final Thoughts

It has been a pleasure and an honor knowing and interacting with Joe Hair over the years. Academia, and in certain ways the world as a whole, would be a better place with more Joe Hairs around. Hence, it is our sincere hope that many will take example from the wonderful role model that he is. He sure has been for us!

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The Patriarch: Joseph F. Hair

Anne Gottfried

Introduction

Kennesaw State University (KSU) Doctor of Business Administration (DBA) Cohort 4 speaks about the great facilitator Joe Hair, fondly nicknamed the Patriarch. And you may be wondering, where did the name "Patriarch" originate from when referring to Joe? This name was first voiced during a discussion Anne Gottfried, DBA doctoral student, was having with Brian Rutherford, a member of Anne's dissertation committee. Brian asked Anne a question, "So, Anne, you are giving me (Brian) and Marko Sarstedt (also a member of Anne's dissertation committee) nickname 'Kings' when referring to the field of marketing and scholarly achievements? If we are 'Kings' then what is Joe?" And Anne immediately said, "Joe, he is the 'Patriarch.'"

The Patriarch

According to the Merriam-Webster dictionary, a patriarch can be a man who is father or founder, the oldest member, or head of a representative group (Merriam-Webster 2018).

> Origin and Etymology of "Patriarch." "The Latin word *pater*, meaning "father," and the Greek word *patēr* give us the root ***pater*** or ***patr***. Anyone or anything ***pater**nal*, such as an aunt or uncle, is related to one's father. A ***patr**iarch* is a father and ruler of a family or tribe. A ***patr**iot* is a person who loves his or her fatherland or country. A ***patr**on* is a person who gives support and approval for a project or artist, as fathers support and approve of their children." (Merriam-Webster 2018)

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In a family the patriarch is often a protective, loving, benevolent leader who is respected and when he speaks his words carry the power of enforcement. These are just some of the words used in describing our beloved Joe Hair the patriarch, great facilitator, leader, mentor, connector, organizer, visionary, and the list goes on.

As a member of Cohort 4, one can state cohort members benefitted from the innovative AACSB doctoral program at KSU Coles College of Business. This program was designed to prepare experienced professionals for teaching and research positions at AACSB-accredited business schools or for advanced research positions in industry. This program was originated and orchestrated by Joe Hair and has lived up to this statement by combining the rigor of traditional doctoral programs with intense academic research and enriching content and statistical methods that enable students to perform original research.

Joe Hair pioneered another advantage of this doctoral program in the networking of doctoral students with highly published and respected scholars from all over the world. These global scholars interacted with students during their program and many of them became linked during the dissertation process. For example, Dr. Richard Plank from the University of South Florida and Dr. Marko Sarstedt from Otto-von-Guericke-University Magdeburg were not only guest lecturers of the program but were networked with Anne Gottfried on her dissertation committee (see Fig. 1).

The KSU DBA program was recently reviewed by AACSB the respected organization that aligns AACSB accreditation standards for business schools. This organization commented that the KSU DBA is the paradigm of the future for all doctoral programs. Joe Hair and his colleagues involved in the foundational development work of this program should be proud to know that KSU Business School was recognized for global ingenuity (Feb. 3, 2016).

It is my pleasure to recognize the Coles College of Business for its role in spearheading ingenuity within the business education landscape," said Thomas R. Robinson, president and chief executive officer of AACSB International. "As AACSB celebrates 100 years of improving quality management education worldwide, it is important for those within and outside of the industry to be reminded of the vision, leadership, and innovative thinking business schools bring to the table. Through our Innovations That Inspire recognition, the Coles DBA stands as a testament to how business schools are driving positive impact within their communities and society at large, through their groundbreaking practices and continuous focus on excellence (Kennesaw State University News 2016).

Everything He Touches Turns to Gold

For the author of this article (Anne Gottfried), her connection with Joe began back in 1979. She was a marketing student working for the Louisiana State University (LSU) marketing department where Joe Hair was the chair of this department. Anne's personal observation of Joe includes his amazing ability to quietly and stealthily lead and mentor an academic department under the Hair philosophy of hard work and let's have some fun. What she remembers are the Friday socials at the Caterie, a popular Baton Rouge restaurant. Joe would invite the LSU marketing

Fig. 1 KSU DBA network of global scholars. Anne Gottfried dissertation proposal June 2014. Left to right Joe Hair, Anne Gottfried, Brian Rutherford, and Richard Plank (absent Marko Sarstedt) (used with permission from Anne Gottfried)

faculty and staff to this weekly Friday event. Looking back this is just one of the ways Joe connects people. Joe has an ability to socially connect with people and give them earned social recognition.

Little did Anne know that she would cross paths with Joe many years later when she was invited to join the business faculty of Louisiana State University of Alexandria (LSUA). The Dean of the College of Business of LSUA was none other than one of the Bush brothers, Bob Bush. The Bush brothers include Alan Bush and Bob Bush; both were Ph.D. students at LSU when Joe Hair was chair of the marketing department and Anne was a student worker.

Anne's academic journey continued at LSUA under the direction of Bob Bush. During this time, Anne discovered the KSU DBA program while discussing with Bob doctoral program options. One of Bob's recommendations to Anne was to pursue a doctoral degree from KSU'S DBA program. Bob stated that even though this program was in its early stages of development, it was an AACSB-accredited program and was founded by Joe Hair. Anne clearly remembers Bob Bush saying, "You really can't go wrong pursuing a doctoral degree from KSU because everything Joe touches turns to gold." As a member of Cohort 4, I can state with confidence that Bob was 100% correct. No program can match the academic rigor, excellent scholarly connections, innovative design, or structure. In addition, Joe Hair has touched my life as he has done for so many with his approachable presence and his life's work. Joe you have turned my academic career to gold!

Legacy

Joe Hair and Anne Gottfried were chatting one day at KSU about the relationship Anne shared with Joe which included an academic employment connection with Bob Bush. At the time Bob Bush was chair of the College of Business where Anne was employed as full-time faculty member. Joe said, "You do realize that I was Bob's chair of his dissertation. And now I am your chair of your dissertation. This makes you a third-generation legacy of Joe Hair." How many scholars can make such a claim?

A legacy is enduring and lives on past the generations. Joe's legacy in terms of his work and style is his ability to create enduring inspiration and ambition to achieve in academics. I remember conversing with a very successful Ph.D. student of Joe who himself became chair of an academic department. This person told me, and I paraphrase "Joe was so demanding but so likeable that you never wanted to disappoint Joe." In fact, Joe was so demanding that the first manuscript this scholar submitted from his dissertation research to a top-tier marketing journal was accepted requiring no revisions. In academics, this rarely ever happens but speaks volumes of the legacy of Joe Hair.

Joe's work and style legacy personally live on in me. I remember Joe's work ethic and how he interacted with various faculty and staff in his department as chair of the marketing department. Joe was a hard worker, but he also knew how to have fun. He quietly demanded quality work from not only himself but the people who worked for his department. All errors were meticulously addressed and quickly handled. And if Joe asked you to do something difficult you rose to the challenge. I find myself following in this same path in my interactions with colleagues when working on research or being asked to perform a review for a journal or conference.

The legacy of scholarship Joe Hair leaves to the academic arena is beyond words. Current students continue to appreciate Joe's uncanny ability to take a complex concept or research process on multivariate data analysis and turn this knowledge into rules of thumb. As one thinks back on Joe's research lectures you can almost

Fig. 2 The legacy of Joe Hair. Award presented to Anne Gottfried and Brian Rutherford for best paper in the personal selling and sales management track at the SMA Conference Nov 2016. Left to right Anne Gottfried, SMA presenter, Tracy Meyer professor at North Carolina Wilmington (used with permission from Tracy Meyer)

feel the fear level leave as he waltzed right in there with his humor and finesse and turned his students into expert researchers.

And Joe Hair lives on through the work of his students. Anne's academic journey continues after graduation through the guidance and mentorship of Joe Hair and other dissertation committee members to include Brian Rutherford, Marko Sarstedt, and Richard Plank. Anne Gottfried KSU DBA graduate has earned awards of best paper at several conferences with subsequent top-tier publications (see Fig. 2).

Cohort 4 Speaks

Cohort 4 shares snippets about Joe Hair and the impact the great facilitator has had on their lives to include not only a successfully completed doctoral program but also the many lifelong relationships that have been established (see Figs. 3 and 4).

Scott Ambrose

> We have all heard of the six degrees of Kevin Bacon in which any actor in Hollywood can be linked to Kevin Bacon in six films or less. I think of Joe Hair as the Kevin Bacon of sorts in the marketing world, but just a wee bit older with a lot less "hair," pardon the pun. Everyone you meet in marketing academia, and I mean everyone, knows Joe somehow. I have my own

Fig. 3 Cohort 4 speaks. Graduation day, May 2015. Left to right Anne Gottfried, Caroline Hayek, and Alex Assouad (used with permission from Anne Gottfried)

linkage to Joe; it goes like this: My doctoral mentor at Kennesaw State was Brian Rutherford. Brian's doctoral mentor at Georgia State was Jim Boles, who also happened to be one of my MBA professors at Georgia State as well. Jim's doctoral mentor was none other than Joe Hair at LSU. Joe has these types of connections with everyone in the marketing field.

I was a member of cohort 4 at Kennesaw State and I fondly recall our many days together with Joe working on methods. Joe has a unique gift of taking complex mathematical concepts and explaining them in a manner that mere mortals can actually understand. Joe's two primary methods books for doctoral students are affectionately known as "Big Hair" and "Little Hair." Even for the marketing folks that have never met Joe, they know him because they have read his methods books that are used by graduate and doctoral students around the world. Joe and his colleagues write in an unpretentious manner and focus on student understanding as the number one goal. Below is a picture of a signed copy of "Big Hair" that was issued to me when I started the doctoral program at KSU (see Fig. 5). I did not seek to abuse this book in frustration. Instead, it is in tatters from sheer use and this is the best compliment that I can give Joe. When your book is used this often in a matter of only a few years it is a good indication of its worth; or perhaps my stupidity, but let's go with the first conclusion.

In closing, beyond Joe's global recognition as a leading expert in marketing and research methods, his humility in the classroom as a patient and caring teacher is his greatest gift. (Scott Ambrose KSU DBA Cohort 4 2018)

Fig. 4 Cohort 4 speaks. Graduation day for the KSU DBA Marketing program members, May 2015. Left to right Anne Gottfried, Joie Hain, Scott Ambrose, and Lucy Matthews (used with permission from Joie Hain)

Joie Hain

I have put off trying to write something "overwhelmingly" intelligent about Joe. What I discovered in my introspection is that while Joe is a brilliant person, the overwhelming facet of Joe is that he is a person that is humble and personable and caring. (Joie S. Hain KSU DBA Cohort 4 2018)

Caroline Hayek

I met Joe Hair for the first time in October 2012 at the KSU DBA Orientation. I can still remember his smiling face, his casual demeanor and the warmth and caring that radiated upon meeting him. He carried himself with such poise that I couldn't help thinking he was someone important at KSU. I subsequently found out he was the Founder of the KSU DBA program.

I then had the pleasure of getting to know Joe a bit better at the KSU Research workshop. It was during this weekend event that I realized how much he cares about his students. Having spent the day listening to the admission requirements, as well as specific requirements for the DBA Accounting discipline from Dr. Sharma, I began to feel unsure as to whether I would be able to accomplish such an enormous task of writing an academic research paper solely for the purpose of being accepted into this distinguished program. I was happily surprised that Joe took the time to talk with me and ease all my worries, as well as give me some encouraging advice. Needless to say, his advice was well-taken and I not only entered the KSU DBA Program in 2012, as part of Cohort 4, but graduated in 2015,
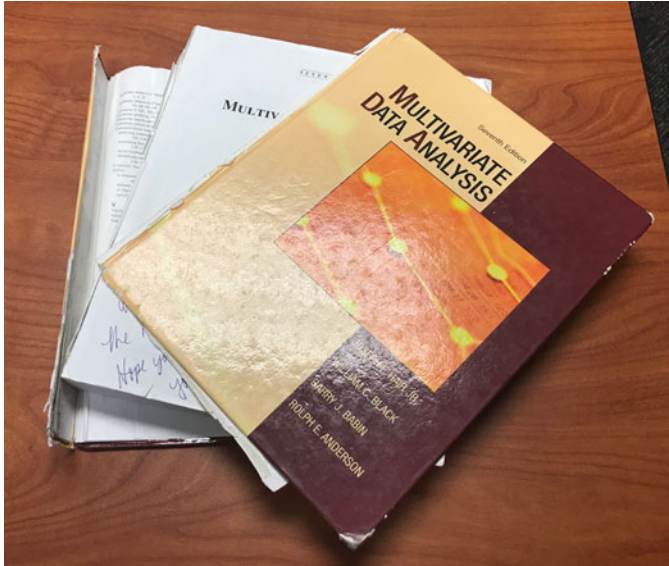
Fig. 5 Cohort 4 speaks. Textbook belonging to KSU DBA graduate Scott Ambrose. Hair, J. F., B. Black, B. Babin, and R. Anderson, Multivariate Data Analysis, Prentice Hall: Upper Saddle River, N.J., 7th edition, 2010 (Hair et al. 2010) (used with permission from Scott Ambrose)

Summa Cum Laude and was awarded the DBA University Scholar Award, as well as the DBA Accounting Scholar Award.

I owe my success in the DBA program to my Dissertation Chair, Divesh Sharma and to Joe Hair. While Divesh provided me with the accounting knowledge and research skills I acquired, Joe Hair taught me how to use the various statistical methods I would need in order to be successful at research. I am grateful for his patience and his ability to teach statistics in a manner that was easy to understand as well as provide me with several one-on-one sessions throughout the 3 years of the program. I especially remember his patience and kindness, and always taking the time to meet with me and help me in any way he could.

In closing, I would like to express my gratitude to Joe Hair for being so dedicated and wanting to transfer to his students the incredible knowledge he has gained throughout his academic career. He is unique in that he is truly genuine, and teaches in a manner that invites everyone to want to attend his class. I will forever be grateful for the various statistical methods he taught me and for the advice and guidance he provided to me throughout the program. He is truly a gifted scholar and teacher! (Caroline Hayek KSU DBA Cohort 4 2018)

Diego Velez Montes

Good professor and friend.

When we just arrived into Kennesaw we had a good welcome dinner at his house. A good opportunity to meet his wife and share with all the new friends we had for several years at school. He knew the importance of the academic relationships we made at school. On the other hand, once he came to Bogota to teach a course at the Universidad del Los Andes, he did not doubt to call me to visit in my house. What a good visit and a good companion we

had that day. We also went in a tour through Bogota where I hope he enjoyed sharing beautiful places with me.

As a professor, I remember all the extra explanations he had to give me in class. I sometimes put the class behind with my questions, but he was always there with me. His patience was remarkable as it was his good sense of humor.

Thanks very much Dr. Joe Hair: a good friend and an unforgettable professor. I miss you and always wish you the best. (Diego Velez Montes KSU DBA Cohort 4 2018)

Rebecca (Becky) Quammen

When asked to contribute to the KSU DBA Cohort 4 musings about Joe Hair my immediate thought was that there is nothing I can say that hasn't been said. What a great teacher, mentor, friend, and colleague! Brilliant, funny, patient, and beautifully down to earth. He used to ask me why I was putting myself through the program given what he perceived to be my accomplishments as an entrepreneur and career long practitioner with no specific designs on teaching. I asked myself the same thing many times during the challenging and grueling moments of study and preparation for class.

Reflecting now on the enduring friendships that were spawned and the incredible opportunities to learn from the best I still can't explain it—except to say, it added color and dimension to my awareness of a new way of thinking—asking questions for which even no answer becomes the answer. Joe was a major part of that discovery for me and I will always be grateful for the opportunity to know him, his wife, and his home which he so freely shared with all of us. This picture was one of our last gatherings as Cohort 4 at my Buckhead apartment (see Fig. 6). A good time was had by all and, of course, Joe was the life of the party and very deservedly the center of our attention. (Rebecca Quammen KSU DBA Cohort 4 2018)

Conclusion

If I were to interview my colleagues from KSU DBA Cohort 4, it is my belief most of them would state their Multivariate Data Analysis textbook (Hair et al. 2010) (see Fig. 5). And, if a picture is worth a thousand words along with my personal experience of the KSU DBA program I would venture to say Cohort 4 left their DBA program with a solid foundation on statistical research methods. After researching Cohort 4 dissertations available for viewing on the KSU DBA website (digital commons@Kennesaw State University https://digitalcommons.kennesaw.edu/dba_etd/) it is noted that out of fifteen Cohort 4 completed dissertations, twelve dissertations were available for viewing. Out of these twelve dissertations, ten dissertations referenced Joe Hair's multivariate data analysis textbook while the other two utilized qualitative research methods.

What an incredible testimony to the impact Joe Hair's work has made on the lives of so many. Joe Hair's legacy lives on as we all move forward in our respective careers. KSU DBA Cohort 4 speaks and honors the great facilitator Joe Hair, fondly nicknamed the Patriarch. I believe when it is time to honor the life and work of the scholar Joe Hair most of you will agree with me regarding the statement—there is no

Fig. 6 Cohort 4 speaks. Last Gathering of Cohort 4 at Rebecca Quammen's Apartment on May 27, 2014. Left to right Joie Hain, Anne Gottfried, Joe Hair, and Adriane Randolf (used with permission from Rebecca Quammen)

question mark Joe Hair as the "Patriarch" has and continues to develop the next generation of education professionals who are even now developing the next generation of marketing leaders!

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Mentoring: Eyes to See, Ears to Hear, and a Heart to Give

Dana E. Harrison

Introduction

The perfect mentor has been described as possessing the following characteristics: "wisdom, success, influential leadership, technical expertise, time for others, kind and able to manage their own life such that work isn't everything" (Ibarra 2000). Mentoring can be defined as a more senior person who provides various kinds of personal and career assistance to a less senior or experienced person (e.g., Haggard et al. 2011; Kram 1985; Ragins 1997). This chapter explores a rare example of someone who embodies the behaviors and attitudes of a perfect mentor, Joseph F. Hair.

It is an honor to contribute to the book celebrating Joe's accomplishments as a remarkable leader and outstanding mentor. The instruction contained within this chapter is inspired by my interaction with Joe and his genuine passion for mentoring. Through the incorporation of personal experience as one of Joe Hair's protégés, as well as his words and actions, this chapter offers guidance for mentoring doctoral students and junior faculty.

What Is Mentoring?

The goal of effective mentoring is transferring knowledge, wisdom, skills, and values to others (Kram 1985) in an effort to enhance the protégé's professional and personal development. Mentors, both formal and informal (Allen et al. 2017; Eby et al. 2013; Kram 1985), provide conceptually and empirically distinct career

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and psychosocial support (Allen et al. 2017; Eby et al. 2013; Kram 1985; Ragins 1997).

Career and psychosocial support represent two broad categories consisting of specific developmental functions. Career support encompasses functions that equip the protégé for career advancement (Ragins and Cotton 1991). Psychosocial mentoring supports the protégé's personal development and growth (Chao 1997). Although each behavioral role category consists of several functions, it isn't necessary for mentors to collectively extend all functions to yield high-quality mentoring. Mentoring relationships are exclusive to the individuals represented in the dyadic exchange. Therefore, the use of functions varies between relationships (Ragins 1997). It is important to recognize that the relationships are unique and dynamic and evolve over time through different stages (Allen et al. 2017; Kram 1985). Mentoring relationships offer guidance, support, and affirmation to individuals early in their career, as well as assist in providing an understanding of expectations (Ragins et al. 2000).

Mentoring Doctoral Students and Junior Faculty

Mentoring is a critical component of graduate education (Green and Bauer 1995; Phillips and Pugh 2000), and the support of a mentor can benefit junior faculty members. Fundamentally, the goals of doctoral programs and university departments are somewhat similar. Institutions search for the best candidates who align with their mission and those who can meet and exceed expectations. However, doctoral programs train individuals to become leaders in their discipline. They desire successful students who possess skills to expand their field of study. Graduate school offers students an opportunity to advance through a personal and professional developmental process, whereas faculty are expected to continue that leadership by maintaining a contribution to the discipline through innovative research and teaching. Junior faculty navigate academic careers, reference groups, and the triad of responsibilities through teaching, service, and research. They often seek trusted individuals for career. Extending career and psychosocial guidance provides benefits to doctoral students and junior faculty.

Students and faculty often begin with significant business experience and are rather knowledgeable. When commencing on an endeavor to learn new skills and embarking on a career change in unfamiliar territory, students and junior faculty commonly experience anxiety or culture shock. Through an essential nurturing process, mentors can resolve concerns and provide value (Paglis et al. 2006) by demonstrating a genuine interest in the protégé's welfare. Student and junior faculty mentors execute critical roles and functions beyond formal requirements. Mentors can assist by helping protégés make contact with other members of the academic community and prepare them for professional roles and the evolution of changes that will be encountered. Mentoring students and faculty parallels the psychosocial support and career guidance that is provided in industry settings.

Mentoring Outcomes

Mentoring theory predicts that effective mentoring should be associated with numerous positive outcomes (Ragins et al. 2000). When evaluating student performance, mentoring has been shown to increase GPA performance (Campbell and Campbell 1997), reduce attrition (Gardner 2008), improve the ability to cope with stress, foster career advancement in research productivity even years later (Allen et al. 1999; Green 1991), improve overall evaluation of their graduate school experience (Lyons and Scroggins 1990), and finish educational endeavors early (Maher et al. 2004). Regarding career outcomes, in general, mentoring has been associated with promotion (Dreher and Ash 1990), greater career satisfaction (Fagenson 1989), career commitment (Colarelli and Bishop 1990), career mobility (Scandura 1992), enhancing work effectiveness (Kram 1985), job success (Fagenson 1989; Hunt and Michael 1983), positive job attitudes (Dreher and Ash 1990; Kram 1985), and reducing turnover intentions (Koberg et al. 1998). Evidence supports that both students and individuals benefit from a mentor early in their career.

Contributions of a Leader and Mentor: Are You a Joe Hair Protégé?

As a professor of over 45 years and research contributor to more than 50 books and numerous academic publications, Joe continues to positively impact lives and the discipline through service. He remains at the forefront of advancing education through marketing research and methods while keeping complex topics simple. Joe's ultimate success is a testament of his work ethic and tenacity from the onset of his career. This success has positioned him as a respected and influential leader within the discipline.

There are several quotes that often remind me of Joe's leadership, contributions, dedication, and exemplary role model behavior. These quotes comprise two aspects of mentoring: service and leadership. The purpose of Joe's service to the discipline is to create future leaders, not admirers.

> We make a living by what we get, we make a life by what we give (Winston Churchill).

> A leader is one who knows the way, goes the way and shows the way (John C. Maxwell).

Joe has indicated that a "rewarding component of his career was observing the success of students, careers and family endeavors" (AMS 2010). Some people force these behaviors, but for Joe they occur naturally. His wisdom was gained over years of hard work. He is authentic, humble, and patient. Joe is not fixated on images of expertise and consistently seeks opportunities to connect with others. He exhibits a genuine compassion for people and personifies the absolute principles of the perfect mentor.

Through Joe's actions and words "work hard–play hard," I have come to believe that he experiences no dormant period. Joe's statement is truly reflected in his behavior. His contagious energy motivates others in this manner as well. For example, witnessing Joe's mastery of time management encouraged me to make an effort to utilize every second of every waking minute. During most of my time as a doctoral student under Joe's direct mentorship, I would wake between 3:30 AM and 4:00 AM to work. During 2 min of heating milk for coffee each morning, I would play a game with myself in an effort to complete another task that was important to my family (e.g., packing my children's lunches, starting a load of laundry, and unloading the dishwasher). This silly exercise, inspired by Joe, really energized me in continuing this practice throughout the day. I thought no matter how I managed my time, Joe was probably much better and it would be impossible to outwork him. He exerts the same spectacular energy level for his career, family, and friends.

During a recent conversation with Joe, he mentioned that people often question if he is ready to retire. He responded "why retire when I don't work?" Well, we don't want Joe to retire either. The outline of the remainder of this chapter is a direct reflection of my experience with Joe's behavior and attitudes.

Joe, my mentor, a global scholar, and a humble man, your patience and the high-level assessment that you provide are invaluable. Your mentoring continues to inspire and your unwavering support is appreciated. You are beloved by many and have undoubtedly impacted a countless number of people. Thank you for giving me an opportunity to study under you and for serving as my mentor through graduation (Fig. 1) and academic career.

Mentoring is a confluence of attitudes, behaviors, and instruction. Mentors can support individual development of protégés by displaying compassion while also reinforcing the value of independent, critical thinking. You can't force anyone to accept your advice or be successful. Yet, those supplied with the proper tools, support, and abilities will likely flourish. The remaining sections incorporate quotes and actions of Joe regarding teaching and career development that also apply to mentoring and represent functions of the two broad mentoring categories: career and psychosocial.

Guide for Career Mentoring

Career-related mentoring involves functions that equip the protégé for upward mobility by providing career support (Ragins and Cotton 1991). Functions can encompass challenging assignments, introductions to professional colleagues, and protection from risks (Kram 1985). Mentoring enhances the protégé's potential for upward mobility and gives one an understanding of the role and organizational boundaries (Allen et al. 2004).

Fig. 1 Joe F. Hair with Dana E. Harrison and John C. Harrison at Kennesaw State University, Coles College of Business, Spring 2016 Graduation (used with permission from Dana E. Harrison)

Function 1: Perform as a Coach

"Help people overcome the initial fear factor" (Hair 2006). Oftentimes, people fear what they don't know. Fear can be stifling and prevent individuals from achieving their potential, but it can be mitigated by presenting reasonable challenges and avoiding unrealistic barriers. Minimizing the fear of new students or junior faculty can expedite adaptation to the environment and reduce ambiguity. Students appreciate Joe's encouragement during sometimes challenging coursework. For example, students at Kennesaw State University collaborated to develop a t-shirt that was derived from the "Got Milk" campaign. The "Got Hair" t-shirt was worn to class by all students as a surprise (see Fig. 2) to reflect their admiration of his work and ardent support.

Communicate Effectively   When acting as a mentor, *"knowledge of a field is only about ½ of the basis for success in teaching. The other half is the ability to communicate that knowledge."* Keep complex topics simple. Topics should be communicated clearly and effectively. Students and junior faculty *"will be successful if you communicate to them what needs to be done to succeed and how to do it"* (Hair 2006).

Fig. 2 Picture of Joe Hair in 2015 at Kennesaw State University with his class (picture provided by Dana E. Harrison)

Encourage Honesty and an Open Door "*Encourage people to be honest and forthright in areas they don't understand*" (AMS 2010). For individuals to develop, it's important for people to be honest, receive candid feedback, and understand how to make improvements.

Provide Actionable Advice and Insight "*Get people engaged, keep them motivated*" (Hair 2006). People continue to learn every day and "*learning is not a*

spectator sport" (Hair 2006). Promote the protégé's immersion and commitment to their professional development.

Advocate for Appropriate Time Management and Solid Work Ethic It can be challenging to witness someone who struggles with managing time. Joe advises that *"when you work, you work real hard. When you play, you play real hard. Balance each other and stay focused on getting things done. Even if you have 5–10 min, time management is important. Don't use the excuse that you need big blocks of time. Work ethic helps be successful—work consistently—exhibit quality work, quality time"* (AMS 2010).

Function 2: Be Proactive, Protect, and Limit Risk

Be Proactive When Mentoring Identify and limit inherent risk by protecting protégés from certain missteps. For example, overwhelming time commitments can drain energy from students and junior faculty which in turn stifles creativity and innovation. Insulate protégés when necessary.

Permit Trial and Error Through Experimentation There are circumstances that warrant failure. However, protégés who feel safe can persevere in mastering techniques and enhance self-confidence (Bandura 1977). Limited fear of failure leads to increased morale.

Teach Protégés That Foolish Questions Sometimes Exist We are taught at a young age that verbal filters can be useful attributes. The ability to discern poorly framed questions, while learning to adapt to academic environments, through tone or content is advantageous.

Function 3: Administer Challenging Assignments

Motivate Continuous Learning *"Learning is often hard work but it can be enjoyable, positive and even fun"* (Hair 2006). Students can master new skills through challenging assignments, active learning, and reinforcement. Junior faculty can deepen their understanding and participate in advancing strategic objectives of the department, college, or university through service participation. An outstanding component of academic careers is the opportunity for lifelong learning.

Promote Practical Work That Adds Value Work should be practical and *"needs to add value by contributing to knowledge and skills"* (Hair 2006). Engagement can be promoted through *"relevance and providing an opportunity to understand concepts being learned and how they can be applied to the real world"* (Hair 2006). Mentors are in a unique position of working closely with protégés to

understand potential insights of professional needs. Therefore, mentors should encourage labor that aligns with the protégé's aspirations (Johnson and Smith 2018).

Recommend Or Include Students Or Junior Faculty in Opportunities *"Contribute, work with students, faculty"* (AMS 2010). Mentors can undertake cooperative learning tasks with students and junior faculty. The collaboration increases opportunities to the protégé, signals trust, and increases self-efficacy.

Function 4: Facilitate Socialization

Introduce Protégés to Colleagues and the Discipline Mobilize a mentoring community (Chopra and Saint 2017; Eby 1997). Mentoring through socialization is instrumental for newcomers. Social interactions foster the acquisition of information from which to expand upon the breadth and depth of knowledge and skills (Payne and Huffman 2005). For example, through socialization protégés can learn the ropes (Louis et al. 1983; Morrison 1993), master tasks, understand their role, and gain knowledge. Through socialization, students and junior faculty develop attitudes and behaviors to participate effectively as functioning members of the discipline.

Encourage Participation in Conferences *"Get to know people—recognize early on and leverage the value of networking"* (AMS 2010). Conference participation provides the opportunity to meet amazing people beyond traditional environmental boundaries. Furthermore, individuals develop a sense of belonging through friendships and relational networks fuel "satisfying" work relationships through cooperative learning. These networks often provide support when adapting to the culture of an academic career. Joe is active in many marketing conferences each year and always finds time to visit with existing friends and meet new friends (see Fig. 3).

Emphasize the Value in Finding Good Coauthors *"Identify colleagues that share similar interests and can share the work load"* (AMS 2010). Developmental relationships with compatible coauthors extend expertise and competence. Symmetrical relationship investments yield high-functioning exchanges that provide career support (Ragins and Verbos 2007).

Guide for Psychosocial Mentoring

Psychosocial mentoring supports the protégé's personal development and growth (Chao 1997). Mentoring through psychosocial support contributes to the protégé's sense of competence, self-esteem, identity, and role effectiveness (Allen et al. 2004; Kram 1985). Mentor behaviors that fall in this category include role modeling, conveying respect and acceptance, counseling when fears and anxiety emerge, and offering informal friendship.

Fig. 3 Joe F. Hair with Haya Ajjan and Dana E. Harrison at the Academy of Marketing Science Conference in May 2018. (picture provided by Haya Ajjan)

Function 5: Exhibit Role Modeling Behavior

Lead by Example Through Model Behavior Mentors should act as a role model (Day and Allen 2004). Protégés will be more likely to follow advice from a mentor if their behaviors aren't hypocritical or in direct violation of their guidance. Admiration and respect arise from giving and following your own advice.

Display and Emphasize That Protégés Shouldn't Be Afraid of Hard Work *"When you are working, work hard, when playing, play hard...but don't stop"* (AMS 2010). Hard work shouldn't be limited to requirements, but should focus on exceeding career expectations. Encourage protégés that if it doesn't exist, work hard to create it. Take pride in work even when no one is watching.

Demonstrate a Balance of Work and Personal Life Don't get burned out and encourage protégés to follow this advice. "*Important to get good life, career personal family balance*" (AMS 2010). Quality time with family and friends beyond a pure work environment is critical. These perspectives are *"important in maintaining productivity and continuing to be motivated"* (AMS 2010) and reduce stress.

Don't Fixate on Images of Expertise Know your strengths and weaknesses. No one is an expert at everything. Remember the journey that led to your position—remain humble.

Function 6: Render Informal Counseling

Be Quick to Listen   It is inevitable that doctoral students and junior faculty will face obstacles or adverse experiences. Encourage (Tjan 2017) protégés to participate in verbal communication and then extend an ear to hear. These social interpersonal interactions play a role in developing self-esteem and work identity (Allen et al. 2004). Positive social influence reinforces that protégés possess capabilities to function successfully (Judge et al. 1998) and contributes to self-efficacy (Day and Allen 2004).

Exercise Empathy and Understanding   Mentoring necessitates rapport (Tjan 2017). *"Show empathy and understanding"* (Hair 2006). This response will be beneficial during challenging circumstances. Displaying authentic concern will affirm (Johnson and Smith 2018) that you are attuned to the protégé's real and ideal self.

Function 7: Extend Friendship

Be Approachable   *"Establish yourself as a real person—someone students can relate to and feel comfortable with"* (Hair 2006). High-quality relationships can be accomplished through sharing personal experiences and demonstrate mindfulness during interactions. Perceptions of the mentoring relationship can impact mentoring outcomes.

Be Accessible and Gracious with Your Time   Mentoring sometimes requires much time. You need to be *"willing to go the extra mile to see they learn"* (AMS 2010). Informal, less structured relationships can generate high-functioning reciprocal relationships.

Highlight the Success of Your Protégées   It is common for Joe and his wife Dale to host gatherings or join doctoral students or faculty in celebrating their achievements. Exceptional mentors will be genuinely supportive and cheer the protégé's successes.

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The Uncommon Academic: Former Graduate Student's Perspectives of the Great Educator Dr. Joseph F. Hair Jr.

Lucas Hopkins and Keith E. Ferguson

Introduction

The world of academics is defined by three things: research, teaching, and service. While the amount of time committed to each varies with one's chosen career path, Joseph F. Hair Jr.'s (Joe) legacy is built on his mastery of all three. Among many other roles and responsibilities, Joe continues to actively work in research as he publishes several articles every year. He teaches graduate students at the University of South Alabama while also traveling around the world to give seminars for conferences and industry leaders. Joe remains a leader within the marketing academy and serves on the Board for the Academy of Marketing Sciences.

Joe received his Ph.D. in marketing from the University of Florida where he was a United States Steel Foundation Fellow. He went on to teach at the University of Mississippi School of Business. Joe moved to the Ourso College of Business Administration at Louisiana State University where he had an illustrious career being named a Copeland Endowed Chair of Marketing and the Dean of the Ourso College. Upon retirement from Louisiana State University, Joe and his lovely wife Dale moved to Atlanta Georgia to be closer to their son and his family. A man of Joe's skills and energy found his passion for teaching and advancing the discipline of marketing not to be satisfied. He approached Kennesaw State University with a proposition to start a Doctor of Business Administration (DBA) program. Kennesaw recognized the talent and academic reputation of Joe and secured the resources to enable Joe to build his proposal into a reality. Kennesaw State University admitted its first cohort in 2009, and the program is still operating to this day. In 2016, Joe moved to the Mitchell College of Business at the University of South Alabama

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where he holds the title of the Director of the DBA Program and the Cleverdon Chair of Business.

Joe has authored over 50 books, including *Multivariate Data Analysis,* Prentice-Hall, seventh edition, 2010, which has been cited over 140,000+ (Hair et al. 2010). This text is ranked among the top five social science research methods textbooks of all time and supports Joe's contributions to research. Overall, his research has been cited more than 144,600 times. Finally, Joe has chaired approximately 100 dissertations and educated countless students, both undergraduate and graduate. At the age of 75, Joe is still pursuing his passion for researching, teaching, and giving back to the discipline. Few business disciplines have a champion as marketing has in Joe Hair Jr.. We feel honored to be part of his journey as it has shaped our future and given us a shining example of what it is to be an educator and researcher and to advance the science of marketing (Dr. Joe Hair, Director of the DBA Program and Cleverdon Chair of Business. 2018).

Educator

Albert Einstein said, "if you cannot explain it simply, you do not understand it well enough." The brilliance of Einstein's statement is enhanced when one understands that Einstein did not work in a field that could be "explained simply" and instead found a way to clarify difficult concepts as if they were common sense. Similarly, Joe's great gift is exemplified in his ability to demonstrate Einstein's perspective by explaining advanced marketing research concepts in a way that is understandable. Moreover, the testament to Joe's skill as an educator does not end with his stellar teaching evaluations, highly sought-after educational seminars, or coveted *Multivariate Data Analysis* textbook, but with the many people who now successfully navigate a world of statistical analysis thanks to Joe's Einstein-like approach to education.

Joe's contributions as an educator have benefitted many of his students concerning the advancement of their careers. Graduates who worked with Joe have found themselves in academic positions at many of the top universities in the USA. Moreover, some of the graduates have sought government positions, industry leadership roles, and new entrepreneurial ventures because of the lessons taught by Joe. The result of Joe as an educator has made a considerable impact in the lives of his students and helped these students pursue careers previously considered unattainable.

As former students of Joe, we can attest to his superior teaching skills. Through his 40+ years as an educator, Joe has perfected the art of gauging the audience's comprehension and adjusting his delivery accordingly. With fatherly patience, Joe willingly explains and reiterates his lectures as many times as needed to ensure his students have a grasp on what they are doing. More importantly, he assures his audience understands the applicability of concepts instead of merely explaining how to complete a task. Given the difference between rote memorization (short-term

comprehension) and comprehension (long-term retention), Joe's thorough approach to education makes his teaching style valuable to an audience in any industry.

Reflecting on the teaching style of Joe, we often find ourselves mimicking his methodology. Lectures are more than glossing over of material to fill a designated time slot, and we strive to structure our lectures based on student comprehension. We feel many of these lessons have come from being in the presence of a great educator like Joe. He casually answers countless questions, continually confirms that students are comprehending the lecture, and explains the material in a way that makes the most complex of subjects seem simple. Joe's teaching style is a unique gift, and we are blessed to have been part of his teaching and to have learned from a man who, while iconic in the world of marketing, is the most down-to-earth person as anyone we have ever met.

Mentor

One of the most rewarding yet least visible aspects of higher education is the act of mentorship. Considering that academics have responsibilities that include research, teaching, committee work, grading, and class preparation, few have time to obligate themselves with an activity that requires an immense amount of time. The results of these time commitments are a lack of time to mentor students. Moreover, the skill set needed to be a successful mentor is not one that comes naturally to most.

While Joe lives in this same world of duties and responsibilities, his approach to mentorship is very different. In fact, many would suggest that Joe's top priority is mentorship. There is never an email that goes unanswered or a missed phone call that is not returned. To clarify the complexity of Joe's mentorship roles, he is the Director of a doctoral program, an active researcher, educator, a husband, a father, and a grandfather. Moreover, while all of these responsibilities pull Joe in different directions, he never fails to come through whether it is as the adviser, guide, or counselor.

As former students of Joe, we both sought his advice, guidance, and counsel when we were contemplating moves to different schools. Joe talked to us in person and on the phone to contemplate the advantages and disadvantages of applying for an academic position at a different school. Once offered the position, Joe talked through the offer to give his opinion on the quality and his thoughts on if we should or should not accept the offer. His advice to evaluate the offer did not include just the financial benefits of it, but also how it affected our families, our future as academics, and overall happiness. This valued advice is a result of his experiences and genuine concern for his students.

Facilitator

If asked to describe the characters played by a college professor, most people would not include the term "facilitator." It is not until one truly understands the "why" of a

professor's job that they would describe the job as one involving facilitation. The act of facilitation is defined as "someone who helps to bring about an outcome (such as learning, productivity, or communication)." As discussed, Joe is an excellent teacher and mentor, but his skill set as a facilitator is one that sets him apart from many others in the field.

First, Joe embodies the concept of facilitation by his continued support for students. While Joe's strengths as an educator and mentor show how he helps students help themselves, his role as a facilitator shows how he uses his network to benefit everyone involved. Individually, Joe has created a network of connections that has placed him in a great position to create win-win situations for everyone involved. For example, at conferences, Joe will typically introduce students to his colleagues who have similar research interests. Joe's interest in connecting people helps to introduce junior faculty to more experienced researchers. Second, much like the way in which a facilitator aids in activities like the continuation of conversations or idea generation, Joe is continually working to help his network thrive in their chosen career path. This facilitation is unlike most of what people find in the world today, as Joe's selflessness is evident as he takes on this role automatically. Finally, Joe's role as a facilitator culminates in the way in which he merely makes life easier. In a world full of people clamoring for higher positions, more publications, and industry-changing research, finding someone who selflessly works behind the scenes to make life easier for other is a breath of fresh air. Joe will typically work on research papers and suggest appropriate changes and new ideas that add to the richness of the work. He never tries to take the lead and ruin the direction the research is heading. He uses his experience and knowledge to guide the process of writing, and this adds to the quality of the work.

Role Model

Joe is an excellent example of what a role model does through word and action. He commands respect from his students and colleagues not by demanding it, but by earning it. He demonstrates that learning can be enjoyable by exhibiting a teaching style which focuses on making learning applicable to everyday practices. Joe is a very accomplished marketing educator and a world-renowned expert in analytics, but one would never know of his reputation by speaking with him. He is very approachable and down to earth. Being Elvis Presley fans, we can appreciate his friends speaking of being with Elvis, and to them, Elvis was just their friend and a wonderful person. He was not the mega-superstar that he was to others outside his inner circle (Klein and Crisafulli 2010). Joe is the same way. He is sought after around the world to teach graduate students and professors multivariate data analysis or, more recently, partial least squares structural equation modeling (Hair et al. 2017). It is common to receive an email from Joe at some odd hour, and when inquiring about the time, he would

respond, "I am in Dubai putting on a seminar." For a more objective classification of a role model, Cayenne Consulting offers seven traits that include (Zwilling 2010):

1. Demonstrates confidence and leadership
2. Not afraid to be unique
3. Communicates and interacts with everyone
4. Shows respect and concern for others
5. Is knowledgeable and well-rounded
6. Does good things outside the job

Joe demonstrates all these traits without fail. He exemplifies what a role is and lives his life not by trying to do so, but by doing what comes naturally to him.

Demonstrates Confidence and Leadership Joe brought Kennesaw State University the experience and confidence to develop and operate a doctoral program that still exists today. He did the same at South Alabama University where he is the current Director. These two examples are a result of Joe's past achievements at Louisiana State University where he was the Dean of the Ourso College of Business Administration. His leadership at these schools shows that Joe possesses the confidence and guidance necessary to educate future professors and to create programs that enable this mission.

Not Afraid to Be Unique There is a reason this chapter is entitled "The Uncommon Academic." Joe is a truly unique person. As described, he is approachable, humble, easy to talk to, available, helpful, entertaining, caring, and just a delightful person. In contrast to a stereotypical college professor who is introverted and focused on their research, This uniqueness is what draws others to him. Joe seeks ways to help students to publish and to introduce his students to renowned marketing icons. Joe structured classes at Kennesaw to bring in top marketing professors such as Robert Morgan, Marko Sarstedt, Vicky Crittenden, Leyland Pitt, O.C. Ferrell, Linda Ferrell, Barry Babin, Joe Astrachan, Frans Kellermanns, plus others to give his students a chance to work with these professors and possibly ask them to be part of our dissertation committees. These opportunities were priceless to us as students and show how unique a person Joe is. This kind of care has shaped us to be, and we try to model ourselves after him.

Communicates and Interacts with Everyone While we were at Kennesaw, Joe would attend social events after class to be with his students. He would mingle with everyone to ensure we had fun. As students, we felt special to have someone like Joe take a genuine interest in us and what we were going to do after we graduated. What was refreshing was this communication and interaction did not stop when we graduated. Joe continued to work with us and to encourage his former students to build a network with others in the marketing discipline. At conferences he would tell us "introduce yourself to a stranger, talk for 15–20 min, and then meet someone else." This interaction leads to many opportunities to conduct research and to see

what others are doing in the realm of marketing. Today, so many of us rely on LinkedIn and other social media platforms to interact. Joe encourages personal interaction as it builds relationships that are stronger and more meaningful. We can call, text, or email Joe and he will respond. He genuinely cares for his friends and colleagues and is giving of his time.

Shows Respect and Concern for Others Joe is one of the most respectful people we have ever met and displays a genuine concern for others. We have never heard Joe make any demands from his students, colleagues, or staff. He asks for things politely and respectfully. For the success and notoriety, Joe does not act arrogantly. He treats others with the utmost respect and courtesy. When Dr. Ferguson was offered a position at Florida State, the first person he called was Joe. They discussed the position and what it meant for his future as an academic. They spoke several times before he accepted the position which shows the concern Joe has for his friends and former students. His advice was sincere and insightful. It was refreshing to have someone as knowledgeable and experienced as Joe to show his concern to take the time to discuss essential career moves such as Florida State.

Is Knowledgeable and Well-Rounded Based on Joe's 40+ years as an academic, he is extremely well-rounded and knowledgeable. Joe's expertise is demonstrated by the work he has published. While most academics have two to three areas of research interest, Joe has published papers in a variety of subjects besides data analysis. He has also chaired countless dissertations that encompass several marketing topics. Finally, he has authored "50+ textbooks including *Multivariate Data Analysis* (7th edition, 2010) (cited 140,000+ times), *MKTG* (10th edition, 2016), *Essentials of Business Research Methods* (2016), and *Essentials of Marketing Research* (4th edition, 2017)" (Sage Publishing 2018), all of which cover a wide variety of marketing topics, as well as data analysis. Based on these accomplishments, it is easy to see that Joe is a very knowledgeable and well-rounded individual. He possesses vital insights regarding a variety of business topics which has made him very successful.

Does Good Things Outside the Job Outside of directing the DBA program at South Alabama University, teaching others around the World, conducting research, and authoring textbooks, Joe enjoys time with his family. He is a devoted husband to his wife, Dale, and consistently travels to visit his son and his son's family in Colorado. When calling Joe to wish him a happy birthday, Joe's first response was that he was excited because his grandchildren were coming to visit. One glance in the dedication section of Joe's textbooks supports his familial priority as he always mentions family. "*To my newest joy, my grandson Joseph F. Hair, IV (Joss)*" (Hair et al. 2010).

Joe is also active with the Academy of Marketing Sciences (AMS). He has served on the board and held numerous officer positions over the decades. His guiding force has helped AMS to be revered as a top marketing organization for over 40 years.

Conclusion

Joe Hair's selfless ability to leverage his position and personal gifts for others is a refreshing change from much of what people experience in the world today. Joe has been giving his time, talents, and wisdom to colleagues for over 40 years. Joe's ability to educate undergraduate students in an Introduction to Marketing course in the morning only to finish the day teaching senior faculty the nuances of an advanced statistical technique is a rarity. His knack for facilitating the completion of a project between multiple coauthors with different skill sets and who live on opposite ends of the globe is astonishing. The way in which Joe offers mentorship to everyone he meets is astonishing. Moreover, how he acts as a role model, even when he is unaware of this position, is amazing. In conclusion, Joe's ability to play all of these characters with ease and without self-promotion is what makes him an extraordinarily, uncommon academic.

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The Legendary Joseph F. Hair Jr.

Lucy M. Matthews and Ryan L. Matthews

Introduction

It is hard to imagine what our lives would be like without the impact of Joe Hair. Joe first came into our lives when Lucy attended the research interest overview session at Kennesaw State University in October of 2012. Joe worked with Lucy that day in narrowing her topic ideas, and offered himself as a resource beyond that day. It is this type of selfless act and being a resource to his students that truly sets Joe apart from others in similar positions. This might seem like an over exaggeration, because Joe isn't the only professor to be a resource. It isn't just that he becomes a resource, it has more to do with when he offers his services. It was literally at the very first encounter. Perhaps, you might be thinking that this was a one off experience. However, having watched Joe over the years, at a number of PLS-SEM workshops, we have witnessed this same behavior again and again with hundreds of individuals. We have witnessed Joe responding to issues and concerns from people around the globe. What is even more remarkable, is the fact that he can do so and respond so quickly.

Resource

Over the course of knowing Joe, we have found him to be an extremely passionate resource for methods, which comes as no surprise. Additionally, Joe has acted as a mentor to each of us. For instance, he asked a lot of difficult questions when Ryan

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Fig. 1 Academy of Marketing Science 2016 World Marketing Congress—Paris, France. From left to right: Lucy Matthews, Joe Hair, Ryan Matthews, Wendy Ritz, Linda Ferrell (used with permission from Lucy Matthews)

considered following Lucy in the doctoral program just 1 year after she began. He was concerned about the stress that such an endeavor would place on our family. After a bit of discussion, he agreed that our family would benefit overall from the shared experience of being in the program. Because we were both in the program for 1 year of coursework, our two daughters had the opportunity to join us a few times on our trips to Kennesaw, GA. One such occasion was the weekend that Joe and his wife Dale host the entire Kennesaw doctoral program, including all past and present cohort students to their home. Our girls felt special to be included and were pleased to meet Joe, who had been and still is discussed frequently in our home. His advice was accurate, our shared experience was irreplaceable, although his caution on the struggles was also a reality.

Mentor

Joe's mentorship to his students extends beyond the doctoral program. Joe has been a wealth of knowledge about involvement in conferences. When attending shared conferences, he opens his network and gives guidance on making to most of conferences by getting to know as many people as possible (Fig. 1). He encourages the incorporation of conference feedback and finding the right fit for a journal publication. However, Joe truly understands the needs of doctoral students early in the tenure cycle and guides them in ways that is realistic to maximize the overall impact. He asks questions to understand the current workload and then guides to

minimize stress, yet optimize their publishing requirements. The most exceptional thing about Joe is that, once again, he doesn't just do this for those students in which he is dissertation chair. Ryan has personally experienced and has witnessed countless other students in the Kennesaw program, obtain this same mentorship and genuine interest in a person's wellbeing. Even after leaving Kennesaw State University's doctoral program to go to University of South Alabama, Joe did not abandon his students at Kennesaw. When contacted, Joe responded just as quickly and with just as much time and compassion as when he was at Kennesaw. Although Joe isn't the only person to exhibit this behavior, our experience has been that this is indeed rare.

High Expectations

Starting in the classroom, Joe sets high expectations for his students. He doesn't just expect his students to be able to get through the methods that he teaches, he requires them to really know the methods. Additionally, he doesn't just hand back a grade and move on from that lesson. He returns the assignment with any errors and has his students correct any errors so that we have performed the method in the appropriate manner. Similarly, with such a topic as statistics and methods, Joe makes the learning very simple to follow. He spends countless hours creating step-by-step PowerPoint slides that students can reference again and again. Joe makes it seem easy to do, but won't accept anything less than the correct answer. He makes students want to become an expert and feel as if doing so is entirely feasible.

Life-Learner

Similarly, although Joe has been teaching statistics for many years, you won't find a new method that he isn't familiar. Joe doesn't just rely on his existing knowledge, although he knows it very well and can explain every number in any of his books. Rather, he is constantly reading about new procedures, and forwarding journal articles to make sure that others are aware of the most recent developments as well. Joe is a constant learner and his love for learning is evident in his teaching as well. When teaching, he brings enthusiasm and passion. This environment for learning is quite contagious. Ryan's doctoral cohort even had shirts made that say "Got Hair?" They of course borrowed the slogan used by the California Milk Processor Board from the 1990s, "Got Milk?" They wanted to proclaim that our program was fortunate enough to have Joe Hair as our statistics professor. Indeed, it was a true honor to be taught by Joe.

High Impact

The final comment we want to make about Joe is the breadth of impact that he has had on people in academics. It is truly amazing to attend a conference or talk within the academic community and find out how others are connected to Joe. They have either used one or more of his textbooks, attended one of his workshops, is a former doctoral student, a coauthor, or they have served together on a conference committee/board. We are honored to have had the opportunity to work so closely with Joe and to be one of the many that have benefited from knowing him. He is truly a legend in his own time!

Lessons from Joe: Insights from a Journey with a World-Class Educator and Scholar

Russell S. Reams, Jr.

Words cannot express my gratitude to Joe Hair. Thank you for your vision in creating and guiding the Coles DBA program. Without your guidance, support, and challenges to grow—my journey would not have been possible. Thank you to Dale Hair for the many times she warmly welcomed us into their home. It is a privilege to share the knowledge you enabled with students and fellow researchers.

Introduction

In the world of higher education, one often meets people who are excellent educators, skilled researchers, and occasionally those who make remarkable research contributions which alter the course of their discipline. Joseph F. Hair Jr. represents one of those rare individuals who excels in all three of these areas. Over the course of a career spanning more than 50 years, Joe has helped shape the careers of countless students and scholars. In my case, he helped shape my journey as a doctoral student and researcher. I learned many lessons from Joe; here I share three key lessons. First, simplify the meaning of the subject being communicated. Second, always remain diligently on the search for new methods to be a better educator and researcher. Third, cultivate a warm environment that fosters engagement and encourages others to collaborate where they have an opportunity to work together to answer a need.

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Building a DBA

I had the good fortune to meet Joe in August of 2008. I was a participant at a research workshop he designed and delivered to prepare applicants for the process to apply for admission to the inaugural DBA cohort at Kennesaw State University. This role of providing guidance to prospective students was one of the many roles he played in designing the structure, launch, and success of the DBA program at Kennesaw State University. An example of his practical but insightful leadership was including a requirement for applicants to submit a proposal for a research topic to be evaluated as part of their application for admission to the program. Most of the more than 400 applicants for the initial cohort had not previously published academic research. Evaluating how well they framed a research question and formatted a study was a very appropriate indicator of their current abilities and the work they would need to fulfill to succeed in completing a doctorate degree.

Prior to Kennesaw State University's DBA program beginning to accept applications in 2008, there were very few DBA programs available in the USA. The first US DBA was founded by Harvard University in 1953 (Harvard Business School 2018); the second was begun by Louisiana Tech in 1967 (Louisiana Tech 2014). Both of these programs followed the traditional Ph.D. program format by containing full-time students who also served as instructors and research assistants. While outside of the USA the DBA degree grew considerably (e.g., Park 2007; Neumann 2005), domestically the DBA degree maintained a relatively low profile with only a limited number of schools offering degrees (Banerjee and Morley 2013). Some universities developed similar degrees specific to a discipline (e.g., Case Western Reserve's 3-year DM (Doctor of Management) degree launched in 1995 (Case Western Reserve 2018). A small number of for-profit schools began offering an Executive DBA as early as the 1990s (e.g., Nova Southeastern's Executive DBA launched in 1992 (Nova Southeastern 2018); however, these programs offered a limited focus on research. Neither of these models addressed a looming shortage of terminally degreed business faculty due to the trend that fewer Gen Xers had gone on to pursue terminal degrees in business while baby boomers were rapidly approaching retirement.

At Kennesaw State University, Joe's vision was to create a new model, one drawing on experienced business professionals as applicants and leveraging faculty from around the world to train them to use rigorous research methods (e.g., Babin et al. 2008; Crittenden et al. 2011). The Kennesaw State University DBA allowed full-time professionals to pursue a research-oriented degree, on a part-time basis, while working with faculty from around the world (Coles DBA 2008). While online tools were leveraged to create a community within the cohort, all instruction took place in a classroom. By educating business leaders to become educators and researchers, with Joe's leadership Kennesaw State University offered a solution which addressed the growing need for terminally degreed business faculty (Damast 2007). Looking back 10 years after joining the inaugural Kennesaw State University cohort—Joe's vision is clearly affirmed. More than a dozen similar DBA programs

have been launched in the USA and hundreds of new educators have joined higher education from the business community.

Clarity in Communication

This research workshop was my first opportunity to observe one of the skills Joe exhibits so masterfully—simplify the meaning of the subject being communicated. He best demonstrates this skill with the especially complex methods that are very difficult to explain in simple terms. Later, I would learn from Joe that this was a central tenet he discovered early in his career. Seeing the struggle to master the statistical methods necessary to conduct effective quantitative research, Joe began a journey of explaining complex methods so that more researchers can leverage these techniques. He recalls his own challenge of having to learn to use multivariate statistical techniques in a 2006 conference paper. The challenge was finding a way to learn these techniques as a student in a school of business that did not offer a course in multivariate statistical techniques (Hair 2006). While this experience was a challenge for Joe, researchers for decades have now been enriched by the way he not only rose to the challenge but started a journey of educating researchers on how to understand and use complex statistical techniques. A review of online citations shows that the seventh edition of *Multivariate Data Analysis* has received more than 100,000 citations; however, considering the first version of this text debuted in 1979—it is conceivable that the number of people who have benefited from this resource numbers in the millions (Google Scholar 2018a).

The reality is that concepts covered in these topics contain a great depth of information. For example, designing a conceptual model is not at first intuitive to most people. Many instructional resources in this area begin with a lengthy definition and/or a long list of bullet points describing the requirements for a conceptual model. Joe's instructional approach begins with a much simpler introduction. Figure 1 (Hair 2009) shows an example of how he starts with a simple model and an example all members of the audience can understand—what prompts the intention to search for a new job. In this case, students are asked what conditions might prompt them to want to search for a new job. Joe frequently leverages common
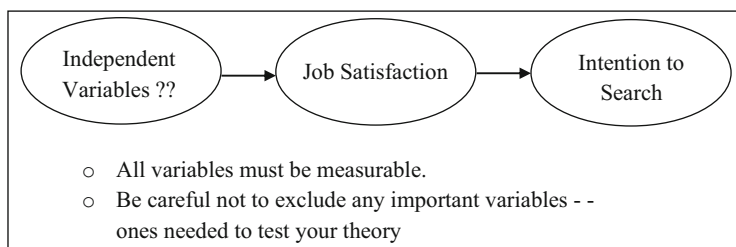
Fig. 1 Conceptual models (author's own illustration)

experiences to allow students to use their own life experience with a phenomenon (e.g., deciding to search for a new job) as a basis to understand conceptual models.

Once the foundation of the topic is established, it becomes easier for the student to follow the necessary progression to the more sophisticated elements of building conceptual models.

Look for Innovation

Aside from preparing to develop my research proposal for the Kennesaw State University DBA program, I was already interested in meeting Joe in order to learn more about a new form of marketing text of which he was an author. At that time I had been teaching Principles of Marketing courses using a well-accepted hardcover text that contained 19 chapters and over 650 pages. With innovations in course formats resulting in shorter course duration, students were struggling to keep up with covering this amount of material. The new text was titled simply *MKTG* and was designed to read like a magazine (Lamb et al. 2008). At less than 300 pages, Joe's participation as an author of this new text demonstrates the second lesson I learned from Joe: always remain diligent on the search for new methods to be a better educator and researcher.

Later this lesson was reinforced in Joe's lectures, his publications, and in his guidance in my own dissertation. As my dissertation involved the development of a scale, methods were naturally a critical component (Reams 2013). In the marketing field one can generally leverage a straightforward methodology beginning with Churchill's guidance from 1979 (Churchill 1979) and working forward as needed depending on the subject. In this case, the dissertation topic revisited an earlier publication from some 20 years prior by another member of my committee, Detmar Straub, Ph.D., DBA. Detmar's research focused in the MIS field where he is well known for advocating rigor in the design and specification of statistical models and methods (e.g., Straub 1989; Boudreau et al. 2001; Straub et al. 2004; Google Scholar 2018b). The result was two eminent scholars from different fields focusing on how to best design a model to measure a specific phenomenon. Coming from the marketing discipline, Joe was accustomed to the use of covariance-based structural equation modeling (CB-SEM), while Detmar, coming from the MIS discipline, was more accustomed to the use of partial least squares SEM (PLS-SEM). In 2012, Joe and Detmar combined their expertise on both methods in a presentation at the AMS World Marketing Congress.

Considering the success of his prior research and publications, someone in Joe's position could have elected to continue to focus on the methods they had used and taught for years. Joe chose the more difficult path. Leveraging relationships, he had established with researchers outside the USA, Joe began to explore the potential implications of how PLS-SEM could be used to answer research questions in marketing. In particular, he established professional relationships with Marko Sarstedt, Ph.D., and Christian Ringle, Ph.D. He invited Marko to lecture on PLS-SEM for our DBA classes. These collaborations led to what became a vitally

important publication for the use of PLS-SEM in the marketing discipline (e.g., Hair et al. 2011; Sarstedt et al. 2014) and a new text instructing researchers on the use and application of PLS-SEM (Hair et al. 2014). Without these publications (and those course lectures and presentations) my dissertation might have missed offering interesting insights to the marketing discipline. As so many before me have experienced, Joe's willingness to embrace challenges and navigate toward innovative solutions enriches all in our discipline.

Encourage Collaboration and Growth

As one might imagine, completing the journey of obtaining a doctorate degree involves countless hours of work, many of which are in the close company of your fellow students and instructors. This brings me to the third lesson I wish to share. As educators and researchers, we should cultivate a warm environment that fosters engagement and encourages others to collaborate. This lesson isn't limited to the classroom or a single institution; rather, it is a practice which can and should span distance and location.

It would be easy to enter an environment like a doctoral program and view the other students as competitors. In some ways you will compete for resources; however, in many more important ways they represent an opportunity to collaborate. From the first day, Joe made this point clear. More than our friends, family, or business colleagues, the people sitting in the classroom understood the distinctly different challenges we would face in completing the DBA program. These fellow students offered the opportunity to forge relationships and collaborations which could last decades into the future.

Outside the classroom, Joe encouraged us to meet people in our discipline who might share similar research interests. This encouragement might take the form of an introduction at a conference, an introduction by email to a colleague, or a recommendation to participate in a symposium or conference. If he didn't have a personal connection to share, which was rare, he provided instruction on how to reach out to researchers with a topic of mutual interest. Following this advice, I reached out to a researcher in an area that fit my research interest and in turn I found my first committee member. Working with this new contact is how I ultimately identified my dissertation topic.

While this third lesson is appropriate for students at any level, it bears a heightened impact on doctoral students and those beginning their careers in higher education. There are so many topics which cannot be covered in a class but instead represent discipline-specific knowledge that is either accumulated through experience or passed on by a mentor. In the case of the Kennesaw State University DBA program, we had numerous students who had never taught a class or worked in a university setting. Successfully navigating the transition from a business setting to the academic environment requires solid mentoring. Joe set an example in this regard by providing guidance on conferences, publication strategies, evaluating opportunities, how to tackle the first years as a new professor, and many more topics.

As I attended conferences and met fellow students and researchers, it was surprising to see the wide variance in this area. It was not uncommon to meet someone several years into their career who had not benefited a mentor and was still working to fill in this vital knowledge.

This last lesson is why so many people develop strong connections with Joe and how we were able to overcome so many obstacles to meet our goals. In the initial Kennesaw State University cohort, we experienced the death of close family members, lost jobs, lost homes, went through divorces, and many other difficult life events. As we went through these experiences, above all else, you always knew Joe was a real person who was there encouraging you to fulfill your potential. These authentic interactions helped to show how connections can help overcome setbacks while contributing to our profession. It might be tempting to think this somehow implies that a lower standard of preparation or effort might be acceptable; with Joe this was never the case. It actually produced the opposite effect: because the environment fostered giving your best effort and striving to grow and learn, you never wanted to let Joe down by not striving to master the technique or incorporate new learning into a proposal.

As we all interact with students and colleagues, this last lesson offers the opportunity to leverage our unique skills and expertise. Before all of the preparation we go through to teach a course is delivered in a classroom, if we work to create an environment, which encourages students to strive to reach their potential—they will learn more from us. They will put in more effort and be better prepared for their careers. As we collaborate with fellow researchers, we should understand what a project means to them and how it will help establish a trajectory for future collaboration.

Summary

Looking at Joe's career across multiple universities and hundreds of publications—Joe makes the practice of these lessons look effortless. In reality it is anything but effortless; it takes hard work, dedication, and patience. Simplifying the essence of a subject, identifying innovative new methods to grow as an educator and researcher, and fostering an environment that allows others to collaborate and grow can each be daunting tasks. In practice, an important principle to remember is to have fun along the way.

Anyone who has had a conversation with Joe during a lecture break can attest to the fact that he enjoys his profession and his enthusiasm quickly becomes contagious. He injects moments of lighthearted discussion to ease the tension of a room of frustrated students struggling to learn new methods. These periods provide a reminder of what these classes represent, groups of people seeking to master new skills and progress in their profession. For those of us fortunate enough to have been enriched by his work, our best way to honor these gifts is to enthusiastically pass them on to others.

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The Skilled Doctoral Mentor: A Gifted Teacher and Patient Guide Reflections on Dr. Joe Hair

Shawn Wilson

Introduction

The classroom was situated most uninterestingly. It was a medium-sized room, that could hold perhaps 40 students, arranged in a semi-circle with stadium seating and gray walls. The temperature shifted from a bit too hot to a bit too cold, influenced by a cohort of doctoral students that could never agree upon a unified setting for the thermostat. As always, there was bountiful supply of chocolate, nuts, and a variety of other sweet snacks stationed near the front of the class room—creating quite a distraction for teachers trying to compete for the attention of the students.

It was upon this backdrop that Joe made his appearance session after session in our Applied Statistics workshops. Reflecting on my casual use of his name "Joe" versus "Dr. Hair" or "Professor Hair" is telling. Joe is Joe, exceptional and one-of-the-group at the same time. Characteristically, Joe would assume his favorite teaching spot in the middle of the room, center stage on the students' side of the teaching desk. He was seldom more than four-feet from the nearest student, seemingly more comfortable as part of the cohort than an object of our acute attention. Joe's teaching posture was consistent: always in a ready-stance with black Nike's planted firmly on the ground, arms-out ready to illustrate on the white board, left-hand armed with a Diet Coke. Quite a lot could be said about each of these facets, curious that I recall such detail.

The exact words of his opening statement during our first session evades my memory, however, the essence is easy enough to recall, as he repeated it in almost every session—*I am human and figured this all out. You are human and can likewise. Stay with me. I'll stay with you, and we'll get to the other side together.* Herein lies the lesson from Joe, a doctoral mentor should be one-part teacher, one-part guide.

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The Skilled Doctoral Mentor: Teacher and Guide

There's a great deal of difference between a teacher and a guide. The subject of their expertise may be the same, but their role similarities differ substantially. The process of becoming a teacher is to first develop expertise on a topic. This is accomplished through attending classes, seminars, conducting personal research and obtaining certification by accredited institutions. Next, the teacher develops strategies to communicate and facilitate knowledge transfer on a particular topic, in a particular number of sessions, according to a particular set of interactive norms set by the institution for which they teach. The teacher next executes their teaching plan, incorporates feedback as deemed necessary, and evaluates the knowledge transfer process at the recipient level through their own assessments. The cycle repeats.

The process of becoming a guide is also to first develop expertise on a topic. However, this often is accomplished through life experience and practical application. Scars are one of the best accreditation measures for a guide, resulting from a mishap that wounded (creating memory) but was survivable (alive to venture another day). Scars come in all shapes and sizes, however, they are all intimately personal and often contain rich stories. A guide makes a living not from providing instruction in a classroom and then sending tourists happily on their way, but rather accompanies them through their adventure—providing instruction, contextualized stories, and shares in their experience. A teacher spends their evenings in the warmth and comfort of their own home, whereas a guide spends their evenings under the stars with their cohort. Students can be taught lessons on various topics to edify their knowledge base, but doctoral candidates are becoming masters in their own right, which extends far beyond the teachings of the classroom. For this, they also need a guide.

In this regard, Joe is both a gifted teacher and patient guide. He has invested quite a considerable amount of time refining his teaching materials and incorporates relevant feedback consistently. Joe has also refined his public speaking skills and delivers lessons in a smooth, easy to follow manner. Simplicity of the teaching approach is especially critical for complicated topics—such as applied statistics. Burdening a complex topic with hard to follow teaching plans, examples, or even muddy speech can greatly add to its complexity—limiting (if not preventing) the knowledge transfer process.

To focus the students' attention on the subject matter, Joe supplies detailed notes openly prior to each class. Doctoral candidates need not scribble copious notes while trying to follow the topical logic, but rather can focus their note taking on gleaned insights versus content memorization. This is a sensitive topic for those in academia, as presentation slides can easily be replicated and plagiarized. However, in the context of training doctoral candidates—there must be a higher level of trust, transparency and frankly more meat on the bone than prepared slides. I recall once listening to a guest advisor that was openly adamant that they would not provide much at all in the written form, but rather stated that doctoral candidates should be able to glean content from their own free-form topical speeches. Their impact was equivalent with their preparation—not much at all.

Furthermore, there's a distinction between *the why* and *the how* that Joes clearly delineates through his teaching plans. Graduate programs tend to focus on the how—for example: how to create a proper research survey, how to perform a specific statistical method, how to write-up results. It's the joy (albeit arduous) of the doctoral candidate to explore *the why*—for example: why is there a phenomenon to observe in the first place, why should a survey of a sample of the population have any merit, why are Bayesian methods scarcely used in some fields? Many of these questions have deep theoretical roots, even grasping the essence of theory (let alone a specific theory) bends the mind of most grad-level learners.

In academia *the why* is far more difficult to grasp than *the how*—especially with today's user-friendly statistical software packages. Providing instruction on how to run a specific quantitative analysis simply requires a series of steps to execute (which Joe amply provides). Regarding the interpretation of the results, what used to be considered insights that could only be gleaned from a trained-eye are often built into the output itself—semi commoditizing expertise. This can create a façade of statistical training that can limit doctoral candidates. It may not be necessary to calculate manually what software packages can calculate with exponential speed and accuracy, however, I do believe the underlying *why* is a crucial teaching objective. Joe spends a great deal of class time exploring *the why*, in accessible ways, by providing common sense examples and opening the floor for rebuttal and follow up questions. Challenges to examples are met not with critique, but rather with thoughtful, additional explication. In general, Joe structures his classes to provide ample time for the robust discussion required to clarify complicated topics and fosters an environment that facilitates discussion. Any seasoned teacher has likely found themselves in the position of asking their students if they have any questions, only to be met with silence. I'd challenge that in most of these situations the class environment may not be adequately prepared for open discussion or perhaps worse yet, students are completely lost and not sure where their line of questioning should even begin!

In terms of being a guide, whereas most academics emphasize their credentials and awards to ground their students in their capabilities, Joe emphasizes the application of his skills in academic and practitioner endeavors to ground his expertise. Regarding academic applications, he provides examples of past research projects, challenges, methods to satisfy tough reviewers, networking at conferences, and so on. His stories are rich and real, laden with humor and intoxicating nostalgia—they are the types of stories you hold on to and seek to recreate in your own way and right. Regarding practitioner applications, Joe provides specific examples with anonymized datasets of consulting projects he has engaged in over the years. Instead of making general claims of performing consulting services to local businesses, Joe provides the background, process, research questions and spares no detail on how the project was carried out. Doctoral candidates absorb the stories and are further edified in the realization that research and consulting projects are not always neat and clean, but rather can be adventures in themselves.

Past instilling confidence in the cohort, a guide suits-up and accompanies their protégés on their journey. After all, it's far more interesting and rewarding making

the trek than staying behind in the safety of your home. Joe accompanies his students by interacting with them outside the classroom in a meaningful way. With the willing, he participates in research projects, providing practical guidance to produce publications as a coauthor—not expert resident dictator. Joe understands that in order to develop muscle memory for proper footing on the mountain, his mentees need to gain a feel for the terrain. He provides freedom to develop, while passing instruction and encouragement to facilitate the development process. I qualified this practice with the phrase "with the willing," as with all good mentoring relationships, the drive to develop must come from the mentee versus the mentor. Careful selection of mentees should not be minimalized.

This is hard to do, as it takes a great deal of patience and self-discipline to give others the necessary room to develop. My doctoral chair shared this invaluable trait with Joe, such a patience for letting others have the room to grow in their own right, at the cost of time and forgone progress. Providing room to develop, magnifying the joy of the experience, while subtly maintaining a safe environment—is the ethos of an expert guide.

Furthermore, Joe freely lets his mentees into his home and life. Despite being in great demand he spends a considerable amount of time out of the classroom interacting socially. It's common to find Joe at a restaurant after class with his students charming with colorful stories of his career and taking a genuine interest in the stories of others. These experiences are deeply humanizing and incredibly encouraging for those in attendance. Joe facilitates candid conversations and has a way of drawing out research interests and project ideas. It's upon this relational foundation that Joe is able to build up the expertise of his mentees.

Closing Thoughts

As presented, the lessons learned from Joe's mentoring style can seem a bit daunting, especially for those that do not have the prerequisite life experience to draw upon. However, this is not a lesson for the basic requirements of mentoring doctoral candidates but rather descriptions from a seasoned mentor executed at an expert-level. In other words, it's something to aspire to, a point of destination upon which to navigate a course.

Becoming a doctoral mentor is perhaps most accurately viewed as a labor of love, as it's fair to say that the expert mentor gives more than they'll receive in return. That is unless the joy of developing others has a significant personal value. For those engaged in the practice seeking to have a greater impact, a starting point is to be as human and transparent as the institutional context in which you are situated permits. Transparency can be tough, especially for qualified experts in academic fields, but the purpose of the doctoral mentor is to birth the next generation of inquisitive, rigorous researchers. The task requires a gifted teacher and a patient guide.

Joseph F. Hair Jr.: A Fond Tribute to an Entrepreneur Academic and International Leader

Vijay K. Patel

Introduction

Perhaps the fondest story, one of many, for me is about Joe's globetrotting. Peripatetic does not begin to describe Joe's peregrinations. We were working from Joe's home. The conversation somehow got to Joe's endless travels to prestigious universities around the world—in China, India, Australia, NZ, Latin America, UK, Europe, and Malaysia to name a few. Dale, Mrs. Hair, was there. She said, "He travels so much they don't even have a category for him, they had to invent something beyond platinum." We had a hearty laugh together. Joe with his mischievous grin and gleam in his eye. Actually it is hard to think about Joe without that smile and energetic gleam.

For me it is an honor to say a few words about Joe. Over the years we have become friends as much as professional colleagues. I can say that Joe was central to my late career switch to academics and along the way the fun of earning my DBA at Kennesaw, not without the many grueling interludes we are all familiar with.

It is a singular pleasure to recall the many wonderful times Joe and I had together as I worked and sweated through my dissertation with an ambitious and collegial cohort. We were the first at Kennesaw.

For me getting back into academics after almost 35 years of investment banking and venture-capital, not to mention family business, it was indeed a challenge to go after my DBA. I wanted to teach, write, and travel as I like to say. Joe's vision, insights and inspiration were especially powerful support and assist through the arduous but ultimately enjoyable journey.

So I begin first and foremost with a heartfelt thank you. I hope to bring out my experience of Joe's warmth, generosity and dedication to not just my success but

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everyone's in our rather diverse cohort. He founded the DBA program at Kennesaw and is now doing an encore at the University of Southern Alabama.

Professional Dimensions: A Personal Take

Being absent from the halls of universities poses particularly major shifts when returning. As executives/practitioners we get used to relatively short focused memos and comments to keep the wheels of day to day work and decision making moving. The quantum jump in just the volume of writing and carefully argued positions with citations is not what we do as managers and leaders. As my friend Jerry Kudlats would often say we would never get anything done if we went about our business responsibilities in an academic framework. This is where understanding, patience and inspiration become crucial. Even the process of conceptualizing the research agenda, the data gathering and methods required is a formidable task. Especially so while maintaining a full work schedule and other responsibilities. None of it can be done without a faculty that can empathize and support. Then there is the issue of research subjects. Which way to go is an art form.

Joe was particularly helpful. He is a very pragmatic and disciplined professor. He has an entrepreneurial mindset and a well-grounded understanding of business and organizational issues. These helped me to zero in on my research topic. When I finally had an agreed proposal we had last minute changes—Joe took a surgical knife to the overkill of presentation I had assembled. It worked and then we had a stumbling block. The committee felt the agenda was too ambitious. I was not willing to give up the innovation component and thanks again to Joe we engineered a compromise—I would seriously consider dropping the innovation component if the research work was threatened in terms of timeliness. In the end result all worked out. Joe's sharp scalpel to many of my excessive (in retrospect) digressions was a major tool. His masterly inspiring edits on the methods sections were an art form.

I have always felt entrepreneurial leadership combined with top management team capabilities is key to firm performance and sustainable advantages. I had wanted to research this aspect and innovation to support what I had consistently experienced in my work as an investment banker and in venture investments. When it emerged that top management team research, even though in an unrelated area, was being undertaken by someone else I had to develop ideas around market orientation, innovation and firm performance. I put my thoughts together and asked Joe for his comments and thoughts. He was instrumental in suggesting that I take a look at stakeholder theory in the context of innovation and firm performance. This was ambitious. Encouraged, I delved into the subject matter and decided to go for the topic incorporating stakeholder theory. That led to the need to develop and validate scales for stakeholder orientation and innovation. This is where it took courage to move forward. I had basically come to the conclusion that scale development was complicated on its own and then exploring other research facets would be a foolhardy act. I floundered for a while. Along came Joe and together with Torsten Pieper we conferenced and agreed the proposal was formidably complex. Then I

remember Joe looking at me and saying "we can do it." Not only that, he would contribute towards the data gathering costs which would be substantial. Torsten joined in and I was on my way to doing what I had sworn not to do—scale development *and* research!

The crucial factor was Joe's encouragement and confidence in both the value and the feasibility of the research. Joe's experience and support turned out to be invaluable. Like many of us in the cohort, there were innumerable occasions when I felt like I had bitten off too much. Every time I faltered without saying as much, Joe sensed where I was even though I had not articulated my concern. He simply continued to encourage and stay focused on the task at hand. There was many a time when he would simply say "keep your eyes on the prize." That became an oft repeated mantra.

Many were the iterations and restarts on scale design and approach. Finally we were in a position to launch the surveys. Joe helpfully used his connections with Qualtrics, now a well-established data research and survey firm, to obtain a preferential deal. We launched the survey and since scale development was involved we had two pilots and related exploratory factor analyses before we could go to the final survey. Altogether a costly and demanding exercise. We had chosen to use covariance-based structural equation modeling (CB-SEM) and this is where Joe patiently tutored me personally on the intricacies. His pragmatic emphasis and famous 'rules of thumb' helped navigate a truly monumental task.

We incorporated a number of leading ideas related to social media and proactive stakeholder orientation and links to innovation. The end result was satisfying and has created a stream of research avenues.

Underlying all the work on dissertation was the energy Joe brought to getting us well versed in multivariate analysis. Never easy and ever somewhat dry. He has a way of making the subject matter approachable. His worldwide recognition as a visiting professor and guest lecturer attests to his approach. He makes the subject matter practical, visual and even enjoyable. I cannot forget Joe waving his arms about explaining orthogonal components in factor analysis while talking about imagining a basketball. Quite apart from anything else his sustained energy in class and hands-on teaching were essential to all of us.

It was about the time we were doing our work together using CB-SEM that Joe mentioned partial least squares SEM (PLS-SEM) and his work with Christian Ringle and Marko Sarstedt toward a book. We were introduced to PLS-SEM early. It is appealing and I have published on the subject with Joe's help in the *Journal of Family Business Strategy*. Joe also gave me an autographed copy of the landmark book—*A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)*, which I treasure to this day (Hair et al. 2017).

Mentoring

In the first DBA cohort at Kennesaw we came with a diverse background and demographics. I have generally always been the youngest in my cohorts but this time I found myself to be the oldest. New tricks and all of that were very real for me. My long years as an investment banker, venture capitalist and family business founder made me rather set in my ways and perspectives—to say the least. That had to change in a hurry. All of the faculty and especially Joe helped. He was sensitive and empathetic. Above all, pragmatic and direct.

He went a long way to introduce me to his many distinguished colleagues at conferences. He is well loved in the marketing echelons and the introductions helped ease my way into the Academy of Marketing Science, a great organization. He did this for many of us all the time. I remember how he would get us invited to the 'inner circle' parties' which were fun and great networking. Always on the move he got many of us together on research and papers that went on to being well cited research. A favorite is the work we did on a paper involving AMOS published in Portuguese (English translation) for a Brazilian journal. Another is the well-received paper comparing the use of PLS-SEM and CB-SEM in family business with Claudia Astrachan for the *Journal of Family Business Strategy*.

Joe has a sixth sense based on his long experience and never hesitated to provide encouragement and support when we slowed down or stumbled. That happened, to be honest. His discipline and energy pushed us to prioritize and meet tight deadlines every time. Never intrusive Joe has a subtle but definitive way of making sure we stick to our deadlines. Mainly by example actually. Placed in the context of his many responsibilities and involvements in projects and book writing his personal attention to so many of us is amazing to say the least.

Above all Joe met us all more than half-way in our work. His single precondition was that we made the concerted and sustained effort. He was creative and entrepreneurial in solving problems. The deal he made with Qualtrics for the three surveys I undertook was a perfect example of what otherwise could have been prohibitively expensive. His support of scale development in an unfamiliar and little researched area was typical of his boldness.

Part of the effectiveness of Joe's approach to shepherding us was the personal touch and transparency he brought to us in critiques. He never held back and could be quite humorously blunt. Among other moments to remember was the time I had simply written up what little I knew on the methods side for confirmatory factor analysis. Joe took one look and point blank asked 'what is this sh**t'. We both had a big laugh since I well knew my hurried dump. Then we got down to work and crafted a good section.

That was the hallmark for me—camaraderie and demanding mentorship all combined. Lessons I learnt well and that I tend to use in my work in guiding students and interacting professionally. In this sense Joe's influence has spread far beyond the individual attention he gave our cohort and, of course, the ones that followed.

Warmth and Friendship

Highlights of our DBA program included the many get togethers we had at Joe and Dale's home in the beautiful Atlanta suburbs near Kennesaw. Always lively and animated we all had plenty of opportunity to meet faculty and colleagues in a relaxed and well lubricated environment. Always informal and relaxed we bonded while grouching about all the work etc.

As ever, I cannot forget Joe's attention to detail. I am vegetarian and a no-alcohol guy. Joe unfailingly made sure there was non-alcoholic beer which I am partial to. Dale always had snacks I could enjoy. Another example, he never failed to see me off personally when we were done. This was the way with Joe and Dale, we were made to feel at home and well taken care of. Each one of us. I can only begin to fully appreciate the generosity and graciousness we enjoyed so often.

Once when we visited Joe had his model train set laid out for his grandchildren. It was clear that the train set was not just for the grandchildren. The proud and happy tour he gave us of a roomful of tracks and detailed miniature signals, train stations and forests evoked the kid in all of us. This side of Joe is very endearing. He has a playful side to him which makes us comfortable.

How Joe managed to connect with us individually is itself a tribute to his caring and thoughtfulness. For me this was evident in his understanding of the heavy responsibilities we practitioners carried outside of the program. At one point when we thought more data might be needed we were at a crossroads because of delays that might create. I shared the constraint of time and resources I faced. We went over the data with a fine tooth comb and thanks to Joe's in depth analysis found we would be ok to move forward.

It would be remiss not to mention how integral Dale's good cheer and hospitality which also made us feel at home. I remember the many occasions Dale would make her tomato bisque soup and create a sumptuous lunch for us when we worked through.

We also just relaxed and reminisced about kids and grandchildren. About the enterprise that Joe already had from his high school days. The funniest snippet was about how he became the star sales person by advertising a discount by word of mouth to all who needed gym shoes—mostly aspiring young ladies—at his school. His commissions then helped him to buy a '50s style auto, fins and all, and created his overnight popularity with admirers.

Legacy, Inspiration and Enduring Lessons

Academics are a deeply personal and often grueling journey for most of us who come from industry. When we flagged, I certainly did, it was good to see Joe in action. I often used to ask Dale where Joe got his unflagging energy and enthusiasm from. She would smilingly say 'I think it's in the genes.'

Joe never met a problem he could not solve. He is an exemplar of tireless focus and fast near impossible turnarounds. He encourages persistence. Coaching patiently

is second nature. These are among the lessons that were reinforced and delivered to us.

All of us found Joe to be inspiring on many levels. Perhaps his problem solving approach with entrepreneurial flair stood out the most for me. He would zero in on essentials rapidly and not allow minutiae to distract getting to the end result. We know academic institutions have their share of 'political' and somewhat sticky administrative processes. Joe had a quiet no nonsense down to earth approach to cut through the red tape and get results. He presciently saw the need to bring experienced executives into academics and pioneered the 'three and out' program as a logical way to attract experienced executives.

Joe shared with us his focus. He would recount how as a young undergrad he decided to go for his doctorate when it was clear he could double his compensation. He then would go to the library and stay there late before returning for dinner—every day. Asked how he managed to get so much done he often said how much he valued family time and so it was a no-brainer to totally focus, get the job done and be with family. He is meticulous in his organization given the number of students and administration under his wing. He never filed anything away without immediate tagging even when it took a little extra time. That was a revelation since I tend to file and organize later, sometimes to my chagrin, never.

Among other aspects is Joe's extraordinary global network with outstanding academics and executives. He is lead author and coauthor on many significant articles, latterly on groundbreaking applications of PLS-SEM and the associated software SmartPLS.

Our Thanks

An enduring legacy for all of us is how Joe together with the faculty at Kennesaw shepherded us through an accelerated and challenging program. His network brought outstanding guest faculty to us in different areas and many were as open and dedicated as Joe. That was a big contribution to our work and outlook.

Personally to say thank you is simply not enough. Joe is iconic in some respects for those of us who have been fortunate enough to work with him and come to know him. I can never forget the so many fine times we shared and smiled over. To cap it all off and as proof of his leadership and skills Joe got every single one of Cohort 1 through the program. That is his way. To bring success whatever he does.

So I finish as I began, with heartfelt gratitude. Joe's work resonates as we in turn spread his warmth and generosity.

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Part III

Coauthor

In Pursuit of Happiness, Textbooks

Chuck Lamb and O. C. Ferrell

Introduction

Joe Hair has excelled in publishing throughout his career. We will focus on his textbook publishing. With over 50 editions of textbooks, he has been more prolific in the number of books and citations than almost any other marketing scholar. Our focus is to tell the inside story of how the books emerged and how they fit into Joe's successful career. He has diverse contributions from a pioneering book on multivariate methods to principles of marketing as well as sales and marketing research. We will explain why these books were so successful and our observations from being close personal friends throughout his career. Much of his success comes from his ability to build relationships, manage projects, and be on the cutting edge of knowledge.

Recently Joe told us that a mentor can change the path of a career. That happened to Joe at the University of Florida where he earned his Ph.D. One of his mentors introduced him to multivariate statistics. Joe explained to us that it really is a good example of how timing and luck have so much influence on the things you do in life and the successes that you enjoy. He had just finished all of his comp classes and was in a meeting with six other Ph.D. students who were researching possible dissertation topics. Florida had recently undergone a review by an accreditation team, and the review team reported that the program was too vocational. Florida hired new professors to strengthen and make the program more research oriented. The professors came to the six students and told them if they wanted to graduate, their

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dissertation must use multivariate data analysis. Joe only took one statistics course during his college career and struggled to make a C. He went about studying multivariate methods and finished his doctorate in a year. One of the professors who assigned this topic required him to include sections in words to describe what the different techniques were in a way that non-mathematical people could understand. This event established the model for his *Multivariate Data Analysis* book. Once he started his career at Ole Miss, he stated many times that someone needed to write a book that could teach people who were not experts the value and use of these techniques. That someone became him. Statisticians tend to focus on formulas and mathematical symbols. He quickly learned that it was not easy to write a textbook, and being a young professor, the college expected him to write articles for journals. He did not let this stop him, though, and he continued to pursue writing his multivariate book. After writing the first 5–6 chapters, he decided that he needed to write more journal articles. He approached Rolph E. Anderson, Ronald L. Tatham, and, later, Bill Black and Barry Babin to help him create and revise this textbook. He continued to write more chapters for the textbook after a short break to write journal articles. The focus of the book was to explain what the multivariate statistical methods are, how to use them, and when to use them. This was accomplished with words to explain how the method was implemented and the statistical meaning.

At the end of his doctoral program when he was told he had to write on multivariate data analysis, he was not excited at all. But, it changed his life, his career, and provided a new direction for the marketing discipline. Today Joe is invited to universities across the globe to provide workshops on multivariate methods. Many doctoral students have said that they could not pass their comps without this book.

This involvement in publishing and his interests in mastering the topic changed his career forever. As an assistant professor at Ole Miss, he started to provide workshops on multivariate statistics at marketing conferences. Later, he was invited to other universities to help others develop skills in this emerging area of academic research in marketing. He wanted to communicate effectively to the market that it was not a mathematical- or statistical-oriented book. His philosophy on the book was just as you don't need to be an automobile mechanic to drive a car, you don't need to be a statistician or mathematician to use multivariate data analysis. Because his book was basically a way around statistics, the reviews, from statisticians, were less than favorable. The first edition sold 2500–3000 copies, while more recent editions have sold 50,000–60,000 copies. His works on multivariate data analysis have been cited over 144,600 times. *Multivariate Data Analysis* now has about an 85% market share. To Joe, this feels like a contribution not just to marketing but to business and other social science fields. The success in this area came from not just mastering techniques but understanding exactly what people need to do research.

He has enjoyed writing textbooks, and it wasn't long after his first edition of *Multivariate Data Analysis* (Hair et al. 1979) that he was leveraged in the publication of a sales management book and a principles of marketing book. We will discuss the *Principles of Marketing* book and other items in this product line later in this chapter.

Along with these, he has also written business research and marketing research books, *Essentials of Business Research Methods* and *Essentials of Marketing Research*, both in their third and fourth editions, respectively. His career in writing textbooks has been very rewarding to him in the sense that he learned from his students and he also helped students around the world learn through his writing.

At a time when some of his peers started retiring, he advanced an emerging multivariate method that resulted in a new book, new relationships, and new workshops. At an Academy of Marketing Science (AMS) meeting, he saw a first-time attendee (green dot on his badge) and walked up to make an introduction. Marko Sarstedt from Germany was finishing his dissertation and attending his first AMS meeting. Joe engaged him about his research using partial least squares (PLS) in structural equation modeling, and this resulted in a very long conversation about multivariate statistics. After this one meeting and at the end of their conversation, Joe said "Let's write a PLS book together." Marko's reaction was, "I have to write articles." Joe replied "we will write articles too." This partnership was formed, and the result was *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)* with the second edition published in 2017 (Hair et al. 2017).

The Book: Lamb, Hair, McDaniel

A major part of Joe's career and textbook publishing has come from his *Principles of Marketing* textbook. Joe, Chuck, and Carl McDaniel called it "The Book." This section is told by Chuck who has all the insights into how "The Book" was developed and managed as well as the inside story of why it was successful.

It all began at a Southwestern Marketing Association conference in San Antonio in the late 1980s. Joe and Chuck Lamb were walking through the textbook displays visiting with publisher representatives. While they were talking to the marketing editor at South-Western Publishing Co., the editor asked Joe and Chuck if they had ever thought about writing an introductory marketing text together. Nothing more was discussed regarding the topic at the time.

Later that day, Joe and Chuck got together for a beer on the riverwalk. The topic of *Principles of Marketing* came up and they agreed they would explore the matter further. At that time publishers were constantly looking for new books.

There were probably at least one dozen marketing textbook publishers at that time. Companies such as Houghton Mifflin, Dryden Press, and MacMillan have since been bought out and merged with other companies or have abandoned the marketing area.

Over the remainder of the conference and the next few weeks, Joe and Chuck visited informally with several textbook representatives. Surprisingly, everyone that they talked to expressed interest in the project. Somewhere along the way, Chuck told Joe that he would like to be first author since he had never been a first author on a textbook and that Joe had been. Joe agreed. The partnership was formed and they were ready to get started.

Shortly after the Southwestern Marketing Association, Joe, Chuck, OC Ferrell, and a deputy sheriff friend of Joe's attended the Mid-South Marketing Association meeting in Biloxi, Mississippi. After the conference ended the group of four took a motor boat ride on a river or bayou in the area to the Blind River Bar. They had been close friends since the start of their careers and often got together at meetings.

The *Principles* topic came up, and OC offered considerable advice based upon his experience. OC had published his text with Bill Pride in 1977, and it was one of the leading principles of marketing texts. He stated that the market had a lot of competition, but there is always an opportunity for a new book. He also said that many schools switch books on a regular basis due to a desire to change test banks. Already many of OC's competitors were personal friends including Gene Boone and Dave Kurtz as well as Phil Kotler. In fact, OC and Chuck have coauthored a book with Phil Kotler. He also said that he would rather share the market with Joe and Chuck than with others.

As Joe and Chuck began getting more serious about the project, they decided that they may need another author to share the workload. Carl McDaniel was invited to join the team based on his previous textbook writing experience, especially a *Principles* book with Bill Darden, a colleague of Joe's at Louisiana State University. The Lamb, Hair, McDaniel team was set.

Based partly on the initial reaction of the publishers, the group was pretty confident that they could pick their publisher and get the terms that they might seek. Grants and advances were not uncommon at that time for contracts on large market textbooks. They even had the audacity to declare that they were not going to prepare sample chapters for their modest prospectus.

After several rounds of discussion, the team decided to explore a contract exclusively with South-Western College Publishing. The main reason for this choice was that South-Western was the only major publisher that did not have an introductory marketing text on its list. They wanted the publisher's full and undivided attention. OC and Bill used this same approach when they signed with Houghton Mifflin.

The author team arranged a meeting to discuss a contract with Jim Sittlington, VP Acquisitions for South-Western. The meeting was held in New Orleans in January, 1990. In preparation for the meeting, the authors developed what they considered to be a preposterous list of requests that they wanted included in the contract. It was agreed that Chuck would present the "wish list" to Mr. Sittlington. During this time, publishers would negotiate to get a contract.

After a wonderful dinner, the contract discussion began in earnest. Jim listened carefully and said little. He did say that two of the authors' requests would be unacceptable to the company. The authors would not be able to hold the copyright on the book, and the company would not give them a long-term guarantee that South-Western would not sign another *Principles* book. In the final contract, South-Western agreed not to publish another undergraduate introduction to marketing text with the same copyright year as any subsequent edition of the work provided that first-year sales of the previous edition exceeded 25,000 units.

The next morning, much to the authors' surprise, Jim presented a typewritten list of items that would be included in the forthcoming contract. It included all 41 of the items that had been presented to Mr. Sittlington the evening before that had not been rejected outright. Mr. Sittlington said that he was almost fired after he told his boss the terms of the proposed agreement. On the other hand, editors were rewarded for big contracts. A handshake deal was reached over breakfast. The contract was signed in January, 1990 and the first of 12 editions of *Marketing* was published in 1992.

Contrary to the advice found in all introductory marketing texts, the targeting strategy for the new book was undifferentiated; one product aimed at the entire market with one appeal. The authors might argue that they were using a concentrated targeting strategy aiming at the "big middle" of the market. Boone and Kurtz were associated with the community college market and Kotler with more elite programs.

During the build-up and release of the first edition of *Marketing*, the authors attended as many marketing educator conferences as they could squeeze into their schedules. Joe seemed to know almost everyone at every conference. The authors spent time at the publisher's booth thanking adopters, answering questions, and promoting *Marketing*. This was also the same approach used by Pride Ferrell.

Some authors don't think that their job includes marketing their product or find these tasks uncomfortable or distasteful. The *Marketing* author team strongly believed that they were the best sources of information about their product and that promoting the book was an important activity for generating and keeping adoptions. They believed that personal connections with adopters were very important.

The authors were also active and visible in leadership positions in academic marketing associations over the years. Joe was the most active in this regard. He may have held more elected and appointed positions in marketing associations than anyone in the world.

South-Western, on behalf of the authors, created a $10,000 endowment with the Academy of Marketing Science to recognize outstanding teachers in marketing at the AMS annual conference each year. Houghton Mifflin had created a similar award for Pride Ferrell at SMA. Candidates could be peer or self-nominated, and a review committee selected five recipients of the award, and this was announced at the conference. The sponsorship and naming of these awards increased the visibility of the product line and illustrated the publisher and authors' commitment to marketing education.

The first of seven editions of *Essentials of Marketing*, a shorter, paperback version of *Marketing*, was first published in 1999. *Marketing* was referred to as the "big book" and *Essentials* was called the "little book." The two books were published in alternating years until 2012 when *Essentials* became a custom publishing option.

A third version of the project, *MKTG*, appeared in 2007. It is currently in its 12th edition. *MKTG* was conceived during a meeting at what was then called Thomson South-Western and later Cengage Learning in Mason, Ohio. Throughout the 1990s and early 2000s, many publishers invited selected author teams to their headquarters for planning meetings once every year or two. These were mostly bonding sessions,

and author perks including fine dinners. Today authors have conference calls with people that they have never met face-to-face.

One of the protocols of the planning meetings was for the president of the company to stop by for a handshake and a few words. This meeting was different. The president, Eduardo Moura, wanted to talk about an idea he had for a new book. It would be paperback, glossy, with eye-appealing photos and exhibits. Chapters would be short—about 15 pages—and the price would be substantially below prevailing introductory text prices. The first edition of *MKTG* had a recommended retail price of $49.95. One target market would be instructors seeking a shorter book to supplement with games, simulations, cases, or major projects. Another was programs on the quarter system. A third target market was instructors who wished to offer their students a complete, comprehensive text of the highest quality at a price substantially lower than other offerings on the market.

The editor at the time, Neil Marquardt, subsequently began an extensive effort to discover how faculty teach marketing in the 2000s and how students learn. This may sound very basic, but surprisingly few marketing textbooks are created based on conversations, focus groups, surveys, and interviews with students and faculty. The result was a 19-chapter, 300-page, "magazine-style" textbook with a list price of $49.95. It came with a wide array of supplements for students and faculty. Many of these supplements were new to the market and had been identified in the research phase of the project.

The title for the new book was *MKTG*, an acronym often used for marketing. Based on the success of this book, the editor, Neil Marquardt, was promoted to a new position titled director of a new unit called the Four-Letter Press. Neil was charged with developing a line of textbooks based on the model developed for *MKTG*. All books would be identified with four-letter acronyms representing the functional area the text addressed. Over a dozen new or modified titles emerged.

Why has this product line been successful for nearly 30 years? The South-Western Publishing Co. and its successors deserve a lot of the credit. President Ed Moura first suggested the idea of a new book along the lines of *MKTG*. Especially important was Jim Sittlington, VP Acquisitions, the first person to act as editor and internal advocate for the project. Dave Shaut and Neil Marquardt made important contributions as editors, advisors, advocates, and conduits to the market. The long-term developmental editor, Jamie Gleich Bryant, made many important contributions to all phases of the design and production of the book over the years. Many others made important contributions.

What about the authors' contributions to the success of the product line? It helped that the authors all had similar writing styles. All three were highly committed to the project and worked closely in designing content format. Early and frequent communication among the authors and including the editors helped make the project stronger. The authors are also convinced that their personal involvement in the promotion of the various products contributed to the long-run success of the effort.

In 2018, all Four-Letter Press books were consolidated back into the publisher's traditional product lines. And that is where the project stands today. Research and planning is underway for the 13th edition of The Book with a 2020 copyright.

Lamb, Hair, and McDaniel in the Context of Marketing Education History

The first principles of marketing courses were organized around six printed pamphlets with the title of "marketing methods." This teaching package developed by Ralf Starr Butler was published as a textbook in 1917.

In 100 years of principles of marketing, there have been hundreds of principles books. Only a few have been successful. Therefore, we examine why this book coauthored by Joe Hair stands out as one of the most successful principles books ever. There has been plenty of competition and many publishers. Early books found agreement on key topics as marketing developed as a discipline.

Fred Clark's *Principles of Marketing* was published in 1922. To indicate changes in the market, it had a life cycle of 40 years but was only revised in 1932, 1942, and 1962. Other books in the first half of the twentieth century such as Paul Converse (1921) and Maynard, Weidler, and Beckman (1927) were published over a 40-year period with only a few revisions. These books had few if any teaching supplements and the books were priced at a few dollars.

Then everything changed with the publication of E. J. McCarthy's Basic Marketing in 1960 with a strong managerial framework, the 4 Ps, and supplements. After a similar book by Stanton was published in 1964, the two books had 60% of the principles market. Boone and Kurtz in 1974 disrupted the market with a readable, teachable, fun for the student book with cartoons. Pride Ferrell followed in 1977 with an even larger teaching package and the first computerized test bank and computerized student self-study. Kotler entered the market in 1980 with his top scholar brand name and lots of publisher support. Many other books were published in the 1980s. There were many publishers, and they all had or wanted a principles text. Of these, the one that became a major competitor was Berkowitz, Kerin, Hartley, and Rudelius in 1986. Later, Berkowitz dropped off the author team. Now, the stage was set for the introduction of Lamb, Hair, and McDaniel text.

The book was launched in 1991 in a highly competitive market. It took a special author team to become a major player in this market. As mentioned earlier, by going with a strong publisher with no principles book, the stage was set. But it required Chuck, Joe, and Carl to craft the book and use their involvement to make it a success. Joe was a leader in using his personal selling skills to quickly gain market share. With the support of Southwestern, he and Chuck were in the publisher's booth at nearly every marketing conference. Joe reached out to his many connections with scholars and was highly visible at most conference events. Most doctoral students had used his multivariate textbook so he had high visibility and was recognized as a top marketing scholar. The book and teaching package were very teachable, timely, and engaging. This resulted in market success that continues today.

Publishers today have been merged into only three that control the principles of marketing market: Cengage, McGraw-Hill, and Pearson. Pride Ferrell and Boone and Kurtz are also published by Cengage. This creates new challenges, but it is also fun to compete with your friends. Joe, Chuck, and OC have townhouses together on

the beach in Gulf Shores, Alabama. OC stays in touch with Dave Kurtz, and they all share war stories about their publishing experiences.

The Future of Principles of Marketing Textbooks

The future is more challenging than ever as publishers are becoming more focused on platforms rather than books. The publishers are financially stressed as they try to move to digital books and student supplements. Still, 75% of students want printed textbooks. The current situation will require authors such as Joe to use their influence to maintain and continue the teaching and learning packages that serve the market.

Why Has Joe Hair Been So Successful in Publishing? What Is the Secret Sauce?

Since his first article was published over 46 years ago, Joe has a continuous record of journal article and textbook publishing, along with serving in many leadership positions and other services to the profession. At 75 years old, he is directing a DBA program, teaching, actively publishing journal articles and books, and traveling the world giving seminars and workshops on multivariate statistical methods and other topics. Few people can match this record. How does he do it?

There are a number of answers to this question, and we will try to provide at least a partial answer. First off, he enjoys doing what he is doing. He likes asking interesting questions and examining difficult issues. He has a knack for identifying questions and projects that others find to be interesting and important. This is illustrated by his extremely high number of citations.

Joe is extremely well organized. He keeps detailed files indicating, where he is on each project in process and what needs to happen next. We have personal experience observing his detailed record-keeping from when he provided oversight for the construction of our three townhomes in Gulf Shores, Alabama. He enjoys collaborating with colleagues who share his enthusiasm, especially young colleagues just entering academia. He has mentored many new scholars from the USA and several foreign countries. This may be the part of his job that he likes the most.

He is goal-oriented and highly motivated. He sees the so-called end of the tunnel and works hard to get his projects completed in a timely manner and manuscripts accepted for publication. He doesn't like to drag projects out, meets his deadlines, and expects his colleagues to meet their deadlines too. Joe also has a wide range of interests as illustrated in Table 1 that shows a partial list of his textbooks. Overarching many of these attributes, he gets a great deal of satisfaction out of building and managing relationships. He has an uncanny ability to manage a large number of projects and relationships at the same time. This is a very admirable trait that has helped him be so successful for so long a period of time.

Table 1 A partial summary of Joe Hair's textbooks (authors' own illustration)

Title	Coauthors	Publisher
Multivariate Data Analysis 8th Edition, 2019 Cited 105,000+ times	Barry Babin Rolph Anderson William Black	Cengage Learning, UK
Marketing 12th Edition, 2013	Charles W. Lamb Carl McDaniel	Cengage Learning
A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM) 2nd Edition, 2017 Cited 4800+ times	G. Tomas M. Hult Christian M. Ringle Marko Sarstedt	Sage
Essentials of Business Research Methods 3rd Edition, 2016	Mary Wolfinbarger Celsi, Arthur H. Money Phillip Samouel Michael J. Page	Taylor & Francis
Essentials of Marketing 7th Edition, 2012	Charles W. Lamb Carl McDaniel	Cengage Learning
Essentials of Marketing Research 4th Edition, 2017 Cited 954+ times	Mary Wolfinbarger Celsi, David J. Ortinau and Robert P. Bush	McGraw-Hill
MKTG 12th Edition, 2019	Charles W. Lamb, Carl McDaniel	Cengage Learning
Marketing Research 4th Edition, 2010 Cited 1600+ times	David J. Ortinau and Robert P. Bush	McGraw-Hill
Sales Management: Building Partnerships 2009	Rolf Anderson, Rajiv Mehta, and Barry J. Babin	Houghton Mifflin
Research Methods for Business 2007	Barry Babin, Arthur Money, and Phil Samouel	Wiley Europe

Joe Hair may not be one of a kind, but he is certainly in an elite set of marketing academics who have had so many substantial achievements over such a long period of time. We are very proud of him and his accomplishments and also proud to call him our good friend.

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Revisiting Hair Et al.'s *Multivariate Data Analysis*: 40 Years Later

Marko Sarstedt

Multivariate Data Analysis, First Edition (1979): A Book Review

> In recent years remarkable advances have been made in the analysis of psychological, sociological and other types of behavioral data. Computer technology has made it possible to analyze large quantities of complex data with relative ease. [. . .] In fact, many researchers have appeared who realistically call themselves 'data analysts,' instead of mathematicians.

These sentences could easily come from any recent article dealing with the advent of big data, such as one by Davenport and Patil (2012), whose "Data Scientist: The Sexiest Job of the 21st Century" has become famous. However, the above quote is from the first edition of Hair and colleagues' *Multivariate Data Analysis* book, which was published in 1979—ironically enough, the year I was born (Fig. 1).

Their prediction of an accelerating interest in data analysis is a good indication of how visionary the book's authors were. On examining the current business and research landscape, one has to ascertain that much of what Hair and colleagues observed over 40 years ago still holds true. They, for example, observed that "the ability to conceptualize data analysis has advanced too, although perhaps not as rapidly as computer technology" (Hair et al. 1979, p. 4). The field has certainly made enormous advances since 1979 and it may not be too much of a stretch to claim that this book has played a major role in how we view and use multivariate research methods today—at least in business research and in other social science fields.

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Fig. 1 Spanning 40 years (used with permission from Theresa Leppelsack)

The major publisher Cengage has just published the eighth edition of *Multivariate Data Analysis*, which has become the standard text for research methodology. The book covers all statistical procedures relevant for undergraduate, graduate, and PhD students. I started my multivariate data analysis journey with the book's fifth edition (Hair et al. 1998), and its evolution over 40 years has been nothing less than remarkable (also see Black and Babin 2019). With the exception of the dedication, which, fortunately for the Hair couple, still reads "To Dale," many things have changed. Two of the original four authors, Ronald L. Tatham and Bernie J. Grablowsky, were replaced by William C. Black and Barry J. Babin, the illustrations of analysis techniques in the context of a specific research question (i.e., the readings) have disappeared, and the word count has more than quadrupled (approx. 700,000 vs. 150,000). In addition, the index terms have grown eightfold (approx. 2600 vs. 300) in the newest edition, which also covers a much broader set of data analysis techniques than the first edition did. Nevertheless, the first edition included many of the still standard techniques, such as analysis of variance (ANOVA), factor analysis, and regression analysis. In particular, I was astonished to learn that the first edition had already introduced conjoint analysis, which was brand new and scarcely established in business research at the time (Green and Srinivasan 1978). Today, conjoint analysis is the most frequently used analysis techniques for preference data. Again, the authors were truly ahead of the game.

Scanning the first edition clarifies that it contained the pedagogical elements forming the foundation of the book's ultimate enormous success. Each chapter starts with a review and learning objectives, followed by the definitions of key terms; a chapter concludes with a summary, end of chapter questions, and additional readings. In between these, readers find a highly accessible writing style that avoids formulas and technical details, but includes decision diagrams and illustrative examples to facilitate learning. Everyone who has sat through one of the Joe's classes on multivariate data analysis techniques knows that "you need not be an auto mechanic or mechanical engineer to drive a sophisticated car, nor do you have

to be a statistician to use multivariate statistical techniques to analyze data with a computer"—a statement from the first edition's preface (Hair et al. 1979, p. v). Book reviews frequently and correctly praise these "excellent features" (Qu 2007, p. 103), which were not only highly innovative at the time but also set the standard for many other textbooks in the field (Aaker et al. 2017; Malhotra et al. 2017; Sarstedt and Mooi 2019). Nevertheless, having experienced Joe's boot camp on book writing (Hair et al. 2017, 2018), I was surprised to see that the first edition does not include his infamous rules of thumb as either tables or separate highlights but describes them in the main text. Finally, the price has changed, albeit slightly. The first edition's selling price was USD 21.20—the price printed on my version of the book—which equals USD 73.59 today, taking the inflation since 1979 into account.[1] In comparison, the eighth edition sells at the only slightly higher price of USD 81.

While the chapters evolved dramatically over the last editions, it is particularly interesting to follow the changes in the decision diagrams over time, arguably one of the first edition's unique selling propositions. For example, comparing the factor analysis decision diagrams and the corresponding descriptions in the first edition (Fig. 2) with those in the latest edition (Fig. 3) gives one a good impression of how the method's use has evolved.
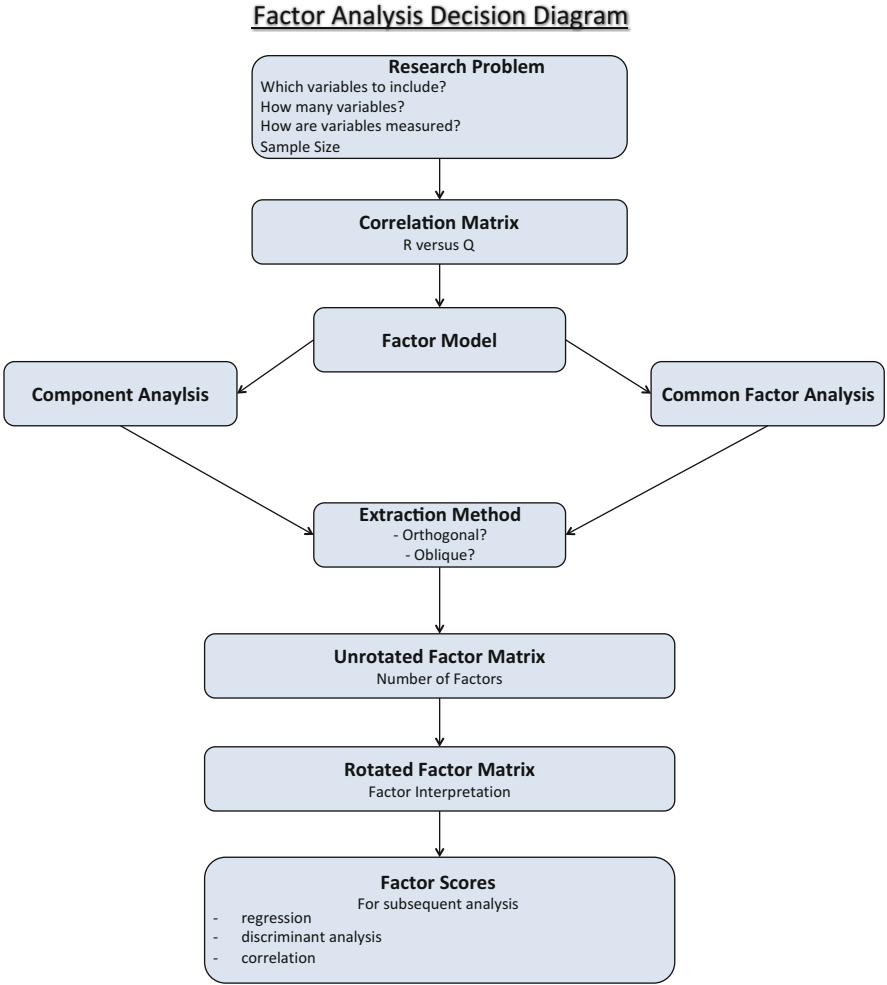
For example, the first edition did not specify any requirements for running a factor analysis; the eighth edition details procedures for checking whether the variables are sufficiently correlated (anti-image correlation matrix, Bartlett's test of sphericity, and measure of sampling adequacy). Similarly, the first edition strongly emphasized the latent root criterion for determining the number of factors, which certainly helped popularize it. The eighth edition comments on the criterion's limitations and covers parallel analysis (Horn 1965), which research published after the first edition identified as the method of choice (Zwick and Velicer 1986; Hayton et al. 2004; Dinno 2009). The comparison also shows that the main steps and basic procedures of a factor analysis, such as the scree test (Fig. 4), have remained highly useful.

Nevertheless, comparing the first with the eighth edition also reveals research areas that have failed to truly develop. For example, commenting on the choice of an appropriate orthogonal rotation technique, Hair et al. (1979, p. 230) concluded: "No specific rules have been developed to guide the analyst in electing a particular orthogonal rotational technique. In most instances the analyst will simply utilize the rotational technique which is a standard output of the computer program used." In 2019, the same section correctly notes that: "No specific rules have been developed to guide the researcher in selecting a particular orthogonal or oblique rotational technique and recent research demonstrated the variation in solutions based on the rotation method (. . .). In most instances, the researcher simply utilizes the rotational technique provided by the computer program" (Hair et al. 2019, p. 150).

To summarize, the first edition of *Multivariate Data Analysis* was visionary in several respects and set the standard with regard to pedagogics and contents. When conceptualizing the first edition, the authors truly thought outside the box, had a

[1]Source: https://www.usinflationcalculator.com/

Factor Analysis Decision Diagram

Research Problem
Which variables to include?
How many variables?
How are variables measured?
Sample Size

Correlation Matrix
R versus Q

Factor Model

Component Anaylsis

Common Factor Analysis

Extraction Method
- Orthogonal?
- Oblique?

Unrotated Factor Matrix
Number of Factors

Rotated Factor Matrix
Factor Interpretation

Factor Scores
For subsequent analysis
- regression
- discriminant analysis
- correlation

Fig. 2 Factor analysis decision diagram, first edition (adapted from Hair et al. 1979)

vision of how research in business and the social sciences would develop, and wrote the book accordingly. It's not surprising that publishers at the time took a rather jaundiced view of such an innovative project. In his contribution in this edited volume, Rolph E. Anderson outlined the major challenge of getting the book published due to major publishers feeling that the market was too small and that academic researchers would prefer a book written by professors of statistics. Many authors might have abandoned the project before going to a rather small, unknown publisher like Petroleum Publishing Company where the first edition appeared. However, the authors persisted, got a foot in the door, and developed the book
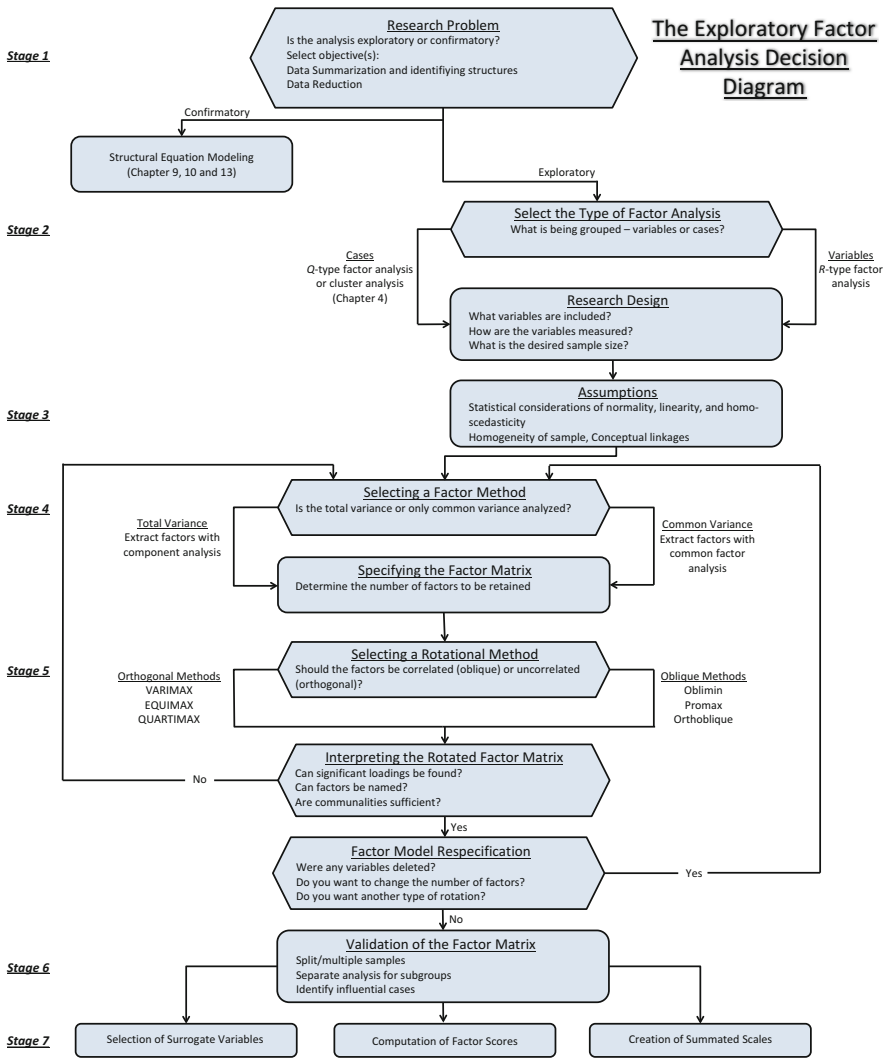
Fig. 3 Factor analysis decision diagram, eighth edition (adapted from Hair et al. 2019)

step by step from there, ultimately publishing it with Prentice Hall, with Pearson, and later with Cengage. Consequently, the story of *Multivariate Data Analysis* not only illustrates the elements comprising a successful textbook but also shows the importance of seizing an opportunity when one arises and the need for persistence in the academic domain.
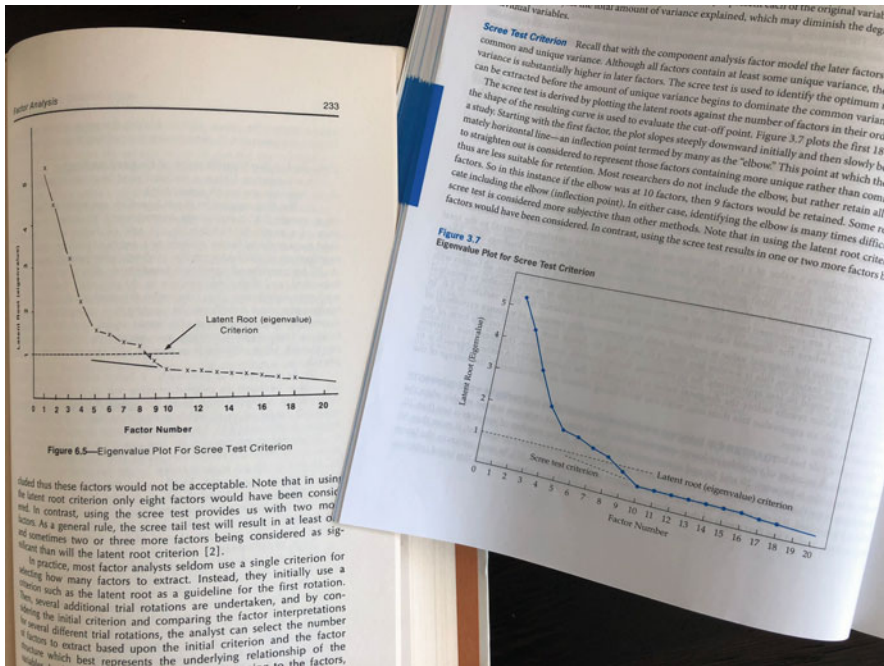
Fig. 4 Scree test example: First edition (left) versus eighth edition (right) (used with permission from Marko Sarstedt)

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Multivariate Data Analysis: Its Approach, Evolution, and Impact

William Black and Barry J. Babin

Introduction

In the 40 years since a cadre of newly minted PhD students from the University of Florida first decided to write "a simple introduction to multivariate analysis with emphasis on the practical use of these valuable tools" (Hair et al. 1979, p. v), their text *Multivariate Data Analysis* has emerged as one of the most widely used methodology texts within the social sciences. The primary driving force behind this effort was Joseph F. Hair, Jr., who has acted as a constant visionary in expanding the text over the years to incorporate emerging techniques (e.g., structural equation modeling) while still maintaining the initial, practical guiding principle—users first. Joe has become a global *Multivariate Data Analysis* evangelist through seminars and workshops he participates in worldwide. Through these efforts, Joe has had, and continues to have, a profound influence on the widespread application of multivariate techniques across a number of academic domains. While Joe would be the first to credit the efforts of his coauthors in the development of the text over the years, we all can attest to his primary role as leader of the author team in continuing to make *Multivariate Data Analysis* a staple among users of statistics within both the academic and practitioner communities.

In trying to quantify the impact of *Multivariate Data Analysis*, all of the coauthors can recount innumerable anecdotes where researchers have expounded on their admiration for the book and its influence on their use of these techniques in their research. Beyond these testimonials, the large numbers of journal articles that would

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not have been possible with *Multivariate Data Analysis* speak to its impact. Later, we provide a more quantitative assessment of that impact.

The Evolution of *Multivariate Data Analysis*

Before beginning the citation analysis, we thought a brief review of the development of *Multivariate Data Analysis* over the eight editions would provide some context for the subsequent analyses. As shown in Table 1, the text has slowly expanded in both content and coauthors. The first edition included the basic crux of multivariate methods and built off a regression framework. Cluster analysis was added in the second edition, with much of the rest of the book remaining the same in structure. The third edition added an introductory chapter on SEM, but it also was the first edition to provide complete software syntax (IBM-SPSS) and outputs for all of the chapters. While other books have subsequently incorporated this feature, at that time, it was a notable advance and somewhat of a challenge to provide given the download capabilities of the day.

Usefulness was a criterion in all changes across all editions. The *Examining Your Data* feature was added in the fourth edition. Another feature introduced in the fourth edition, which has been a tremendous success, is the six-step decision process used in the discussion of each technique. In this manner, the researcher has a consistent framework that he/she can apply to any research situation, and the six steps provide a basic "checklist" to ensure that all requisite issues have been considered. The fifth edition, which was 8 years (1998–2006) without revision, acknowledges advanced topics and expanded the introductory chapter on structural equation modeling (SEM). By this time, a shift to using factor analysis as the introductory technique was complete leading the way for perhaps the biggest change to the table of contents in the book's history. The sixth edition expanded coverage of SEM to three full chapters. Thus, the book provided a user-friendly approach to a technique not considered user-friendly at the time. The sixth edition also saw a formalization of the Rules of Thumb in each topic area, providing a set of guidelines to assist the researcher in both practical and statistical decisions. A new dataset, more appropriate for SEM, HBAT-SEM, was created to illustrate the technique. By the seventh edition, published in 2010, a fourth chapter on SEM appears to provide descriptions of more advanced techniques.

In 2018 came the eighth edition, by now with Cengage International. The addition of a chapter for partial least squares SEM, which was originally introduced in the sixth edition, provides the biggest change to the table of contents. However, the edition also integrates data science—*Big Data*—principles into each chapter, providing an expanded perspective on the applicability of the techniques not only to classical statistical problems but also the emerging situation of analyses involving very large datasets in terms of both cases and variables. The coverage of multilevel types of analyses also is expanded.

The overarching objective in all of these developments has been to provide the researcher, whether in the academic or practitioner domain, with a "practical"

Table 1 The evolution of *Multivariate Data Analysis* since 1979 (authors' own illustration)

Edition (year)	Publisher/author changes	Additions and changes
First edition (1979)	• Petroleum Publishing Company (PPE), Tulsa, Oklahoma • J.F. Hair, Jr., Rolph E. Anderson, Ronald L. Tatham, Bernie J. Grablowsky	• Seven chapters (Introduction, Multiple Regression, Discriminant Analysis, MANOVA, Canonical Correlation, Factor Analysis, MDS/Conjoint Analysis) • Readings for each chapter • Introduction of HATCO database
Second edition (1987)	• MacMillan Publishing • J.F. Hair, Jr., Rolph E. Anderson, Ronald L. Tatham,	• Addition of cluster analysis chapter • Separate MDS and conjoint into separate chapters
Third edition (1992)	• MacMillan Publishing • Added William Black as coauthor	• Addition of SEM chapter • Addition of syntax and outputs for all analyses
Fourth edition (1995)	• Prentice Hall • Same as third edition	• Addition of *Examining Your Data* chapter • First translations/international editions
Fifth edition (1998)	• Prentice Hall • Same as fourth edition	• Addition of *Advanced and Emerging Techniques* chapter • Expansion of SEM chapter
Sixth edition (2006)	• Prentice Hall • Addition of Barry J. Babin as coauthor	• Expansion of SEM into three chapters (*Introduction to SEM*, *Confirmatory Factor Analysis*, *Structural Models in SEM*) • Formalized *Rules of Thumb* in each topic area • Revised and updated database to HBAT

Table 1 (continued)

Edition (year)	Publisher/author changes	Additions and changes
Seventh edition (2010)	• Prentice Hall • Hair, Black, Babin, and Anderson	• Addition of fourth chapter on SEM • Removal of *Canonical Correlation* chapter in domestic edition • Introduction of global edition
Eighth edition (2018)	• Cengage Europe • Same as seventh edition	• Addition of separate PLS chapter in SEM section • Addition of data science perspective in multivariate chapters • Move chapters on *Canonical Correlation*, *Multidimensional Scaling*, and *Conjoint Analysis* to online resources

guidebook to (a) identifying the appropriate multivariate technique, (b) applying it in the correct manner, and then (b) interpreting the results for both statistical and managerial significance. The steadying influence of Joe throughout this process, even while content and coauthors have changed, has kept *Multivariate Data Analysis* true to its original purpose.

The Impact on Social Science Methodology

Perhaps the most direct evidence of impact is through citation analysis, which long has been used as an objective approach to assessing influence and impact upon the body of published research (Narin 1976; White and McCain 1998; Harzing and Van der Wal 2008; Hirsch 2005). Over time, several methods have been developed for compiling citations (e.g., Google Scholar, Web of Science, and SCOPUS), each with its own advantages and limitations (Falagas et al. 2008). A number of efforts have been made to compare among the various citation sources, and while identifying issues with each approach, their caveats for use point to a similarity among the methods (MacRoberts and MacRoberts 1989; Leydesdorff 2008). For our purposes, we will rely on results from several of these sources as each provides some unique perspectives on the impact of *Multivariate Data Analysis* in the academic literature.

The growing interest in citation analysis has provided analysts with a number of perspectives on the influence of any specific article, book, or even researcher. We will employ several of those perspectives to better understand objectively the contributions of *Multivariate Data Analysis*. First is a comparison among the most cited articles and texts in the social science as compiled by Green (2016). We then provide a longitudinal view of the citation count to understand its growth and the

Table 2 The ten most cited methodology books in the social sciences[a] (authors' own illustration)

| Book	Author(s)	Date	Citations	
			Article	Updated[b]
Applied Multiple Regression/ Correlation Analysis For the Behavioral Sciences	J. Cohen, P. Cohen, S. West, and L. Aiken	1975	131,033	180,063
Case Study Research: Designs and Methods	Robert Yin	1984	107,931	160,755
Psychometric Theory	Jim Nunnally	1967	80,196	111,474
The Discovery of Grounded Theory: Strategies for Qualitative Research	Barney Glaser and Anselm Strauss	1967	78,385	103,424
Multivariate Data Analysis	J.F Hair, R. E. Anderson, and R.L. Tatham	1979	70,700	105,114
Qualitative Data Analysis	Mathew Miles and A. Michael Huberman	1985	58,829	84,347
Using Multivariate Statistics	Barbara Tabachnick and Linda Fidell	1989	57,324	81,553
Econometric Analysis	William Greene	1990	54,424	68,583
An Introduction to Probability Theory and Its Applications	William Feller	1950	51,825	52,158
Naturalistic Inquiry	Yvonna Lincoln and Egon Guba	1985	51,169	76,924

Adapted from Green (2016)
[a]Includes Anthropology, Economics, Education, Geography, Linguistics, Management, Philosophy, Political Science, and Psychology
[b]Source: Google Scholar, August, 2018

prospects for continued influence. A third approach illustrates the citation count of *Multivariate Data Analysis* among the basic research domains, focusing on the top 15 domains based upon citation count. Finally, we take a global view by cumulating citation count by country and provide evidence of the truly global impact of the text.

Ranking Among Social Science Methodology Texts

The most direct measure of impact for *Multivariate Data Analysis* is the total number of citations, which using Google Scholar now totals over 100,000. While that number by itself is quite amazing, it becomes even more impressive when compared to other methodology texts within the social sciences. Green (2016) conducted a citation analysis of the most cited papers and texts within the social sciences. While looking at the most influential books and articles, he also put a specific focus on methodology texts, which have an especially high citation count due to their applicability across many types of research settings. Within this set of texts, *Multivariate Data Analysis* was the fifth most cited methodology text, and updated figures for 2018 indicate it moved into fourth place. Moreover, if we consider just quantitative analysis, it is the third most cited text (see Table 2).
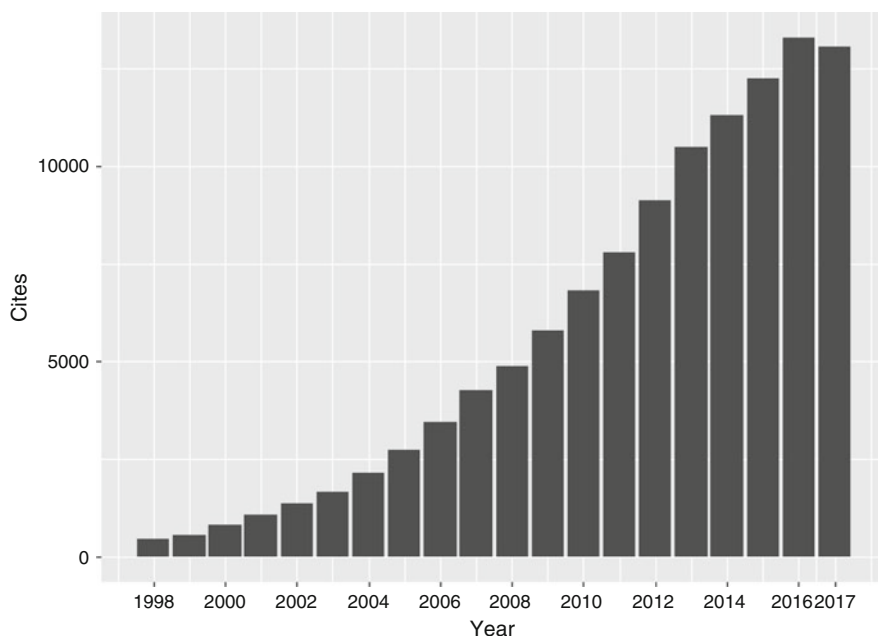
Fig. 1 Longitudinal pattern of citations for *Multivariate Data Analysis* over the past 20 years (authors' own illustration). Source: Google Scholar

Green's work also identified the 25 most cited books in the social sciences (excluding methodology texts), and in that list, *Multivariate Data Analysis* would rank fourth, just behind Thomas Kuhn's (1962) *The Structure of Scientific Revolutions*, Everitt Rogers' (1962) *Diffusion of Innovations*, and Paulo Freire's (1968/70) *Pedagogy of the Oppressed* and ahead of Michael Porter's (1980) *Competitive Strategy*. This comparison demonstrates the profound impact *Multivariate Data Analysis* has had within the social sciences, comparable to the most seminal works within the substantive research disciplines of Philosophy, Sociology, Education, and Economics.

An Increasing Impact Over Time

As the total citation count for *Multivariate Data Analysis* demonstrates, it has had a profound impact in the social sciences as a guide for quantitative analysis. When we view the citation counts over the past 20 years, we see an ever-increasing trend upward, basically tripling in the last decade. We sense that this trend reflects the increased use of quantitative analysis within these research areas. As for *Multivariate Data Analysis*, we feel it provides further evidence of the text's significant role in the methodological traditions within the social sciences, its relevance today, and an expectation that it will remain relevant into the future (see Fig. 1).
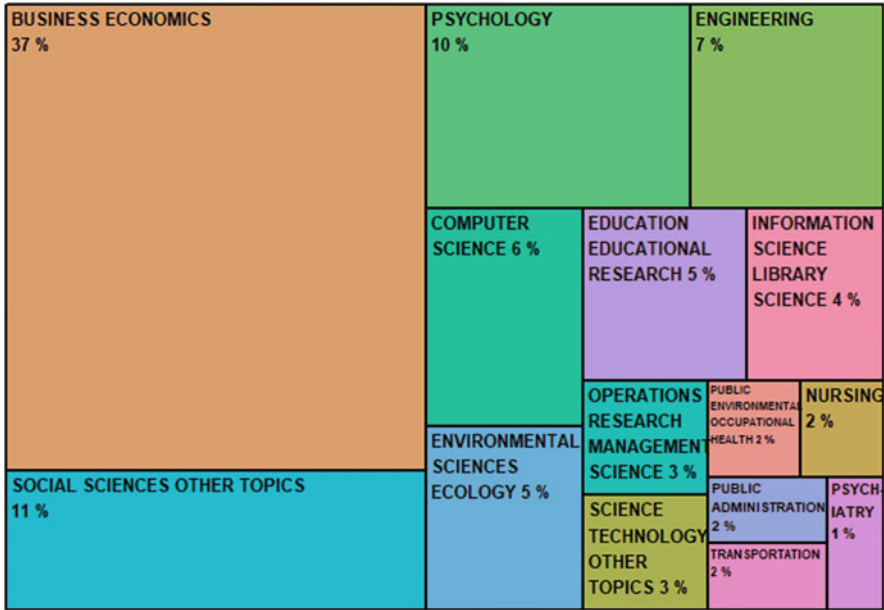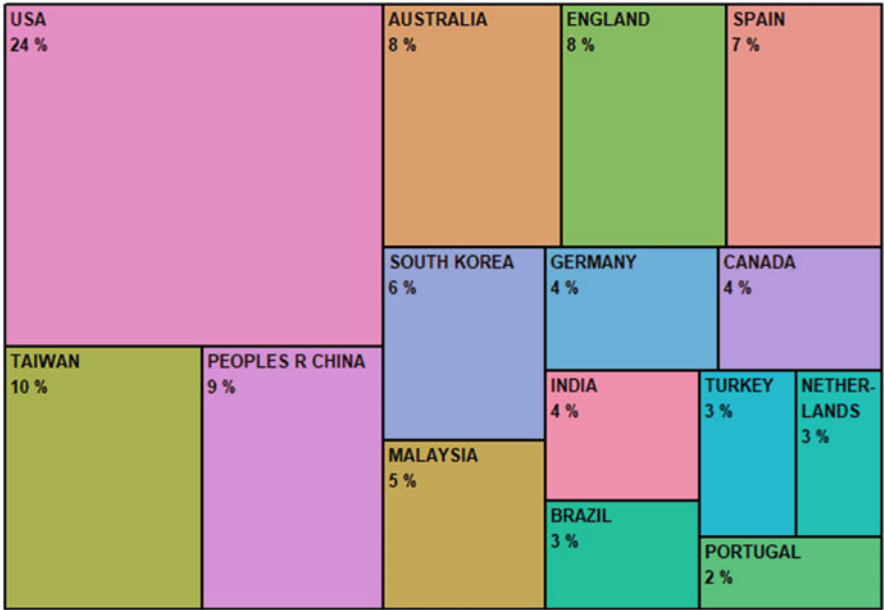
Fig. 2 Distribution of citations for *Multivariate Data Analysis* across research domains (Note: Includes the top 15 research domains based on citation counts; illustration taken from Web of Science)

The Span of Research Domains

While the previous citation analyses have demonstrated to significant influence of *Multivariate Data Analysis* in the area of quantitative methodology, there is still an unresolved question: How concentrated among research domains is this influence? As any methodologist knows, disciplines are quite parochial in their perspectives and uses of specific techniques, so can a text like *Multivariate Data Analysis* transcend these barriers and gain a widespread acceptance across research domains?

Web of Science, in its citation analyses, provides a breakdown of the citations of any article or text by major research domain. Figure 2 provides a distribution of citations across the 15 research domains with the highest number of citations. As would be expected, given the primary discipline of Marketing for all of *Multivariate Data Analysis's* coauthors, Business Economics accounts for 37% of the citations, followed by Social Sciences Other Topics and Psychology, which account for about 10% of citations. Engineering, Computer Science, Environmental Sciences, and Educational Research follow, and each accounts for at least 5% of *Multivariate Data Analysis's* citations. The remaining citations appear primarily in other areas (from the top 15) within the social sciences.

Fig. 3 Distribution of citations for *Multivariate Data Analysis* across countries (Note: Includes the top 15 countries based on citations; illustration taken from Web of Science)

The Global Reach of *Multivariate Data Analysis*

Our final perspective is on the global influence of *Multivariate Data Analysis*. Foreign language versions of *Multivariate Data Analysis* exist with perhaps the most prominent being in Portuguese. Over 7000 sources cite the Portuguese edition according to Google Scholar. Further, considering only the English version of *Multivariate Data Analysis*, we find citations in dozens of foreign language journals. For example, 1000 citations appear in Spanish and Chinese, hundreds in German and in French, and dozens in Italian and Hebrew, just to name a few. A Web of Science breakdown provides citations by country, with Fig. 3 providing a distribution of citations across the 15 countries with the highest number of citations. Here, from the perspective of coauthor, we find perhaps the most interest results. Joe has always been an avid promoter of multivariate analysis and of *Multivariate Data Analysis*, doing seminars globally for many years, with a particular emphasis on the Pacific Rim. As can be seen in these results, three Pacific Rim countries—Taiwan, China, and Australia—account for about the same number of citations as does the body of work authored in the United States. Moreover, the Web of Science results indicate citations from authors in a total of 155 countries, clear evidence of the global impact matched by few other publications.

The Future?

Multivariate Data Analysis, under the leadership of Joe Hair, continues to influence the practice of quantitative analysis profoundly across the social sciences globally. What has been its appeal? As noted several times, the *practical* nature of the text makes it appealing to a vast number of analysts, both academic and practitioner. Joe learned how to use multivariate data analysis out of necessity more than choice. Lacking a dominant foundation in advanced mathematics, he came to understand the statistics more conceptually than mathematically. Given that many users of statistics likewise lack experience in advanced mathematics, readers took (and continue to take) comfort in a pedagogical style that makes advanced topics more approachable. In fact, Joe often brags that, at least in the first two editions, *Multivariate Data Analysis* contained only one equation! A sparsity of "formulas and squigglies," as we many times say in jest, represents an explicit attempt to provide an approachable and unimposing perspective of statistics, far more accessible than one based primarily on mathematical notation. While the addition of coauthors and other topics led to the introduction of a few more equations, the pedagogy still relies on illustration more than manual computation. Moreover, the common six-step decision framework across all the techniques, coupled with common databases for all the analyses, provides a consistent perspective for most analytical contexts. With the expansion of content in the eighth edition, the author team is hopeful *Multivariate Data Analysis* is positioned for the needs of today's researchers, which have changed so dramatically over the four decades of the text.

While the original and current author teams face the ever-advancing challenges of aging, we all look at amazement at Joe as he represents the "Energizer Bunny™" of our group, always moving forward with new ideas and topics for the book while seemingly constantly stepping onto another plane, off to another seminar. His boundless energy has served us well and will provide a continuing motivation for improvements in the next edition of *Multivariate Data Analysis*. Indeed, the traditional textbook market itself is in flux and holds an uncertain future. But, *Multivariate Data Analysis* has never been a traditional textbook. As long as users need a user-friendly ready reference on factor rotations, multicollinearity, cluster selection, construct validity, or chi-square goodness of fit, *Multivariate Data Analysis* will remain relevant and impactful. At its heart, *Multivariate Data Analysis* is a very approachable book born out of the labor of a very approachable guy.

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What Makes a Great Textbook? Lessons Learned from Joe Hair

Christian M. Ringle

Introduction

> We cannot teach people anything; we can only help them discover it within themselves.
> —Galileo Galilei

> Let us be grateful to people who make us happy, they are the charming gardeners who make our souls blossom. —Marcel Proust

Only few people who have met Professor Joseph F. Hair Jr. (Joe) forget the first time they did so. I met him at the 2007 Academy of Marketing Science (AMS) World Marketing Congress (WMC) held in sunny Verona, Italy, from July 11 to 14, 2007. Not having attended an AMS conference before, I was greatly excited and a little nervous, also due to presenting a special session on partial least squares structural equation modeling (PLS-SEM). This was a great honor for someone whose academic career was barely out of its infancy. The conference's registration desk was staffed by just two rather senior looking gentlemen with a very friendly greeting: "Hello, my name is Barry Babin." "And my name is Joe Hair. Welcome to Verona and welcome to the AMS." The names rang a vague bell, and the two most certainly did not look like the ordinary desk personnel. Nevertheless, there was time for a brief chat with Joe and Barry, who were delighted to hear that I was a novice AMS conference attendee and showed much interest in what I was doing. Joe's "see you later" was more than mere good manners as we really have continued to see each other almost every year.

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But that lay in the future. Only after I had checked the conference program, it dawned on me that two top researchers with thousands of citations had welcomed me and that Joe was a former president of the AMS and Barry the acting one. Needless to say, this was rather overwhelming. At that time, I wouldn't even have envisaged meeting them at many subsequent AMS conferences in my wildest dreams. Nor did I know that I would write 20+ papers and 2 books in collaboration with Joe, which would lead to more than 10,000 citations (Google Scholar, July 2018)—if I had, this would have saved me so much agonizing.

Lesson Learned
No matter where you are in your career, take care of younger colleagues and remain interested in them.

I have five reasons for returning to the AMS although I am not associated with marketing: (1) the warmth and the care of senior AMS members, especially when dealing with young researchers; (2) the frequent receptions with a rich selection of beverages and the enjoyable conference dinners at great locations; (3) Barry's special session on contemporary wine topics; (4) the perfect size of the conference: not too many and not too few attendants, but just right size for networking; and (5) the family atmosphere, which you truly feel once you start attending AMS conferences regularly and meet the usual suspects again and again, who will also remember you! In the course of my many visits of AMS conferences and other occasions, I got to know Joe very well. With more than 200,000 citations (Google Scholar, July, 2018), Joe is one of the most cited authors in the wider field of business administration. You usually need to win a Nobel Prize (or two) to have such an impact. The key to this extraordinary success lies in his textbook with the title *Multivariate Data Analysis* (2018b), which has been cited 100,000+ times since its first publication in 1979 (Hair et al. 1979). Joe's second-best-cited book, *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)* (2014, 2017), focuses on a specific multivariate analysis method. Its follow-up contribution with the title *Advanced Issues in Partial Least Squares Structural Equation Modeling (PLS-SEM)* has become the new star on the horizon (Hair et al. 2018a). Having had the pleasure and honor of being a coauthor of the latter two books, it is my privilege to share some insights on working with Joe. Most importantly, however, this article summarizes the key lessons learned from Joe on what makes a great textbook. These lessons provide both researchers and practitioners with important insights, especially if they plan to write a best-selling textbook.

Writing a Book with Joe

Writing is easy. All you have to do is cross out the wrong words. —Mark Twain

Read! You'll absorb it. Then write. If it's good, you'll find out. If it's not, throw it out of the window. —William Faulkner

Joe met Marko Sarstedt at the 2009 AMS Annual Meeting in Baltimore, MD, and together they conceived the idea of writing a book on the PLS-SEM method, which many researchers were starting to use at that time. Besides a few tutorial articles, there was no comprehensive textbook on the topic. Joe's book on *Multivariate Data Analysis* was already several hundred pages long, which obviously precluded a chapter on PLS-SEM. This only happened much later, in the 8th edition published in 2018 (Hair et al. 2018b). Nevertheless, Joe was interested in writing a book focusing on just the basics of the PLS-SEM method, as he recognized that PLS-SEM was evolving as a statistical modeling technique and that its use had increased exponentially in a variety of disciplines. Many researchers and practitioners appreciated PLS-SEM's distinctive methodological features that make it a viable alternative to the more popular covariance-based SEM approach. Joe was confident that this called for the book he envisaged and that it would have a huge impact. Next, Joe had the insight to interest Tomas Hult, a marketing and management top gun, in the project. Box 1 presents a short description of the method that Joe coauthored (also see Sarstedt et al. 2017) for those readers who have not yet encountered PLS-SEM.

> **Lesson Learned**
> When you see an opportunity, stop talking and start acting.

> **Box 1 Partial least squares structural equation modeling (adapted from Hair and Ringle 2017)**
> Partial least squares structural equation modeling (PLS-SEM) has recently gained increasing attention in research and practice across various disciplines such as management, marketing, information systems, medicine, engineering, psychology, and political and environmental sciences
>   PLS-SEM enables researchers to model and estimate complex cause-effect relationship models with both latent (graphically represented as circles) and observed variables (graphically represented as rectangles).
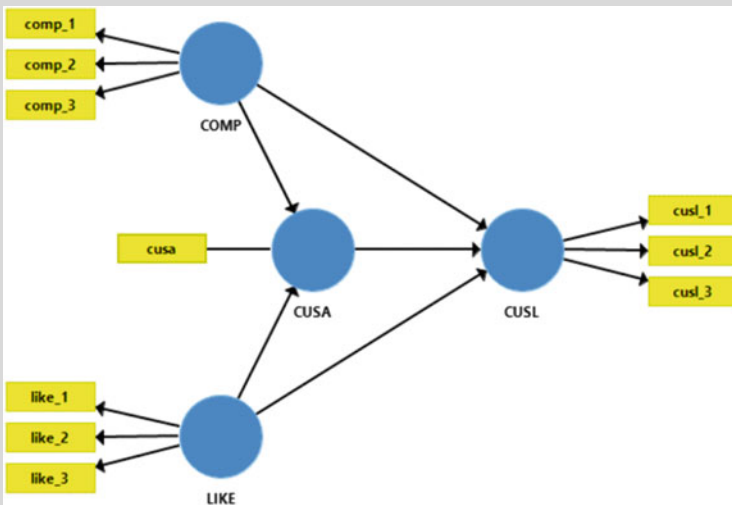
The latent variables embody unobserved (i.e., not directly measurable) phenomena such as perceptions, attitudes, and intentions. The observed variables (e.g., responses to a questionnaire or secondary data) are used to represent the latent variables in a statistical model. PLS-SEM estimates the relationships between the latent variables (i.e., their strengths) and determines how well the model explains the target constructs of interest.

The main reasons for PLS-SEM's increasing popularity are its capability to estimate very complex models and its relaxed data requirements. The most popular applications are the estimation of technology acceptance models (TAM) and the American customer satisfaction index (ACSI) model. These models have been published in thousands of different studies.

PLS-SEM's popularity has also increased the analytical demands associated with the method. Hence, recent research has presented numerous methodological extensions to provide researchers and practitioners with a broad portfolio of technical options to meet their analytical goals. These extensions include, for example, the importance-performance map, mediation, moderation, multigroup, latent class segmentation, and predictive analyses.

Back in Germany, after his conference visit, Marko got in touch with me to discuss and further develop the idea, which is how I became a coauthor. The time and effort that such a book project would take were the key challenges. Neither Marko nor I had a tenured position, and tackling the book project meant we wouldn't be writing papers. On the other hand, what were a few papers compared to writing a book with Joe and Tomas? Once the authoring team of Joe, Tomas, Marko, and I was established, all doubts disappeared. Figure 1 shows the authors and our answer to the

Fig. 1 The PLS-SEM book's authors at the 2015 AMS annual meeting in Denver, CO (used with permission from Marko Sarstedt). Note: Tomas Hult, Joe Hair, Christian M. Ringle, Marko Sarstedt (from left to right)

key question of whether a tie should be worn or not. Despite all appearances, Marko was not 16 at that time.

> **Lesson Learned**
> A good team requires complementary competences, senior, and junior members who are trusted and given an opportunity to excel.

The next important step was choosing a preliminary title, a structure, and deciding who the potential buyers would be before we approached different publishers. The goal was to sell the book at a relatively low price (around $30) to make it available to a broad readership. Sage liked this idea and invited us to submit a comprehensive book proposal for review purposes. The scholars who had to assess our book invariably suggested changes, which we incorporated in a revised book proposal. Sage liked the final concept of *A Primer on Partial Least Squares Structural*

Equation Modeling (PLS-SEM). The contract was signed and sealed during the first half of 2011. An important step had been taken, but another important one was waiting.

> **Lesson Learned**
> Find a publisher who shares your goals (e.g., a book priced to encourage strong sales, which in turn will have a high impact) and is a partner with whom you like to work (e.g., maximum professionalism regarding a book's layout, cover, marketing, and processes).

We decided to give the book a rather generic structure: An Introduction to Structural Equation Modeling (Chap. 1), Specifying the Path Model and Collecting Data (Chap. 2), Path Model Estimation (Chap. 3), Assessing PLS-SEM Results Part I: Evaluation of Reflective Measurement Models (Chap. 4), Assessing PLS-SEM Results Part II: Evaluation of the Formative Measurement Models (Chap. 5), Assessing PLS-SEM Results Part III: Evaluation of the Structural Model (Chap. 6), Advanced Topics in PLS-SEM (Chap. 7), and Modeling Heterogeneous Data (Chap. 8). We developed the book from the beginning onward, dividing the chapters to be written.

> **Lesson Learned**
> Structure, structure, and, again, structure.

This structure allowed us to develop a book that would be a concise and very practical guide to understanding and using partial least squares structural equation modeling (PLS-SEM). The ultimate aim was to write the first comprehensive book on the fundamental aspects of PLS-SEM. The multiple datasets available for download from the relevant website (www.pls-sem.com) would help explain the method. Finally, the text would draw on a single case study and a single software package, SmartPLS, to support the learning process.

Sage characterized the key features as follows:

- This title provides simple instructions on how to use the SmartPLS software to obtain solutions and to prepare manuscripts using the technique for submission to journals.
- Designed to be easily understood even by those with limited statistical and mathematical training; the authors have limited the use of formulas, equations, Greek symbols, and similar notations.
- "Rules of Thumb" in every chapter provide guidelines on best practices in the application and interpretation of PLS-SEM.

- Chapters are organized around learning outcomes to simplify learning the concepts and statistical terms. Concepts are consistently defined in simple words to facilitate an understanding of the method.
- The book's website includes many supplements and datasets to facilitate learning and teaching and support professors in the form of Microsoft® PowerPoint slides, as well as an Instructor Guide that can be posted on their websites.

Lesson Learned
Begin your work with the highest expectations of the final product.

How did we get to the stage that we were actually holding our book, hot off the press, in our shaking hands? Not easily or quickly! The book-writing novices found the writing process far more exhausting and time consuming than expected. The advantage was that we could pick up hints from Joe and see his magic book-writing talent in action, an opportunity worth a great deal of pain and exhaustion.

In early 2012, I spent about three months with my family in Sydney, Australia, visiting Siggi Gudergan, another academic who greatly supported my young career and later became a coauthor of the subsequent book on the advanced PLS-SEM issues. My intention was to use this time to make considerable progress with writing the book. Joe's comments on the first chapters were more than a dash of very cold water: "Christian, you write like a German professor. Your explanations are too complicated, the sentences are too long, and your text is too mathematical. Make your text understandable by writing it for students who are getting to know the method for the very first time and may not have a stats background. No equations but explanations! You can do better, but must deliver a new version, soon, since the book submission deadline is approaching quickly." Or as Ilse Evertse, who edited many of my papers, would say: "Get rid of the Denglish and apply my guru notes."[1]

Joe's motivating words unleashed extra energy and a true fighting spirit that I didn't know I had. The problem was that, as a good German professor, I believed I had provided a perfect, easily understandable text! So, how on earth could I change myself and, thereby, my text? I decided to take another careful look at Joe's Multivariate Data Analysis book and to follow this bestseller's template closely. A process of destruction, reconstruction, and cautious revision followed. Rewriting the chapters meant I got to see many Australian sunrises and experienced many of its midnight hours while my young family enjoyed their Australian visit.

The effort paid off. Joe was very happy with the improved chapters. From then onward, only minor changes needed to be made. Nevertheless, another lesson had to be learned: "Your chapters are too long. Make them shorter." To cut the length of the

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[1]*Denglish* is an expression for a direct translation of German phrases into English, which do not make sense with regard to the words used and sentence structure. If you like to look at Ilse's guru and extra guru notes, which we highly recommend, contact her at stpubus@gmail.com. Thanks Ilse, for your fantastic support during the past years!

manuscript even further seemed impossible at first, but by following William Faulkner's advice—which all academics should heed—and learning to "kill my darlings," the text became concise and so much easier to follow.

> **Lesson Learned**
> A book chapter should not be more than 30 double-spaced pages.

In comparison to the writing process, the final compilation of the book chapters felt easy. We did, however, have to read the book several times to improve the chapters even more and standardize the wording. Thereafter, we added a list of learning outcomes, review questions, critical thinking, and key terms, as well as a glossary, to every chapter. We submitted the book manuscript to Sage in August 2012. The original deadline had been May 2012, but the extension was important for the German authors with their "quality first" ethos, which always takes more time than presumed. Joe, however, believes in "a deadline is a deadline," which we Germans can only dream of meeting. Nonetheless, in the end, all the authors were very happy with the great result accomplished in such a relatively short period.

> **Lesson Learned**
> Every word and comma counts and it takes time, effort, and many reads to deliver a high-quality text.

Shortly after the manuscript submission, Sage asked us to send them a characteristic figure that the designers could use as a point of orientation for the cover. We sent them a generic PLS path model representation in the typical blue/yellow SmartPLS colors (Fig. 2, Cover Proposal). Sage soon submitted three covers from which we could choose (Fig. 2, Cover Alternatives). Joe, Thomas, Marko, and I quickly decided that the cover on the right-hand side in Fig. 2 was our favorite. After slight changes, this became our book's cover.

In September and October 2012, we had to answer Sage's marketing questionnaires and to provide content for the product information page and Sage's webpage for the book (https://uk.sagepub.com/en-gb/eur/a-primer-on-partial-least-squares-structural-equation-modeling-pls-sem/book244583). Mid-December 2012, the authors received the book proofs, which had to be corrected within two weeks to meet the production schedule. We consequently stretched our families' goodwill past all reasonable limits by revising the proofs immediately—right through Christmas and New Year's Eve—which are more or less sacrosanct in the German culture. We made more than 700 smaller and larger changes but returned the proofs on time. The publisher could not incorporate such a large number of changes and postponed publication to the summer of 2013. None of the authors have ever reported on how their family members, who had endured the festive season while they were mostly absent, received this news. Not wanting to twiddle our thumbs after the huge
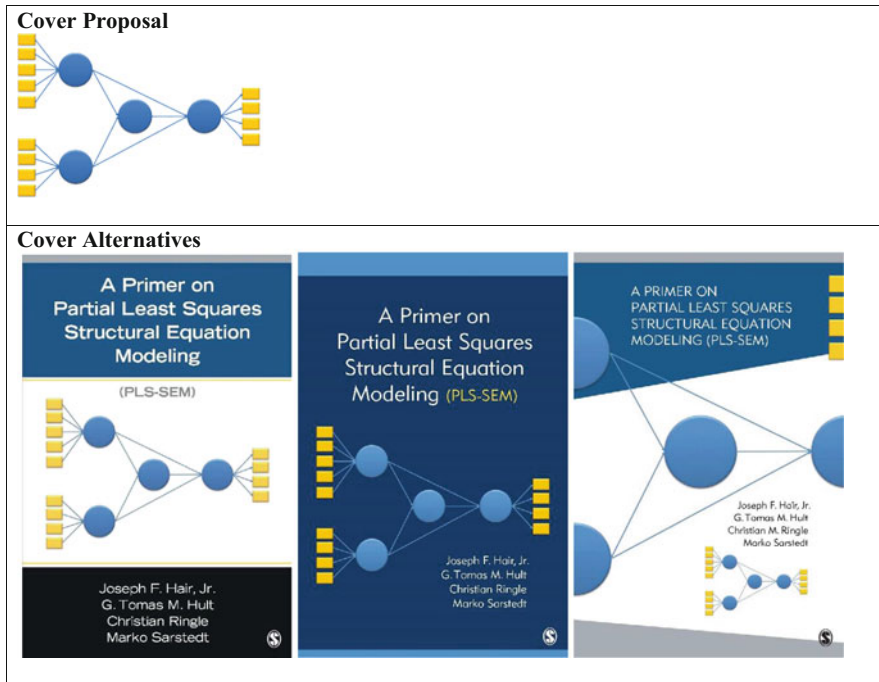
Fig. 2 Book cover development (used with permission from Sage Publications)

rush—some would call us suckers for punishment—we decided to create our own webpage for the book (http://www.pls-sem.com), which includes the downloads of the data files, SmartPLS projects, and other materials for the case studies in the book. Currently, more than 100 visitors access this website per day.

> **Lesson Learned**
> Academics must learn to use marketing instruments when pursuing success.

In May 2013, Joe, Tomas, Marko and I met at the Academy of Marketing Science Annual Meeting in Monterey, CA—a great opportunity to celebrate the joint book publication. A month later, we finally received the printed book. What an overwhelming feeling, very akin to becoming a father for the first time! The word spread quickly, and every week the book rose in the sales rankings, which I, if not the others, monitored closely. And it kept selling. It was a far greater success than expected—also for Sage, which quickly ran out of copies.

Clutching the printed books to our hearts—well, perhaps not everybody—Joe, Marko, and I met at the 2013 (July) Academy of Marketing Science World Marketing Congress in Melbourne, Australia. This was another opportunity to celebrate together. However, Joe kept nagging: "What's next guys?" Translated into German football

language this means: "After the match is before the next match!" We started making new plans.

> **Lesson Learned**
> Celebrate when it's time to celebrate, but then sit down and start working again.

Since the Academy of Marketing Science had played such an important role in this book's development, our dedication on the first page reads:

To the Academy of Marketing Science (AMS) and its members

> **Lesson Learned**
> Remember and honor those who supported you.

Reactions to and Dissemination of the Book

From the very beginning, our book *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)* (Hair et al. 2014) was extremely well perceived in terms of positive reactions and copies sold.

- *Claes Fornell, Chairman, CFI Group Worldwide*: Partial least squares' modeling is a very robust and practical technique to tackle many of today's multi-equation econometric models. In many situations, researchers are interested in both prediction and causality. Since PLS aims to account for the trace (sum of the diagonal in the covariance matrix), it is well suited for prediction. This is in contrast to covariance structure models, where the objective is to account for all the observed variable covariances, which is not particularly relevant for prediction. For the American Customer Satisfaction Index, we have used our own version of PLS from the very beginning. This book, by a great author team, puts PLS more practically into the hands of researchers by creating a logical and understandable way of applying PLS-based predictions based on structural relationships. The result is that we will likely see more PLS use in research, and significant advances regarding complex data problems.
- *Yves Doz, Solvay Chaired Professor of Technological Innovation, INSEAD*: Partial least squares' modeling is an important statistical technique in management research, but one that is most often used by very statistically oriented academicians. The PLS book, written by a great team of authors who are all very familiar with using PLS, makes the technique more practically understandable. Given the type of

data used in management research, this book will facilitate the confident use of PLS by a much larger number of researchers to test holistic multi-equation models.

- *David Ketchen, Lowder Eminent Scholar, Auburn University*: This PLS book is concise and application-oriented while being scientifically rigorous. With the use of PLS becoming more widespread and important as a tool in the field of management, this PLS book, by a superb author team, gives more scholars the needed practical knowledge to conduct rigorous research on partial least squares modeling.
- *Roger Calantone, Eli Broad Chaired University Professor of Business, Michigan State University*: Partial least squares' modeling is a great solution technique for a variety of small and large multivariate data problems. This book provides a deeply informed, yet practical, guide to understanding and using PLS for both novice and advanced researchers. This approach to understanding PLS carries one from a preliminary overview of the technique and its application, through the many subtle, but powerful nuances of the method. After 27 years of teaching variations of SEM, I am happy to discover a book that provides a gateway for the novice and a roadmap for the expert to confidently and appropriately model and estimate with PLS in a broad range of research contexts.

The first and excellent review article of the PLS-SEM book by Dave Ketchen (2013), published in *Long Range Planning*, is also worth mentioning.

The lessons learned from Joe and their application to the PLS-SEM book not only led to very positive feedback but also to colleagues and students widely and quickly using the book for their research. In many method-oriented bachelor, master, and doctoral courses, the book opened a door for thousands of students to learn, understand, and apply the PLS-SEM method by means of the SmartPLS software. Figure 3 shows the quick dissemination in numbers of citations per year. Roughly
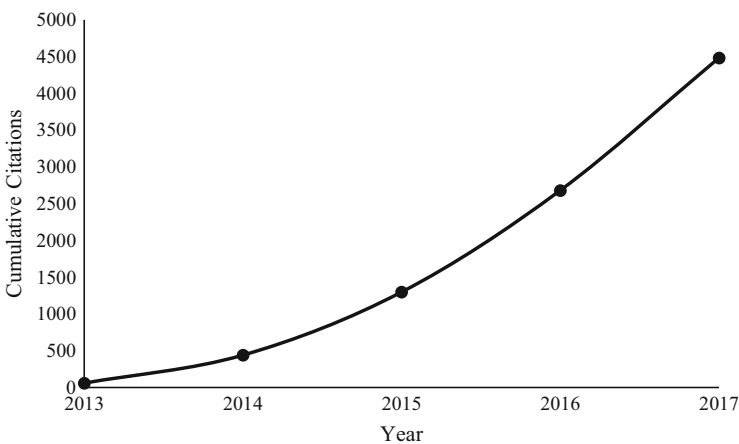
Fig. 3 Citations of the primer on PLS-SEM (Hair et al. 2014, 2017) (author's own illustration). Source: Google Scholar (July 2018)

five years since its publication in 2013, the PLS-SEM book has received more than 5000 citations (Google Scholar, July 2018).

Approximately a year after the primer on PLS-SEM's publication, the first international translations with adaptions were published. They first appeared in Korea and Iran, followed by China and Germany. Figure 4 shows the covers of the first translations. Translations into other languages, such as Spanish and Portuguese, will be published soon. We expect to see more than ten translations of the PLS-SEM book in the near future. None of the authors had been audacious enough to even dream of translations and adaptions. We are therefore humbled and honored by the time and effort that our international colleagues have devoted to our PLS-SEM book's translations. The key learning from this development is that it is still very important that books and learning materials should be available in national languages. This issue seems to be particularly relevant for education at the bachelor level.

The SmartPLS team reacted quickly to this development, changing the software environment to support SmartPLS' translation into different languages. They had hardly done this, when PLS-SEM users around the world teamed up to translate the software. The release of SmartPLS 3.2.4 (May 2016) meant the software was not only available in English but also in German, Japanese, and Spanish. Later, other languages, such as Arabic, Chinese, French, Indonesian, Italian, Japanese, Persian, and Portuguese, followed. Those participants following international courses on PLS-SEM based on the book and by means of SmartPLS quickly switch the software to their language. This may be the reason for the additional language adaptations of the PLS-SEM book: Another important lesson learned!

The PLS-SEM method is dynamic and expands its capabilities constantly, as does the SmartPLS software. In addition, technical advances require a continuous improvement of the software, its look, and feel. The primer on PLS-SEM used SmartPLS 2 for all the case studies. In 2015, however, SmartPLS 3 was released. We used this opportunity to arrange a second edition of the book with Sage. Besides updating the case studies, the second edition gave us the chance to improve several small issues but also to include new content, such as:

- The latest research on composite-based modeling (e.g., the difference between composite and causal indicators) to enhance the reader's understanding of PLS-SEM's conceptual foundations.
- A new in-depth discussion to explore the various types of mediation, alternative mediation analysis procedures, mediated moderation, and moderated mediation.
- Advanced bootstrapping procedures for constructing and analyzing bootstrap confidence intervals.
- Simple instructions, the "how-tos," to use the SmartPLS software to obtain solutions, and preparing manuscripts for academic journal submissions by using PLS-SEM.

With these substantial changes, the idea evolved to distinguish the second edition from the first by changing its appearance. Instead of using the blue, which was the main color of the first edition, red dominates the cover of the second edition (Fig. 5).
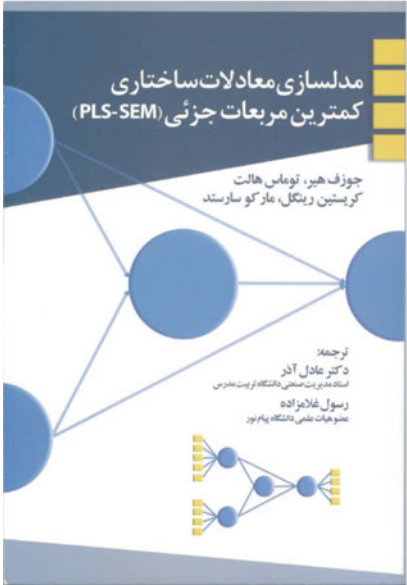
China / Taiwan
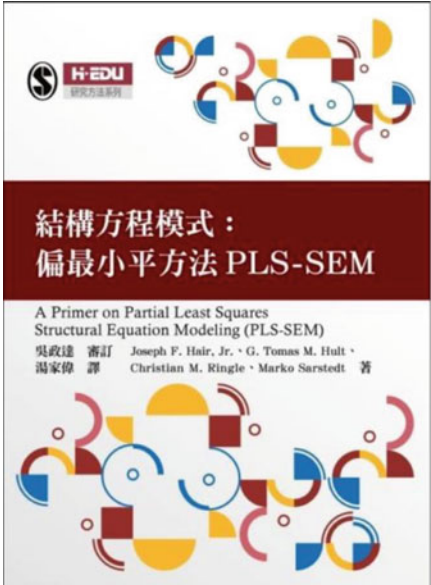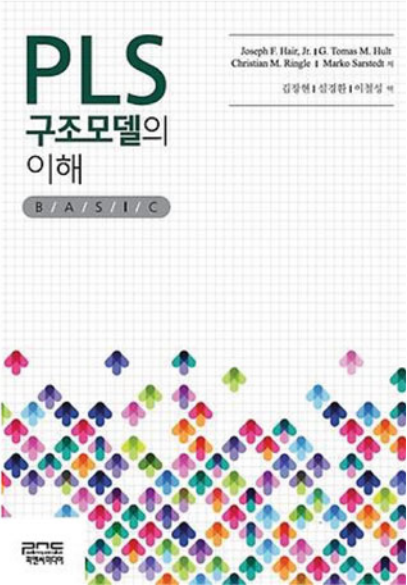

Germany
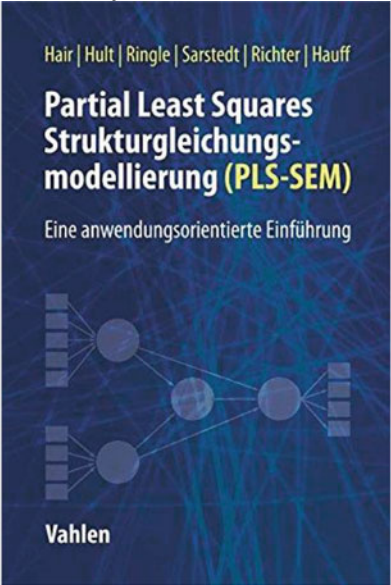
Iran

Korea

Fig. 4 Covers of different language adaptions (used with permission from Sage publications and Vahlen Verlag)

Fig. 5 Cover of the second edition (used with permission from Sage publications)
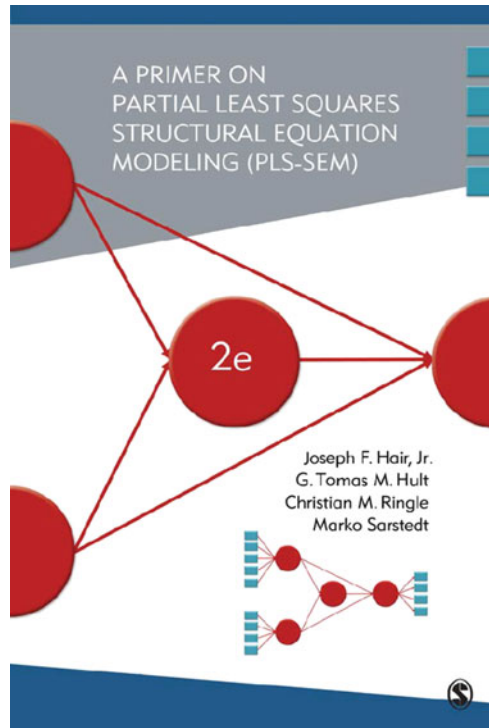
In the summer of 2016, we were happy to hold the first copies of the second edition in our hands. The lesson learned was that a project never stops. You need to continuously work on your book contents to keep them up to date. Further, whenever you find something that needs to be corrected or improved, or colleagues make constructive suggestions, take notes right away; this will allow you to use this list when preparing the next edition. This is what we do. And this is why we have enough material for the third edition, which we will most certainly be publishing at some point in the future!

Don't Stop Working

Don't limit yourself. Many people limit themselves to what they think they can do. You can go as far as your mind lets you. What you believe, remember, you can achieve. —Mary Kay Ash

Life is like riding a bicycle. To keep your balance, you must keep moving. —Albert Einstein

Fig. 6 Contract signing of the book on advanced PLS-SEM issues (used with permission from Marko Sarstedt). Note: See Fig. 1 to figure out who is who (hint, Marko looks no older); Siggi could not make it to the conference, but sent us a "Cheers" with an excellent Syrah from his terrace in Sydney, Australia

The primer on PLS-SEM focuses on providing basic knowledge of the method, as well as well-established knowledge. While we were writing the book, we were very often asked if we could provide guidance on the more recently introduced PLS-SEM extensions and on the method's advances. The requests increased once the primer had been published. Joe would not be Joe if he had not seen an opportunity to extend our successful project, especially after we had received the first highly satisfactory sales figures. Around early October 2013, he said: "Guys, we should do an advanced PLS-SEM book. What do you think?" I can now admit that the rest of the team and I had been tempted to take a longer break to recover from the exhaustion of getting the primer published. But, if Joe asks, there is only one answer: "When do we start?" And that is what we did. Once again Joe had the right instinct to push things and not to stop working. The new project—a book on advanced PLS-SEM issues—was born.

After negotiations with Sage, we sent them our book proposal at the end of 2013. The reviews were very positive, and Sage accepted our revised book proposal in the first quarter of 2014. Joe Hair, Marko Sarstedt, Siggi Gudergan (whom I had visited while writing the first book), and I teamed up to write the new book. We signed our contracts at the AMS Annual Conference held in Indianapolis, IN, in May 2014 (Fig. 6).

The new book includes five chapters and starts with an overview of recent and emerging PLS-SEM developments (Chap. 1) before addressing advanced modeling, such as hierarchical component models and nonlinear relationships (Chap. 2). The advanced model assessment (Chap. 3) addresses the confirmatory tetrad analysis and importance-performance map analysis. The main theme of the subsequent chapter (Chap. 4) is modeling-observed heterogeneity by means of a multigroup analysis in PLS-SEM (e.g., by running a permutation test and measurement model invariance

testing). The book concludes with Chap. 5, which explains how to uncover unobserved heterogeneity by using the finite mixture (FIMIX-PLS) and prediction-oriented segmentation (PLS-POS) approaches.

Even though the writing plan was clear, we faced two tough challenges: the first was that some of the topics had only slightly been addressed in a textbook style, or not at all. This required a lot of discussions on what to include in the chapters and how to structure and present the contents in a well-organized and easily accessible way. During this process, Joe used his wide experience to navigate the team of authors through the mists of their confusion: "Say what you need to say, but say it in a logical order, crisp, clearly, and understandable. And we don't want to invent a new textbook method, simply want to revert to established methods and the state-of the art. A clear description of how to use the advanced PLS-SEM approaches would therefore be very useful."

The second challenge was, once again, the deadline. The delivery date was September 12, 2015. From the first book, we had learned that a deadline is a deadline and that Joe and the publisher really care about this. After we had decided who would primarily write which chapter, Joe immediately started pushing the project. He would frequently ask: "How are we doing on the chapters?" This time, we knew that the usual, "Yeah, yeah, we will be starting soon," would not work with Joe. Consequently, we put our heads down and worked hard from the very beginning. The learnings from the first book ensured that the new book's development went considerably smoother. We all knew what we had to do, how, and when to do it. It worked: we did not only meet the deadline, but even submitted our manuscript to Sage a week or two before time!

The production process started. Marko and I were so much more experienced with handling the various tasks that needed to be done. At some point, we had to choose a cover. Again, we sent pictures with ideas for the cover. Based on these ideas, Sage returned their cover ideas (Fig. 7). And this is when we struck a wall: None of the authors had a clear favorite. As a solution, we decided to submit the potential book covers to a Facebook vote, which allowed the SmartPLS user community to choose their favorite one. Based on several hundreds of votes, the left-upper cover shown in Fig. 7 received by far the highest agreement and became the cover of the new book on advanced PLS-SEM issues.

Other tasks in the production process included two rounds of proofreading, the delivery of contents for the marketing materials, and Sage's webpage for the book (https://uk.sagepub.com/en-gb/eur/advanced-issues-in-partial-least-squares-struc tural-equation-modeling/book243803). Again, to our great astonishment, Joe's eagle eyes found mistakes and flaws that we thought would no longer be present at this stage of the book production process. Since my own, Marko's, and Siggi's rampant German genes would not be satisfied with anything but a top-quality product, this was a particularly good motivation to do even better in the revision process. Joe, who is the king of writing marketing texts for books, brought his brilliance and experience to bear when doing so for the new one. Box 2 shows the marketing text based on his suggestions and published by Sage.
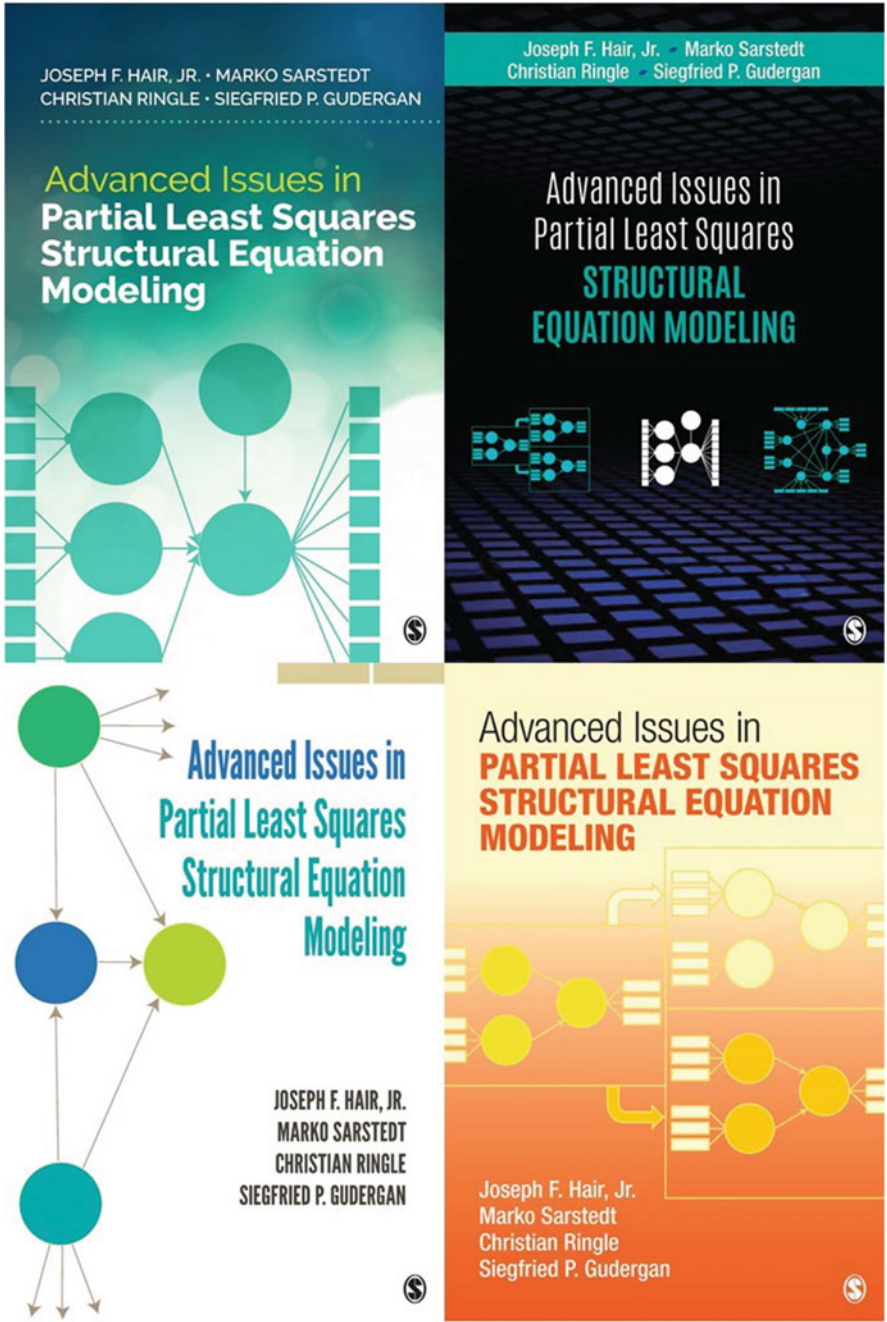
Fig. 7 Alternative covers for the advanced PLS-SEM book (used with permission from Sage publications)

Box 2 Sage marketing text for the advanced PLS-SEM book

Advanced Issues in Partial Least Squares Structural Equation Modeling provides a practical and applied description of advanced issues in PLS-SEM relevant for students, professors, and applied researchers. Authors Joseph F. Hair, Jr., Marko Sarstedt, Christian M. Ringle, and Siegfried P. Gudergan combine simple explanations of complex statistical concepts with examples and case studies that readers can follow using datasets available with the book. Furthermore, instead of providing technical descriptions of the concepts with a multitude of formulae, the book focuses on the appropriate analysis of data and interpretation of outputs. Many of the examples are based on the SmartPLS software, created and maintained by the authors. The book is easy to use for both independent and guided learning, including numerous graphs, tables, illustrations, multiple downloadable datasets (provided on a companion website), exercises, and further readings. Where appropriate, supplementary analyses and data management steps are illustrated using SPSS. Other unique features include the following: This is one of first applied textbooks on advanced issues in PLS-SEM, and thus the first mover in this space. There is no other book on this topic. PLS-SEM is illustrated using the same case and database throughout the book. This facilitates consistency in the issues associated with the example and supports the learning experience. Rules of thumb provide guidelines to authors preparing manuscripts for publication in peer-reviewed journals. The text includes a brief review of basic concepts for the application of PLS-SEM. The advanced topics are covered in a manner that clearly demonstrates how students and researchers can apply the techniques to their research problems and accurately interpret the results. Examples of some advanced topics include mediated moderation, unobserved heterogeneity, higher-order component models, suppressor effects, multigroup analyses, and so forth. The text has teaching supplements such as Microsoft PowerPoint slides and an instructor's manual. The book's website includes instructions on how to apply the techniques using the popular SmartPLS software package. Guidelines on what and how to interpret the findings will be included in text discussions and teaching supplements.
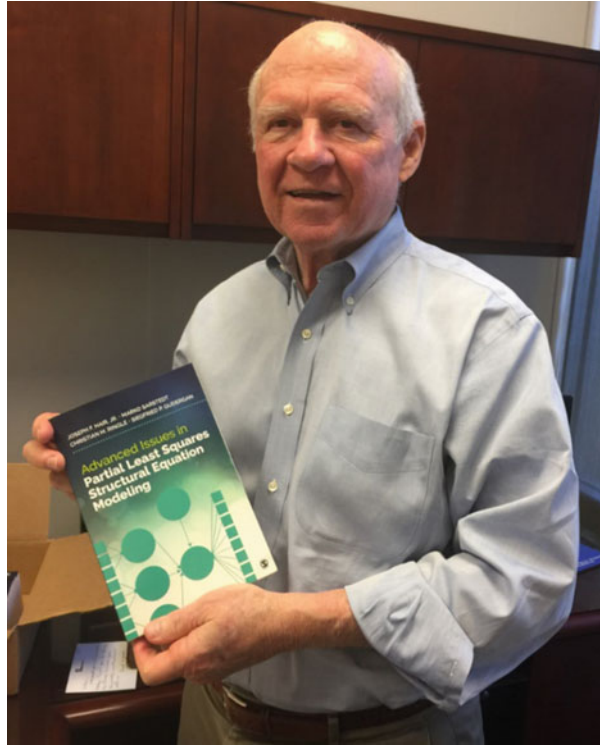
Summary and Conclusion

The simple act of caring is heroic. —Edward Albert

Life's most persistent and urgent question is, "What are you doing for others?" —Martin Luther King, Jr.

Fig. 8 Joe Hair presents the advanced PLS-SEM book (used with permission from Marko Sarstedt)

Some people really make a difference. Joe is one of these rare individuals. It is an honor and privilege to know, interact, and work with him. This is not only due to the success of this exceptional German-US collaboration. Joe's outstanding personality is far more important. Our objective is to follow his inspiring example and, we hope, to provide others with the same kind of guidance one day. His great instinct, backed by his experience, allows him to identify relevant projects to pursue, as well as his hard work, which ensures they will be a success, are remarkable.

He has reached the academic Mount Olympus and became a superstar, known internationally and across disciplines. But what really makes him a special character is that he has remained ambitious, curious, and hungry for new challenges when he could be taking it easy. In addition, he enjoys his fame in the very best and positive way: He travels the globe almost monthly to meet people who wish to get to know him in person and to learn from him. Joe's most remarkable characteristic is the way he cares about people. He has a talent for meeting other people at eye level—from celebrated super stars to junior researchers. His particular interest in and care about younger people, of which Marko and I have firsthand experience, make him an inimitable role model. Instead of just enjoying his accomplishments, power, and influence for his own good, Joe uses these elements to pave the way and open doors for others. Seeing his altruism having a positive impact on others and their career seems to give Joe the utmost satisfaction. To understand such a satisfactory moment,

take a look at Fig. 8, which shows Joe after he had received the first copy of the new book on the advanced PLS-SEM issues hot off the press.

Joe is an outstanding scholar and researcher; a fantastic and intoxicating teacher; an ambiguous, curious, and successful personality; and a warm-hearted, loving, and caring character. These are just some of the attributes that individuals who have had the privilege of interacting with Joe would use to describe him. But most importantly, Joe has become an inspiring role model for thousands of academics, students, and other individuals around the globe, especially when exhibiting his dancing skills at the AMS conferences' gala dinners.

Don't change, Joe, we want you to show us your next trick! What about a book on "conference behavior" that includes your guiding rules of thumb for making every conference visit a successful and an unforgettable experience?

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Joe Hair: Impact and Contributions to Sales Research and Teaching

James S. Boles

Joe Hair's Contributions to Sales Research

It is not surprising that, due to his extremely significant contributions to statistical knowledge, Joe Hair's other research contributions often get overshadowed. For example, few people outside of those who are interested in sales research or teaching professional selling and sales mangement know that he also has a significant body of work, in both academic research and textbooks, addressing the sales and sales management area. In the areas of personal selling and sales management, he has published several textbooks starting 35 years ago. His sales management textbooks include *Sales Management* (Anderson and Hair Jr 1983), *Professional Sales Management* (Anderson et al. 1987, 1995), *Professional Sales Management* (Anderson et al. 1999), and *Sales Management: Building Customer Relationships and Partnerships* (Hair et al. 2008). Joe also began writing textbooks about personal selling almost three decades ago, starting with *Effective Selling*, first published in 1990, thus anticipating the growth in the teaching of sales at universities and colleges throughout the United States that occurred during the late 1990s and into the 2000s (Hair et al. 1990).

In addition to authoring several sales management and personal selling textbooks, Joe also has co-authored more than ten articles dealing with sales management, personal selling, and buyer-seller relationships. One of these articles, dealing with "Role Stress, Work-Family Conflict and Emotional Exhaustion: Inter-relationships and Effects on Some Work-related Consequences," *Journal of Personal Selling and Sales Management* is his most cited journal article on a topic outside of multivariate analysis research (Boles et al. 1997). That article alone is approaching 500 citations as of this writing. His co-authored article on "Developing a Behavior-Based Scale to

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Assess Retail Salesperson Performance" was published in the *Journal of Retailing* and has been cited approximately 140 times (Bush et al. 1990). His 2002 *Journal of Business Research* article on "Salesforce Automation Systems: An Exploratory Examination of Organizational Factors Associated with Effective Implementation and Salesforce Productivity" (Pullig et al. 2002) has also been cited over 100 times and was one of the earlier studies on salesforce automation systems which has become an area of great importance in the field of selling practice and among sales researchers.

Impact on the Academic Field of Sales and Sales Management

In addition to Joe's research publications and textbooks in the field of sales, he has influenced the sales literature and teaching of sales significantly. Early on, in the 1980s, Louisiana State University (LSU) was one of the few major universities to teach personal selling and sales management. While many if not most major universities now offer these types of courses and some have entire sales programs dedicated to the areas of personal selling and sales management, this was not the case during the 1980s and early-to-mid 1990s. Together with Dr. Mark Johnston and Dr. Darryl McKee, Joe pushed the teaching of selling and business-to-business marketing forward at LSU.

A number of doctoral students that he worked with at LSU, either as a dissertation chair, coauthor, or assigning their teaching responsibilities into the sales area, have gone on to teach and conduct research in the sales field. Several of those former students started sales classes or increased the number of classes offered at the universities where they worked. In fact, several sales centers and at least one sales institute have been developed at their respective universities over time. Many of the students who learned selling and sales management skills from those LSU educated professors have gone on to work in sales and build a successful career. Indirectly, their success can be traced back to the sales classes that these individuals taught at LSU as part of their training as professors and the influence of Joe as a mentor, guide, and leader.

With regard to research in the sales and sales management areas, students who worked with Joe while at LSU have gone on to contribute considerably to the extant sales literature. A quick review of Joe's work reveals that he co-authored sales articles with at least eight academics who received their Ph.D. from LSU, while he was Chair of the Marketing Department. These include Bradley O'Hara, Debbie Easterling, Sandra McKay, James Boles, Randall Russ, Al Bush, Chris Pullig, and James Maxham III (apologies to any that we missed in compiling this area list). In total, these students have produced scholarship that has generated almost 100 articles in the topic areas of personal selling, sales management, and buyer-seller relationships. In addition, they have served on review boards and/or as journal editors.

While Joe, as noted earlier, is best known for his work in multivariate statistics, he has been active in research, teaching, and educating in other areas including sales.

Though his impact in the sales field has not been as profound as in the statistics area, he has made a significant contribution in the sales field—both through his own work and that of his students. Further, his former students are continuing to educate future salespeople and sales researchers, as well as their own doctoral students, thus extending Joe's contribution to knowledge and to the success of a new generation of college students.

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Der Knacks and a Silver Bullet

Marko Sarstedt

My Very Personal "Knacks"

Der Knacks (*The Crack*) by Roger Willemsen is a German book in which the crack refers to that moment when life shifts in a different direction. We mostly do not notice this crack until its full impact has unfolded. Cracks are not life events, like winning the lottery or the sudden loss of a loved one, when the consequences are immediately clear. Instead, they are subtle shifts in life, only identifiable in hindsight.

I have experienced many positive and negative cracks in my private and professional life. The most important positive crack in my professional career was my first encounter with Joe Hair at the 2009 *Academy of Marketing Science Annual Conference* in Baltimore. I was sitting in the lobby, skipping one of the sessions (sorry!), when Joe approached me, introduced himself, and told me that he was interested in partial least squares structural equation modeling (PLS-SEM) but that his *Multivariate Data Analysis* coauthors were not too keen on the method. Literally, his third sentence was "We should write a book on PLS." I immediately, and recklessly, replied: "Sure, let's do it." Viewed superficially, this was probably the worst idea ever: I had completed my PhD thesis just a year previously and was hell-bent on producing top-tier publications to get a tenured position in the highly competitive German market. The German system did not and does not take books into account; in fact, they may even be detrimental for a career. I therefore made a point of telling Joe that we should also write a few journal articles together.

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Fig. 1 Contract signing for the advanced PLS-SEM book (used with permission from Marko Sarstedt)

This encounter was the starting point of a fantastic research journey during which we published 2 books, 8 special issues, and over 20 articles on PLS-SEM in scholarly journals, including *Journal of the Academy of Marketing Science* (Hair et al. 2012, 2017b), *Organizational Research Methods* (Henseler et al. 2014), *Journal of Business Research* (Sarstedt et al. 2016), and *Journal of International Marketing* (Hult et al. 2018). We also presented countless joint seminars at conferences and institutions, such as *Academy of Marketing Science Annual Conference*, *IMT Dubai*, and *Statistical Horizons*.

By giving our research global exposure in a way no journal article could, writing the book turned out to be the best idea ever! As of September 2018, the *Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)* (Hair et al. 2017a) has been cited more than 6000 times in Google Scholar and has been translated into Chinese, German, Persian, Spanish, and Taiwanese. The *Primer* also marked the starting point of the follow-up book project *Advanced Issues in Partial Least Squares Structural Equation Modeling (PLS-SEM)*, which we initiated at the 2014 *Academy of Marketing Science Annual Conference* in Indianapolis (Fig. 1) and was published in 2017 (Fig. 2). As evidenced by Khan et al.'s (2019) recent analysis of the research domain's knowledge network structure, Joe is currently one of the most prominent and influential researchers in the PLS-SEM field. His work has inspired young researchers all over the world.

Fig. 2 Advanced PLS-SEM book published (used with permission from Marko Sarstedt)
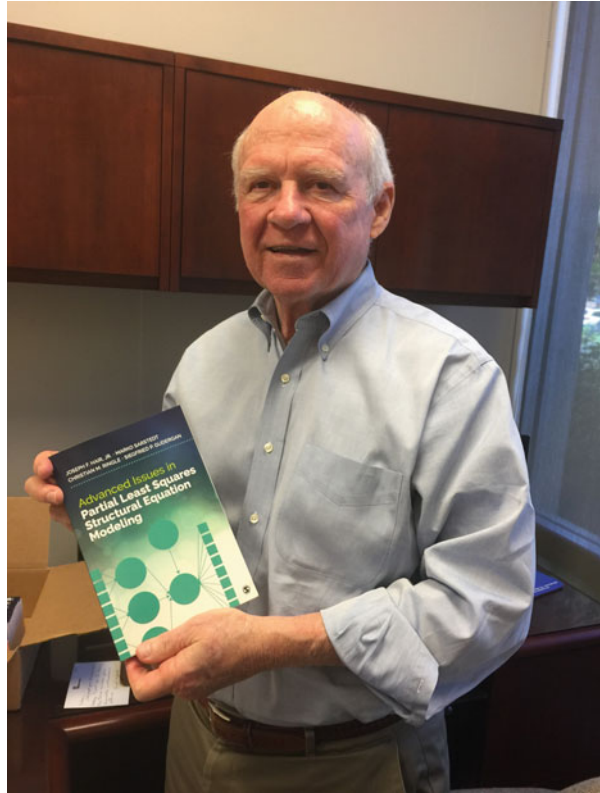
A Silver Bullet

The true driver behind our PLS-SEM journey was our first special issue "The Use of Partial Least Squares (PLS) to Address Marketing Management Topics" in *Journal of Marketing Theory and Practice*, particularly our lead article "PLS-SEM: Indeed a Silver Bullet" (Hair et al. 2011). In this article, we provide an overview of the PLS-SEM method, its origins, and mode of operation. By extending prior research on this topic (e.g., Chin 1998), the article also offers guidance on how to evaluate PLS-SEM results. Its citation count offers evidence of the article's wide dissemination (Fig. 3). For example, in 2017 alone, the article was cited 1200 times according to Google Scholar and 478 times according to Web of Science.

Focusing on the Web of Science database, most of the total number of 1381 citations stem from *Computers in Human Behavior* (43, 3.11%), followed by *Journal of Business Research* (32, 2.32%), *Journal of Cleaner Production* (22, 1.59%), and *Tourism Management* (22, 1.59%). In Table 1, the breakdown per publication outlet with at least ten citations of the "silver bullet" article indicates that it has impacted a variety of disciplines and subfields. For example, the article has
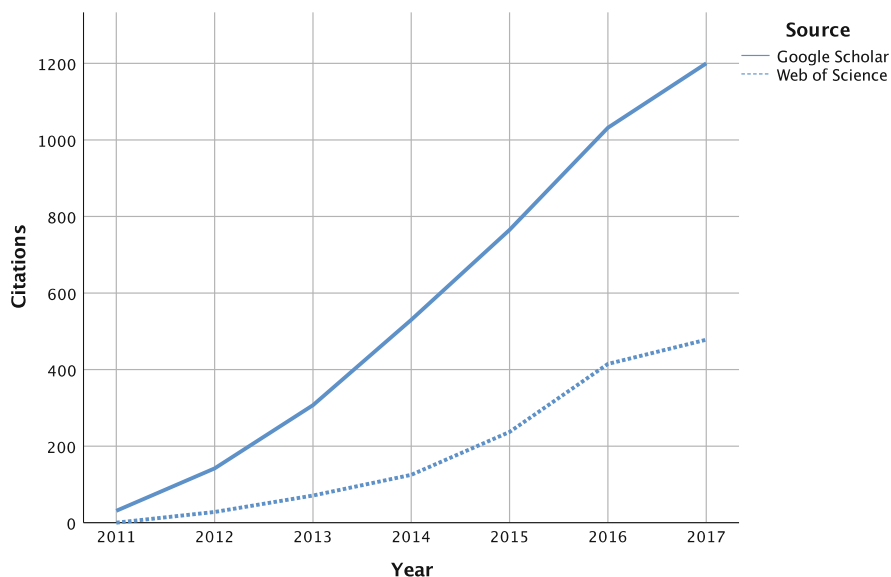
Fig. 3 Number of citations per year (author's own illustration). Note: Total number of citations 2011–2017, Google Scholar, 4007; Web of Science, 1381

frequently been cited in cross-disciplinary journals, such as *Computers in Human Behavior*, *Industrial Management & Data Systems*, and *Journal of Construction Engineering and Management*.

A further analysis of the citing articles' research areas shows that its reach extends beyond the business research domain to many other fields of scientific enquiry: Fig. 4 shows the top 30 research areas at the end of 2017.[1] While the majority of articles stem from business economics, a vast number come from engineering and natural sciences areas such as agriculture, environmental sciences and ecology, geography, and psychology. For example, in agriculture, PLS-SEM has been used to determine the economic and social factors leading to the adoption of cover crops (Rodríguez-Entrena et al. 2014), to disentangle the drivers of understory species' richness in eutrophic forest patches (Peppler-Lisbach et al. 2015), and to analyze how arbuscular mycorrhizal fungi inoculation affects the lateral root formation of terrestrial plants via various metabolisms (Chen et al. 2017). In engineering, researchers have used the method to examine how isomorphic pressures impact building information modeling adoption activities in construction projects (Cao et al. 2014), to analyze elements of green supply chain management activities (Jabbour et al. 2014), and to assess risk paths in international construction projects (Liu et al. 2016). Finally, in psychology, researchers have used PLS-SEM to assess the causes of Internet addiction disorder development and their comorbidity with other mental disorders (Floros et al. 2014); to examine how self-efficacy, contextual variables,

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[1]Note that each article is usually assigned to multiple research areas.

Table 1 Top citing journals (author's own illustration); total number of citations=1381

Journal	Number of citations (2011–2017)	Percentage of total citations (%)
Computers in Human Behavior	43	3.11
Journal of Business Research	32	2.32
Journal of Cleaner Production	22	1.59
Tourism Management	22	1.59
Journal of Retailing and Consumer Services	20	1.45
Information & Management	17	1.23
Proceedings of the Annual Hawaii International Conference on System Sciences	17	1.23
Industrial Management & Data Systems	16	1.16
Industrial Marketing Management	16	1.16
Long Range Planning	14	1.01
International Journal of Project Management	12	0.87
International Journal of Information Management	11	0.80
Journal of the Academy of Marketing Science	11	0.80
Asia Pacific Journal of Marketing and Logistics	10	0.72
International Journal of Contemporary Hospitality Management	10	0.72
International Journal of Production Economics	10	0.72
Journal of Construction Engineering and Management	10	0.72
Journal of Travel Research	10	0.72

Source: Web of Science
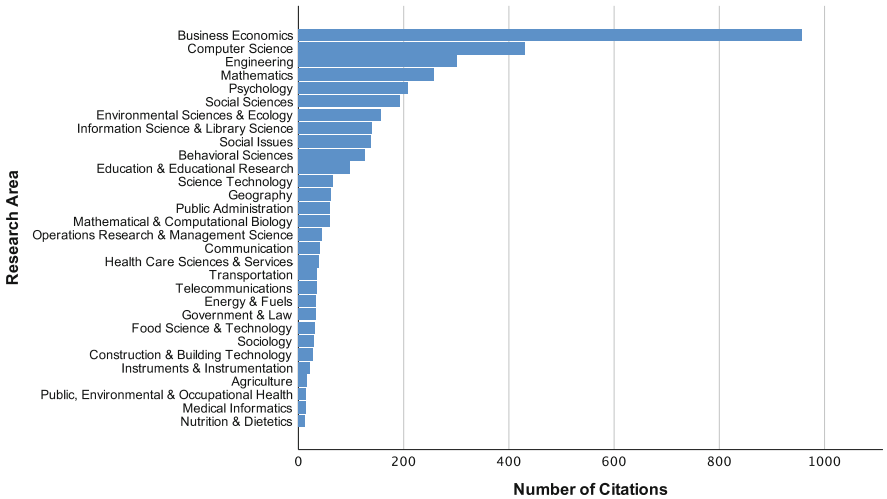
Fig. 4 Research areas citing the silver bullet article (author's own illustration). Source: Web of Science

and stressors affect teacher burnout (Khani and Mirzaee 2015); and to evaluate the drivers of habitual online pornography consumption (Sirianni and Vishwanath 2016).

Finally, several of the articles citing the "silver bullet" article are highly cited themselves. For example, according to the Web of Science database, Ayeh et al.'s (2013) study on the perceptions of travel-related, user-generated content has been cited 101 times and is a highly cited paper in *Journal of Travel Research*. Similarly, with 68 citations, Li et al.'s (2013) examination of coauthorship networks is a highly cited paper in *Research Policy*. These results document the article's considerable impact via downstream citations.

What exactly has made the article so successful? I believe that three factors contribute to its popularity:

1. The article is directed at readers unfamiliar with PLS-SEM and needing to understand when it is the most appropriate method to address a particular research question. The article tackles exactly those questions that researchers have when first exposed to the method. It also offers a series of rules of thumb that serve as a convenient single source of guidelines for novice and experienced users.
2. The very positive tone throughout the article and the clear language make the content easily accessible to a broad audience of researchers with limited time. Nevertheless, the article does not ignore the method's limitations. Unlike many other methodological articles presenting a new method to a broader audience, the article does not lose its readers in a jungle of details. Applied researchers are not usually interested in technical specificities and methodological debates; they just need a method that works for their research purpose; the method is just the means to the end of understanding a phenomenon. Our article caters to this need.
3. I also believe the article's provocative title contributed greatly to its popularity. Many methodological researchers regard SEM as equivalent to covariance-based SEM executed by software programs, such as Amos, EQS, LISREL, or Mplus. For them, PLS-SEM is an unrecognizable hodgepodge of ill-defined concepts or "voodoo statistics" (Sosik et al. 2009, p. 6). Calling the method PLS-*SEM* was therefore quite an affront. In addition, the article's subtitle refers directly to a popular *MIS Quarterly* editorial by Marcoulides and Saunders (2006) titled "PLS: A Silver Bullet?" In this editorial, the authors reflect critically on the common belief that PLS-SEM can always be used when the sample size is small. By maintaining "Indeed a silver bullet," we exaggerated deliberately to gain more attention for the article.

And it worked! The article triggered strong reactions leading to an ongoing debate about PLS-SEM's merits and limitations. For example, Rönkkö and Evermann (2013) took a stand against our claim that PLS-SEM is a "silver bullet," readily ignoring that we concluded the article by stating that it "*can* indeed be a 'silver bullet' for estimating causal models in many theoretical model and empirical data situations" (Hair et al. 2011, p. 148; emphasis added). Rönkkö and Evermann (2013) also argued against PLS being a SEM method, an argument that Henseler et al. (2014) debunked

as being inadequate. Westland (2015) devoted an entire chapter (24 of 171 pages of main text) in his book, *Structural Equation Models: From Paths to Networks*, to PLS-SEM, explaining why his readers should *not* use the method. Given that the book sets out to "present SEM's development in its proper historical context," we found this detailed coverage quite astonishing.[2] Finally, numerous researchers have repeatedly called PLS-SEM's universal adequacy for small sample size constellations into question (e.g., Rönkkö and Evermann 2013; Rönkkö et al. 2015, 2016), even though methodological researchers have always agreed that there is no method (including PLS-SEM) that can miraculously derive information when there is none (e.g., Marcoulides and Chin 2013). On the upside, these papers kept the discussion going, further increasing awareness of the method, and giving us the opportunity to realize several exciting follow-up projects (e.g., Henseler et al. 2014, 2015; Franke and Sarstedt 2019; Sharma et al. 2019a, b). More recent papers offer a more balanced perspective such as Petter (2018, p. 12) who concludes that researchers should "feel the love for PLS."

When I started my PhD in 2005, not even my wildest dreams included working with an authority on multivariate methods like Joe Hair 10 years later or SEM experts like Jeffrey R. Edwards and Cameron N. McIntosh writing a 42-page comment on one of our papers (McIntosh et al. 2015). The meeting-Joe crack was responsible for this wild ride. In addition, the debates that ensued after our article started shifting the thinking of various researchers who had long been critical of PLS-SEM. For example, the latest edition of the *Multivariate Data Analysis* book (Hair et al. 2019) now also includes a chapter on PLS-SEM.

Conclusion and Rules of Thumb

The silver bullet is a very good example of how a single article can initiate a new research field, which currently continues to attract great minds from all over the world, such as Theo K. Dijkstra, Edward E. Rigdon, Galit Shmueli, and many others who have (re)gained interest in PLS-SEM. I'm certain that without Joe, my career and the PLS-SEM field as a whole would have evolved very differently. Importantly, however, besides working, we have had lots of fun during dozens of joint seminars and conference visits—I'm happy to call Joe not only a great mentor but a true friend. Meeting Joe was not only a major "Knacks" for my career but also for my personal life.

I want to close this short reflection on the "silver bullet" article and Joe's impact with a central learning from working with Joe: Always summarize your central research recommendations in rules of thumb! And yes, rules of thumb are, by their very definition, not always precise and do not apply to all settings but do offer important guidance for situations that researchers often encounter. Below are my very personal top-three rules of thumb for networking, positioning research projects,

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[2]See the book's webpage at http://www.springer.com/de/book/9783319165066

Table 2 Rules of thumb (author's own illustration)

Networking
1. Go to conferences, build your network, make friends, and have fun
2. Always be supportive of your fellow researchers
3. Approach fellow researchers, and enquire about options to visit their institutions (e.g., presenting a workshop)
Positioning research projects
1. Challenge current thinking in the field but be constructive and offer solutions
2. Dare to be provocative without being offensive
3. Focus on high-profile research projects but also write articles that appeal to a broader audience
Writing
1. Try summarizing your recommendations by using rules of thumb
2. Write concisely
3. Always put yourself in the average reader's shoes. Ensure that also novice researchers understand your arguments, even when you deal with complicated topics

and writing, reflecting my learnings from working with Joe, particularly regarding our "silver bullet" article (Table 2). While certainly not comprehensive, I hope these rules of thumb will help and inspire junior faculty in building their careers.

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Part IV

Global Scholar

Importance of Hair's Books in Brazilian Business Research

Diógenes S. Bido and Dirceu da Silva

Introduction

Despite its personal character, the following text is a common example of the career development followed by business researchers in Brazil. As a point of departure, these researchers do not have a bachelor's degree in statistics. Professor Hair was in the same position; in 2006 he told us that, in their PhD studies, he had to learn something like "multivar-what?"

The first section of this chapter shows the citations of Hair's books in the Brazilian papers, which were presented at the largest Brazilian business research conference. The second section exemplifies the use of *Multivariate Data Analysis* (Hair et al. 2010) in the quantitative classes, and the third one concludes the chapter by showing how Professor Hair's books (Hair et al. 2017, 2018) on partial least squares structural equation modeling (PLS-SEM) has made a great impact on novice and experienced researchers.

Although *Multivariate Data Analysis* was translated into Portuguese in 2005, it was already widely used by researchers in the field of applied social sciences. This book is a landmark for quantitative methods, not only due to its number of techniques but also due to its didactic depth. The second book published in Brazil—*Essentials of Business Research Methods* (Hair et al. 2015)—was also translated into Portuguese and became an instant success in the management and business fields. The book has been recommended for undergraduate and graduate

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courses, since it contains very practical examples and presents elements that enable the researchers to understand the practice of research in administration (and related areas). Finally, *A Primer on Modeling of Structural Equations of Partial Least Squares (PLS-SEM)* (Hair et al. 2017) explains very practical features and covers the use of SmartPLS software in a very instructive way. In this book, the author (and his colleagues) presents the various characteristics of PLS-SEM in a very hands-on way. At present, the book (now in its second edition) is the reference for researchers using PLS-SEM.

Hair's Books in Brazilian Business Postgraduation Production

The EnANPAD ("Encontro da Associação Nacional de Pós Graduação e Pesquisa em Administração"—Meeting of National Association of Postgraduation and Research in Administration) is the second largest business research conference in the world.

In this chapter, we used EnANPAD as a thermometer (in qualitative terms) for business postgraduation production (i.e., for business and public administration, accounting, and related areas) in Brazil, because at this event, professors and students submit their "work in process" before sending it to a journal.

In order to assess the importance of Professor Hair's books, we downloaded all 15,775 articles, which were presented at EnANPAD from 1997 to 2017 (available at http://www.anpad.org.br) and imported them into the Mendeley software to search the complete text. Our search for the word "hair" resulted in more than 2000 articles, after excluding a few misclassifications (haircut, hairstylist, dark hair, hairdressing, hair brushed, Haire, Hairy, Hairong, etc.). We counted the citations for each one of Professor Hair's books per year.

When we refer to "Hair's books" in this chapter, we do not forget the coauthors' contribution; we are merely identifying the books concisely. Table 1 identifies which books we considered for this analysis (only the books that were more prominent in the Brazilian papers).

In 1997, 242 articles were presented, and 8 of them (3%) cited *MDA (Multivariate Data Analysis)*. The maximum was 156 of 858 articles (18%) in 2014, which fell to 14% in 2017.

Figure 1 shows that the citations follow the number of papers presented, and we can summarize the trends as follows:

- *MDA*: Roughly constant (between 9% and 15%) from 2005 to 2017
- *EBRM*: Roughly constant (between 2% and 4%) from 2008 to 2017
- *PLS-SEM*: Start of growth (1%, 2%, and 3%) for 2015, 2016, and 2017, respectively

Table 1 Hair as the first author (authors' own illustration)

Book (edition)	Year	Second author	Coauthors
MDA (fifth edition)	1998	Ronald L. Tatham	Rolph E. Anderson, William Black
MDA (sixth edition)	2006	William Black	Barry J. Babin, Rolph E. Anderson, Ronald L. Tatham
MDA (seventh edition)	2010	William Black	Barry J. Babin, Rolph E. Anderson
MDA (eighth edition)	2019	William Black	Barry J. Babin, Rolph E. Anderson
EBRM (first edition)	2003	Arthur H. Money	Phillip Samouel, Barry J. Babin
EBRM (second edition)	2011	Mary Wolfinbarger	Arthur H. Money, Phillip Samouel, Michael J. Page
EBRM (third edition)	2015	Mary Celsi	Arthur Money, Phillip Samouel, Michael Page
PLS-SEM (first edition)	2014	G. Tomas M. Hult	Christian M. Ringle, Marko Sarstedt
PLS-SEM (second edition)	2017	G. Tomas M. Hult	Christian M. Ringle, Marko Sarstedt

Source: expanded by the authors
Legend: MDA = *Multivariate Data Analysis*; EBRM = *Essentials of Business Research Methods*; PLS-SEM = *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)*
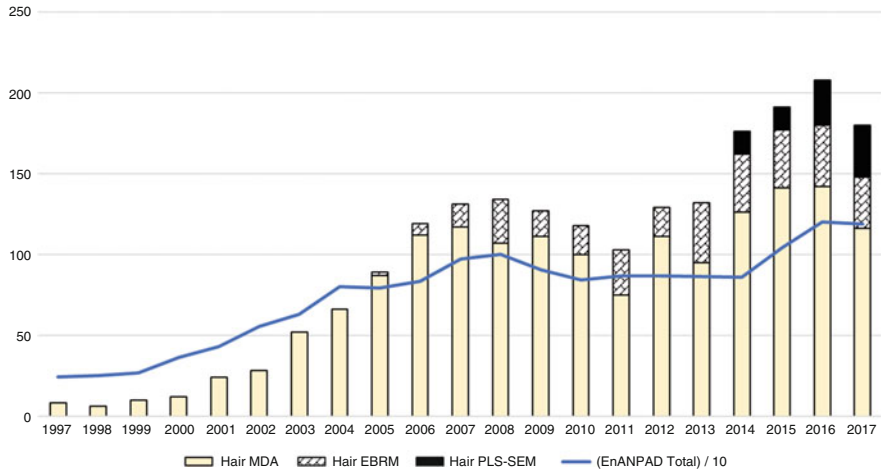
Fig. 1 Articles presented at EnANPAD and citation of Hair's book (authors' own illustration). Note: The line represents the number of articles presented at EnANPAD divided by 10 (for a more comparable scale), and the columns are based on the number of times Hair's books have been cited. Legend: Hair MDA = *Multivariate Data Analysis* (Hair et al. 2010); Hair EBRM = *Essentials of Business Research Methods* (Hair et al. 2015); Hair PLS-SEM = *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)* (Hair et al. 2017). Source: expanded by the authors with articles from EnANPAD available at http://www.anpad.org.br

From Student to Professor by Using the Book MDA

In 1998, the fifth edition of *MDA* was published in Brazil, and it became an obligatory item in every business researcher's toolkit. In 2005, the book was translated into Portuguese.

From 2000 to 2004, the first author used *MDA* as a PhD student, and from 2005 onward he has used it as a professor of quantitative methods. In 2006, he met Professor Hair at one of the seminars in Brazil.

Thus far—to introduce the exploratory factor analysis (EFA) to students—I use the intuitive example from a correlation matrix and explain why it is exploratory. But before that, I usually introduce the discussion of Shipley (2004): I ask, If correlation does not imply causation, why are two variables correlated?

"In fact, with few exceptions, correlation does imply causation."

From this point of departure, we discuss the simple thought (one is the cause and the other is the effect) and other possible relations, and we conclude with a discussion about common causes. I use a few spurious correlations to illustrate and capture the students' attention, before I deal with the intuitive example, I emphasize the basic assumption of EFA as follows: The noticeable correlation between two variables is a manifestation of a common cause, and—with only this assumption in mind—they must try to solve the example. This is a good exercise to use for graduating or seminars.

In 2008, I was teaching a graduating class, and all students complained when I explained the use of a scree plot, because my explanation differed from that which they read before the class. The question was: Where should we stop in the scree plot? It was funny, because I was very sure about this point, but—in fact—it was different from *MDA*. After the class, I consulted other books and found the answer:

> Cattell (1966) originally suggested taking the first factor on the straight line as the number of factors to be sure that sufficient factors were extracted; he has since (Cattell and Jaspers 1967) suggested that the number of factors be taken as the number immediately before the straight line begins, ... (Gorsuch 1974, p. 349)

Up to this time (the seventh edition), *MDA* is based on Cattell (1966) for the following reason: The explanation given by Hair et al. (2010) results in the extraction of one more factor, as we can observe in Fig. 2. From 2008 until today, I use this example to gauge whether the students have actually read the book with attention, because I continue to explain as Cattell and Jaspers (1967) do.

From User to Professor of PLS-SEM

I began to learn and use PLS-SEM in 2005 when I read Chin's chapters (Chin 1998; Chin and Newsted 1999) as a participant in the SmartPLS forum. I also used Tenenhaus et al.'s (2005) ECSI example and dataset. During that time, we—in Brazil—did not have access to Falk and Miller (1992), Fornell (1982), Jöreskog

However, the scree analysis indicates that five factors be retained…

Using the scree plot as explained by Cattel and Jaspers (1967) We should extract four factors.
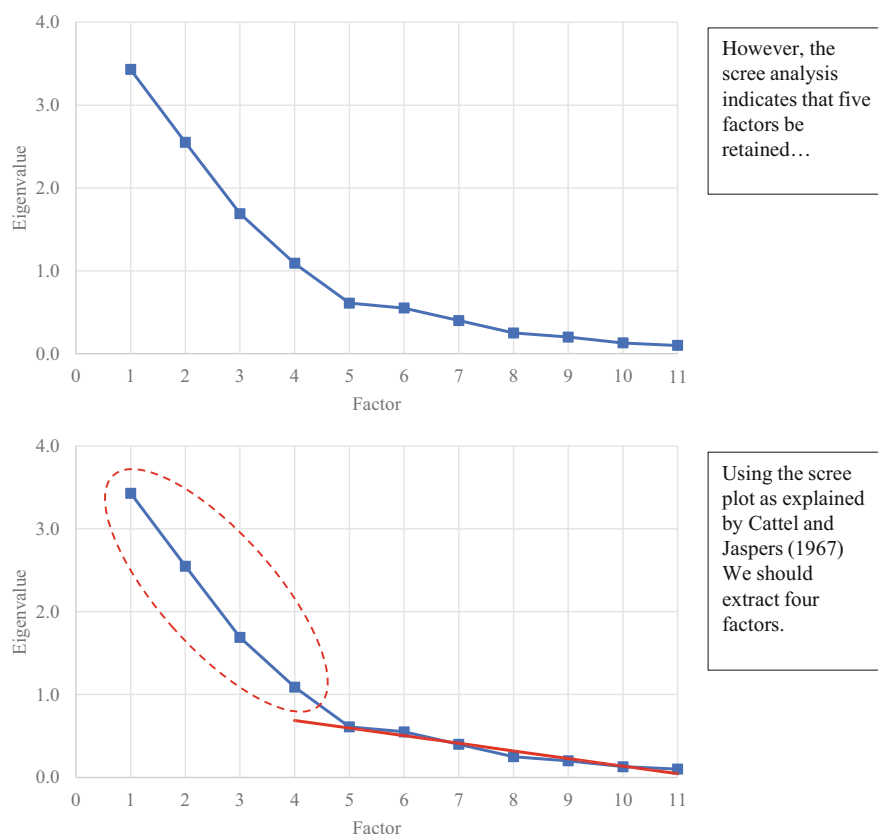
Fig. 2 The use of the scree plot (authors' own illustration). Note: In the first figure, Hair et al. (2010) use Cattell (1966) as reference, and in the second one, we used Cattell and Jaspers (1967). Source: expanded by the authors, based on Hair et al. (2010)

and Wold (1982), and Lohmöller (1989), and I had to work as a "gold miner," searching for years to find someone who was selling these books.

Nowadays, I tell these stories like this in my classes: Who wants to buy my Frank and Miller book for US$2000 (Fig. 3)? now we have YouTube videos, the SmartPLS forum with many FAQs, and examples in many fields of knowledge—and beyond these sources we have the two new books (Hair et al. 2017, 2018) that guide the student and the experienced researcher so effortlessly. Although we can buy these books today with only a few clicks, we must remember the times when we had to spend months searching and waiting for them.

> ----- Original Message -----
> From: "dbido@bol.com.br" <CustomerService@proquobooks.com>
> To: <croman@proquobooks.com>
> Sent: Tuesday, January 13, 2009 10:04 AM
> Subject: Product details inquiry from Amazon customer dbido@bol.com.br
>
>
> Hello from Amazon.com.
[…]

> -------------- Begin message --------------------
>
> I think that the price of this book was typed wrongly
(At this moment it is US$2475, but should be about US$24).
> Please, as soon you correct the price in Amazon website, send me a e-mail.
> I want to buy this book.
> Best regards,
> Bido
> diogenesbido(at)yahoo.com.br

==
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Thank you for your email. Our books are mostly used books, out of print books, and difficult to find books. We price our books
based on their availability and desirability on Amazon.
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Warm Regards,

Suesyn
International Books

Fig. 3 Falk and Miller (1992) by US$2475 (authors' own illustration). Source: personal correspondence

Conclusion

Compared to many developed countries, Brazil is presently at the early stages of business research. Professor Hair's books are crucially important to advance the field, because they enable readers to easily grasp complex multivariate data analysis tools. The importance of this contribution can hardly be underestimated.

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Prof. Hair's Contributions to Social Science: A Perspective on the Professor's Career

Wen-Lung Shiau and Yide Liu

Introduction

Based on working experiences in Taiwan, Macau, and Mainland China—and also in companies such as Novell, Microsoft, and Cisco—the interaction between technology and people fascinates us. In order to present our personal interpretation of Prof. Hair's contributions, we would like to share our interpretation of his contributions to PhD students, professors, and research based on our personal experiences in our career.

Prof. Hair's Contribution to PhD Students

We personally made contact with Hair regarding his book, *Multivariate Data Analysis* (Hair et al. 1998), when we were PhD students. Generally, social science comprises two methods: qualitative research and quantitative research. Almost every student doing quantitative research in China used the book, *Multivariate Data Analysis*, published by Prentice Hall (Hair et al. 1998, 2006). We also read it many times as PhD students. This book is an application-oriented introduction to multivariate analysis for non-statisticians. It focuses on the fundamental concepts concerning the use of specific techniques, instead of introducing a huge amount of statistical notation and terminology. For junior researchers, this book covers many modern multivariate methods with detailed explanations on how and when to use

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each technique. We like the research flow (stages) very much, because they are clear, helpful, and useful in our PhD studies. This book also taught us to test all the basic assumptions—concerning the data—before proceeding to more advanced tests. It is the most comprehensive multivariate data analysis book that we have encountered thus far; it teaches us what each method entails and when we should use them. In 2010, Prentice Hall published the seventh edition of *Multivariate Data Analysis* (Hair et al. 2010). It is one of the top five social sciences research methods textbooks ever and has been cited more than 110,000 times. A new edition of *Multivariate Data Analysis* was published recently (Hair et al. 2019). It incorporates important advances in technology that will help PhD students and related researchers resolve academic and practical issues. For example, it goes beyond the basic techniques to incorporate covariance-based structural equation modeling (CB-SEM) and partial least squares structural equation modeling (PLS-SEM). We recommend this book to all students of social science, management, marketing, information systems, applied psychology, or business.

Prof. Hair's Contribution to Professors

After graduating, we started our careers as professors at different universities in Taiwan, Macau, and Mainland China. We consider many marketing research books when we compile a marketing research course. Ultimately, we chose the Chinese language version of *Essentials of Marketing Research* (Hair Jr. et al. 2008). Similar to *Multivariate Data Analysis*, *Essentials of Marketing Research* is an application-oriented approach textbook. Above all, it provides the tools and skills that are necessary for solving research problems and exploiting new business opportunities. With these resources, professors can prepare the relevant courses much easier. Besides, this textbook provides several excellent examples for case studies or projects (e.g., follow the rule of thumb to count the sample size). The chapters on survey development and qualitative market research clearly describe the importance of new market research tools and techniques. Recently, Hair et al. (2017a) published the fourth edition of *Essentials of Marketing Research* (Hair et al. 2017a). The new edition gives a solid background of market research principles. It also includes current marketing research topics and tools, which will be very useful for class discussions. Teachers also benefit from the case studies and related course projects in the new version. This edition also includes advanced marketing research tools and techniques, such as PLS-SEM. If you are teaching market research and/or business, we recommend Prof. Hair's books.

He also guides and supports young professors with their academic activities. Last year, Prof. Hair, Prof. Sarstedt, and Prof. Shiau edited a special issue for the journal *Internet Research* to support the 2017 PLS conference in Macau, which was organized by Dr. Yide Liu. We planned to introduce these advanced methods to a wider audience and broaden the understanding of Internet and information system applications. Prof. Hair guided and fully supported us during the entire editorial process. Via many discussions, we found that the Internet and information systems research focuses on better understanding—and explaining—the roles of intervening

and contingent variables, as well as the relationships among variables. There is greater interest in unraveling the contingencies, which are reflected in differences that characterize the subgroups of individuals, organizations, or environments. This rise of more complex modeling requirements goes hand in hand with—and underlines—the critical importance of advanced analytical methods, such as notable advances in PLS-SEM. Without Prof. Hair's support, the editorial work would have been a long and expensive process.

Prof. Hair's Contribution to Research (PLS-SEM)

Prof. Hair has published numerous leading articles in academic journals, such as *Industrial Marketing Management*, *Journal of Academy of Marketing Science*, *Journal of Advertising Research*, *Journal of Business Research*, *Long Range Planning*, *Journal of Marketing Research*, *Journal of Retailing*, *Organizational Research Methods*, and others. His works have been cited more than 144,600 times in academic literature (Google Scholar citations). He particularly provides many suggestions on SEM. As a second-generation statistical technique, SEM has two main streams: the one stream concerns CB-SEM, and the other stream concerns PLS-SEM. Prof. Hair covers two SEM research streams and emphasizes that there is no perfect method for solving all social science problems. We fully agree with that which is stated in Hair et al. (2012b): We do not use the term "PLS-SEM vs. CB-SEM." Both methods are complementary rather than competitive (Hair et al. 2012b; Shiau and Chau 2016).

In order to engage in PLS-SEM, Prof. Shiau summarizes the innovation and diffusion of PLS-SEM in the East and the West, as illustrated in Fig. 1. Prof. Hair plays an important role in the innovation and diffusion of this popular research method. Wold originally developed PLS in the late 1960s and 1970s (Wold 1974). In
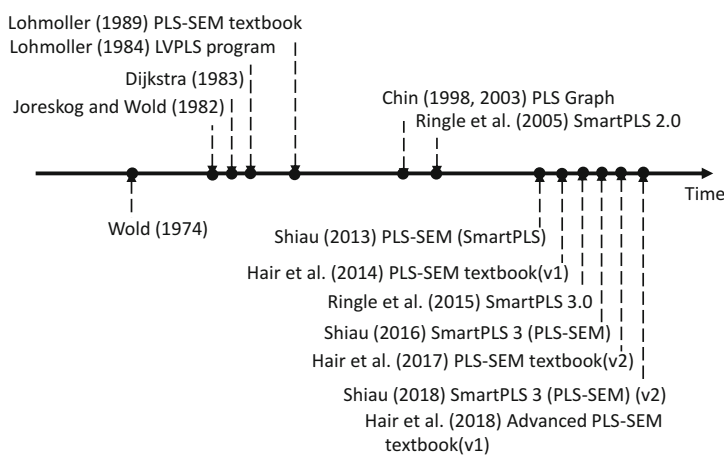
Fig. 1 Innovation and diffusion of PLS-SEM in the East and the West (authors' own illustration)

1982, Jöreskog and Wold researched the historical and comparative aspects regarding the maximum likelihood (ML) and PLS modeling techniques for modeling with latent variables. They suggest that PLS techniques do not require "hard" distributional assumptions (Jöreskog and Wold 1982).

In 1983, Dijkstra discussed several general aspects regarding the ML and PLS methods. He also discussed the analysis of the interrelationships between indirectly and directly observable variables and summarized—in broad terms—the asymptotic properties of the two methods by analyzing the estimators under non-textbook assumptions (Dijkstra 1983). In 1984, Lohmöller released LVPLS (latent variables partial least squares)—Program Manual Version 1.6 (Lohmöller 1984). He used a latent variable path analysis with PLS to estimate the casual model. Moreover, he published a comprehensive PLS textbook in FORTRAN entitled *Latent Variable Path Modeling with Partial Least Squares* (Lohmöller 1989). At that time, FORTRAN was a popular language in statistics and engineering. The book was not widely recognized and fell off the radar until 1998, when Prof. Chin, one of the foremost exponents of the PLS-SEM technique, launched his freely shared PLS-Graph Software (Chin 1998). PLS-Graph is a Windows-based graphical user interface application that helps the researcher or user perform PLS-SEM analyses. Prof. Chin provides easy-to-use and clear steps to run PLS software. He also offers advice on how to estimate and interpret the results of PLS-SEM. PLS-Graph Software (2003), which is used by more than 9000 researchers worldwide, became highly popular and gained considerable attention and success in social science.

In 2005, Ringle et al. released their SmartPLS 2.0 software with a graphical user interface for PLS-SEM analyses (Ringle et al. 2005). Ringle et al. provided easy-to-apply, free software. It is easy to use with bootstrap and PLS algorithms. It also has useful features and functions, including the reflective and formative measurement models, the structural model, mediating, moderating, group differences, and second-order analyses. SmartPLS 2 became the most popular PLS software. In 2013, Prof. Shiau published a book in Chinese entitled *Introduction and Application of Statistical Analysis: SPSS+ PLS-SEM (SmartPLS)* (Shiau 2013). The book covers basic concepts and techniques concerning PLS, as well as a step-by-step guide to operating SmartPLS 2 software. This book is the first Chinese language book on SmartPLS book and became the most popular book in Taiwan, China, Hong Kong, and Macau.

Prof. Hair's contribution is not only about the innovation but also about the diffusion of PLS-SEM—especially in the textbooks on PLS-SEM. In 2014, Prof. Hair et al. published a standard PLS-SEM textbook using SmartPLS 2 software entitled *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)* (Hair et al. 2014). This is the most important PLS book, which covers comprehensive concepts, features, and functions of PLS techniques. In 2015, Ringle et al. released their SmartPLS 3 software (Ringle et al. 2015). The state-of-the-art PLS-SEM software not only provides PLS-SEM with standard results assessment criteria [e.g., for the reflective and formative measurement models, the structural model, and multi-group analyses (Huang and Shiau 2017)] but also supported advanced methods, including FIMIX-PLS and PLSpredict. These

flexible and advanced statistical analyses make research more feasible, and therefore SmartPLS 3 became one of the most popular statistical software in the world.

In 2017, Prof. Hair et al. published a second edition of the standard PLS-SEM textbook using the SmartPLS 3 software (Hair et al. 2017b). This book covers all the basic concepts and techniques and is an extension of *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)*. The book, which contains advanced content on PLS-SEM, is easy to understand.

In 2018, Prof. Hair et al. published a new book titled *Advanced Issues in Partial Least Squares Structural Equation Modeling* (Hair et al. 2018). The book has practical guides—which cover easy-to-understand, advanced content—and extensive examples, including IMPA, CTA, MGA, Permutation, FIMIX-PLS, and PLS-POS. This special book makes advanced PLS-SEM techniques available, which journal editors and reviewers increasingly request to help students and researchers apply techniques for researching problems and accurately interpreting the results. Students, researchers, and practitioners can therefore use SmartPLS 3 to estimate and interpret PLS path model parameters for direct, indirect, total, group difference, mediating and moderating, and second-order effects. These researchers could use all the various features and reports associated with estimating algorithms, which were built into the SmartPLS 3.0 software, to solve research-related and practical problems.

Fortunately, we have Prof. Hair. There has been substantial further development on PLS-SEM (Henseler et al. 2014), and the method has been used across various disciplines, such as accounting (Lee et al. 2011), family business (Sarstedt et al. 2014), international business (Richter et al. 2016), international marketing (Henseler et al. 2009), management information systems (Ringle et al. 2012), marketing (Hair et al. 2012b), operations management (Peng and Lai 2012), psychology (Willaby et al. 2015), strategic management (Hair et al. 2012a), and tourism (do Valle and Assaker 2015). PLS-SEM has diffused successfully.

In 2016, Prof. Shiau—who was influenced by Prof. Hair—published a book in Chinese entitled *Introduction and Application of Statistical Analysis: SPSS+ SmartPLS 3(PLS-SEM)* (Shiau 2016). Prof. Shiau introduced basic concepts and techniques concerning the SmartPLS 3 software. This book is the first Chinese language book, which has step-by-step guides on operating the SmartPLS 3 software. Prof. Shiau promoted the SmartPLS 3 software and attracted many Chinese users to the PLS-SEM world. In 2018, Prof. Shiau published the second edition of *Introduction and Application of Statistical Analysis: SPSS+ SmartPLS 3 (PLS-SEM)* in Chinese (Shiau 2018). He updated his first edition with a formative assessment and new criteria for mediation and moderation. He also introduced these new functions with a step-by-step guide for operating SmartPLS 3. At present, this book is the most important SmartPLS book in Taiwan, China, Hong Kong, and Macau. Currently researchers—worldwide—can follow and cite a contemporary textbook. Without Prof. Hair's initiative, the diffusion progress of PLS-SEM would have been much slower. We stand on the shoulders of a giant (Prof. Hair); we gaze high and far away to see a great picture of the future.

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"Read and Cite Hair et al.": How the Work of Joseph F. Hair Impacts Us in Malaysia

Jun-Hwa Cheah (Jacky), Mumtaz Ali Memon, Hiram Ting, Francis Chuah, and Ramayah Thurasamy

> *Greatness is attainable. Greatness is multiple small achievements built over a period of time.*
>
> Lee David Daniels

Introduction

For a long time, we have regarded Professor Joseph F. Hair as one of the research greats. We first came across his name through the book *Multivariate Data Analysis* (Hair et al. 2010). The book content seemed so full and rich and was consistently one of the best resources for conducting our research. The book continues to be a beacon that illuminates multivariate data analysis concepts and application around the world. We were impressed by how he explained complicated statistical methods and procedures with plain language which we could understand. Before long, this book became the most referred material to us, be it during our PhD candidature or

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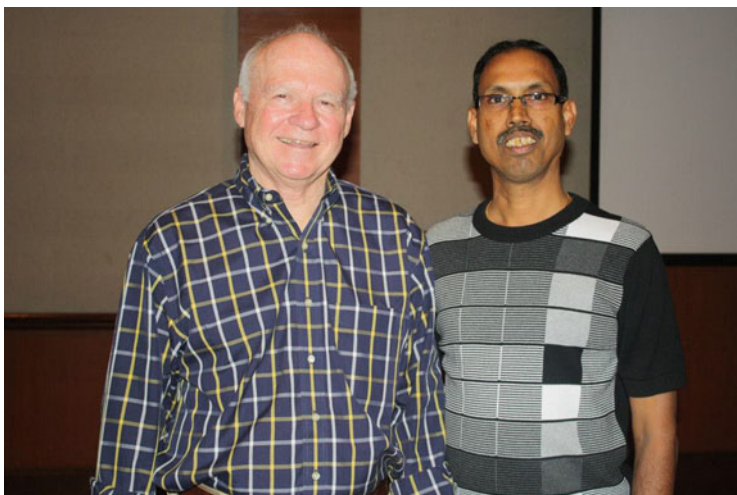
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Fig. 1 Joseph F. Hair and Ramayah Thurasamy, September 2012, Langkawi, Malaysia (used with permission from Jun-Hwa Cheah)

during research activities. Spontaneously, "Read and Cite Hair et al." became the go-to phrase to tell others which reliable reference to look for. Though such an advice sounds almost like a cliché, it is never wrong.

Soon our admiration of Joseph Hair and his work and our appreciation of how he talks and conducts himself from a distance turned into meeting him in person. He was first invited to Malaysia to conduct a covariance-based structural equation modeling (CB-SEM) workshop using AMOS in 2012. Prof. Ramayah Thurasamy had the opportunity to meet him in person and learn more about CB-SEM from him (Fig. 1). Being the apprentices to Ramayah, four of us were also able to learn CB-SEM. Throughout the period from 2012 to 2014, CB-SEM was regarded as a bread and butter technique for doing quantitative research among us and many social science researchers in Malaysia. During those times, we were also told about the technique of partial least squares structural equation modeling (PLS-SEM). To further consolidate what he learned, Ramayah took the initiative to visit Joseph Hair and other SEM experts at the 2nd International Symposium on PLS Path Modeling held in Seville, Spain, in 2015. The meeting and the symposium marked a turning point to making PLS-SEM an essential quantitative analytical technique, which has benefited thousands of researchers and students in Malaysia today.

Joseph Hair began to see Malaysia as his second home. He visited us again in late 2015 and early 2018 to conduct PLS-SEM workshops (Figs. 2, 3). We had the opportunity to meet him in person and were blessed to participate in additional training on the PLS-SEM technique (Figs. 4, 5). We met him during the workshops and were in awe of both his personality and knowledge. Knowing about him from his writing and meeting him in person are quite different experiences. Aside from his lecture at the workshops, we had the chance to discuss with him some of the issues pertaining to quantitative data analysis interactively. Since then we realized he is also

Fig. 2 Joseph F. Hair, September 2015, Kuala Lumpur, Malaysia (used with permission from Mumtaz Ali Memon)
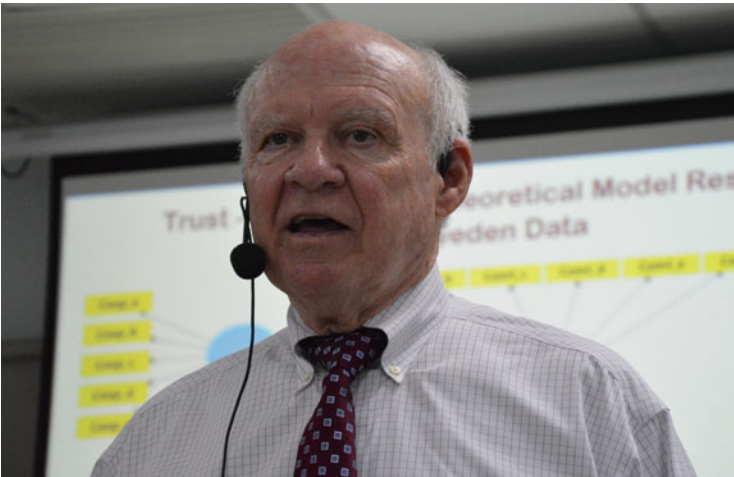
Fig. 3 Joseph F. Hair, January 2018, Kuala Lumpur, Malaysia (used with permission from Mumtaz Ali Memon)

a down-to-earth, cheerful, and helpful person. Such an experience increased our determination to complete our respective PhDs and motivated us to be passionate and skilled researchers. It also made the tagline of "Read and Cite Hair et al." a lot more meaningful.

Fig. 4 Joseph F. Hair with Jacky Cheah, September 2015, Malaysia (used with permission from Mumtaz Ali Memon)

Fig. 5 Joseph F. Hair with Mumtaz Ali Memon, January 2018, Malaysia (used with permission from Mumtaz Ali Memon)

How Do We Portray Joseph F. Hair?

> We become what we think about most of the time, and that's the strangest secret.
>
> — Earl Nightingale

Joseph F. Hair's work has been well-received by the international research community. His success is apparent in the awards given to him for his academic publications, the popularity and widespread use of his books, as well as the down-pour of good words about him from his colleagues and friends worldwide. Although we are not as close to him as those in the United States and Europe, being the beneficiaries in Malaysia, we like to give a good account of ourselves on this matter by acknowledging his personality and subsequently his work based on our observation and encounters with him.

First, a plethora of people have commented on how he always represents himself as a genuine person. Those around him, especially students, feel comfortable with his presence and are often inspired to be like him. This is particularly true when he taught topics like multivariate data analysis or SEM during the workshops in Malaysia. He began his lecture with humor. For instance, he asked "What kind of person would choose to spend their time writing a text on a topic like multivariate data analysis? They must be pretty weird!" He then continued the discussion by telling a story of how and why he wrote the book and explaining how an academic's career and personal life could be to do something purposeful. We thought this is a great way to open up the participants and help them to overcome the fear of statistics and analysis before learning anything about the topics.

Second, Joseph Hair has established himself as a very approachable person. He does not mind to be called by name without the title "Prof." He rather prefers the participants or students to have fun and be able to engage in two-way communication in his workshops. Furthermore, he always spends time with the participants after the workshop sessions. It includes having meals together where he would share his personal experiences or something of common interests. He also listened to others and was often interested to learn about the participants and their areas of research. He has given us a strong impression that he has a big heart to accommodate the participants and wants to make sure they learn something from his lecture. As such he is like a mentor or a coach who listens and seeks to understand others' concerns in order to provide relevant guidance.

Lastly, Joseph Hair is not only a great listener and writer but also an exceptional communicator. It is not an easy task to emulate his effective public presentation style that includes elements of pauses for emphasis, animation, enthusiasm, visuals, storytelling, and voice inflection. All these elements make his presentation and explanation of statistical analysis simple yet effective. He seems to possess the ability to make difficult pieces of statistics sound easy. Most importantly, his explanation facilitates our understanding and application of statistics. Sometimes his examples were scholarly and based on published articles. Other times, they were from previous consulting experiences. His personal sharing also gave added value to

his presentation, thus, helping us and the participants to understand how statistical methods could be pragmatically applied in the real world.

His Impact on Our Work

> If your actions inspire others to dream more, learn more, do more, and become more, you are a leader.
>
> —John Quincy Adams

The years 2014 and 2017 marked another significant development not only for Joseph Hair, whose achievement is nothing less than extraordinary, but also for those who look up to him and his writing on quantitative data analysis in general and SEM in particular. The three books which he edited with his colleagues, *Multivariate Data Analysis* (Hair et al. 2010), *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)* (Hair et al. 2017), and *Advanced Issue in Partial Least Squares Structural Equation Modeling (PLS-SEM)* (Hair et al. 2018), helped us tremendously and are still very useful to us today. Again, his writing, together with its explanation, articulates what CB-SEM and PLS-SEM are in the simplest form of language and provides clear guidance on their application in quantitative data analysis. These books have been a great resource to us in terms of our learning of SEM and the use of software. In retrospect, it has also had a significant impact on many things we did in Malaysia in the last few years.

The writing of Joseph Hair, especially these three books, has provided us with useful knowledge and updated guidance on how to teach research methodology and the application of SEM in personal consultation, classes, and workshops. It has compelled us to keep learning, discard the things which are wrong or obsolete, and channel the right information to academics, researchers, and students. While we cannot stop the spreading of inaccurate teaching about quantitative data analysis and SEM in Malaysia, his writing inspires us to pursue the advancement of research methodology diligently and disseminate it to others through persistent teaching and publication. With this in mind, we pay particular attention to methodology and data analysis in our papers. Although citing Hair et al. remains a convenient option, we have learned to justify and defend our choice of methods and techniques in our papers. Over the years, we are glad to have been able to publish our papers in some of the top journals, such as the *Journal of Service Theory and Practice*, *Information Systems Management*, *International Journal of Contemporary Hospitality Management*, *British Food Journal*, and *Journal of Management Development*.

We felt the need to have a bigger platform to share the ongoing development of SEM and research methodology to a wider audience in Malaysia. After much discussion, we created a Facebook group called mySEM in 2016 (https://www.facebook.com/groups/mysem/). We decided from day 1 that it would be a group specifically for discussions pertaining to SEM and its related matters. Despite being a closed group and having rigid in-house rules, the number of members who are genuinely interested in learning SEM grew steadily every week. To date, we are

proud to have approximately 3000 members in the group from all over the world. Moreover, SEM experts, such as Alan Goodboy, Christian Nitzl, Edward Rigdon, Herman Aguinis, Jan M. Becker, Marko Sarstedt, Ned Kock, Soumya Ray, Wen-Lung Shiau, and Wynne Chin, are all in the group. Many recent articles published in top journals are shared on a weekly basis, and topics on quantitative data analysis are discussed to benefit the members. Directly or indirectly, we owe Joseph Hair and his books a great deal for developing such a platform to network, share, and discuss.

The perennial issues with contradictory teaching about SEM and the (mis)use of SmartPLS gave us the impetus to edit a manual on the use of PLS-SEM in 2016. We managed to edit and publish the first manual in late 2016 (Ramayah et al. 2016) and the second manual in early 2018 (Ramayah et al. 2018; for the book titled *Partial Least Squares Structural Equation Modeling (PLS-SEM) Using SmartPLS 3.0: An Updated Guide and Practical Guide to Statistical Analysis*). Like Joseph Hair's books, we explain PLS-SEM and illustrate how SmartPLS can be used practically in plain words. Moreover, we include many citations and references, such as the *Journal of Business Research*, *Journal of Academy Marketing Science*, *MIS Quarterly*, and other top journals to support our claims. Furthermore, much of our explanation is based on our observation and understanding of the needs and struggles of students and academics in Malaysia. These two books have been a great success, and many have thanked us, telling us how the books guide them to do analysis and justify their choice of methods. We take limited credit, however, as we know well that we have learned a lot from Joseph Hair. Our manuals would not have been possible without his books.

It did not take long for us to talk about the possibility of having a journal aiming at the application of SEM. After much planning and preparation, we began the journal through the support of Sarawak Research Society in 2017, and we named it the *Journal of Applied Structural Equation Modeling (JASEM)* (http://jasemjournal. com/). The commencement and continuation of JASEM would not have been feasible without the support from the SEM experts, one of which is Joseph Hair. His agreement to be part of the international advisory board members boosts our morale and helps elevate the quality of the submitted manuscripts to our journal. Incidentally, we all attended PLS'17 Symposium in Macau, and we promoted JASEM to several SEM experts and users from all around the world (Fig. 6). We are glad that Christian M. Ringle, Jörg Henseler, Marko Sarstedt, Ned Kock, José L. Roldán, Shiau Wen-Lung, and Soumya Ray all agreed to join the journal as international advisory board members. We released the first issue in June 2017, and it started to attract good papers from local and foreign researchers right away. We believe JASEM will grow progressively and become one of the reputable journals in SEM and quantitative data analysis in the foreseeable future.

The progress of Joseph Hair's work with no sign of abating continues to motivate us to do more collectively. Our works have thus gone from strength to strength, and all earlier efforts subsequently culminated in organizing the first international conference on the application of SEM in August 2017. The conference was called the "International Symposium on Applied Structural Equation Modeling" (SASEM)

Fig. 6 Jacky, Mumtaz, Ramayah, Hiram, and Francis (from left) during PLS'17, Macau (used with permission from Mumtaz Ali Memon)

2017, and it was the first ever conference which focuses on the development and application of SEM in Malaysia and the ASEAN region (Fig. 7). It has always been a big struggle for Malaysian scholars to seek funding to meet and learn from SEM experts in the United States and Europe. The event was held in Sarawak (a state in Malaysia located at Borneo) and attracted more than 100 delegates. Marko Sarstedt (Germany) and Peter Seddon (Australia) were invited to deliver keynote speeches on the advancement of SEM during the conference. Marko also conducted a 2-day workshop on the use of SmartPLS. The event was a great success and we received many positive comments from the delegates. Marko's presence and speeches made us appreciate the work of Joseph Hair even more. The same conference will be held again in 2019, and we look forward to having another successful and fruitful discourse on the application of SEM. It would be great if Joseph Hair could make it to Malaysia again to harvest the fruits of his labor.

Fig. 7 Jacky, Mumtaz, Ramayah, Francis, and Hiram (from left) during SASEM 2017 in Kuching, Sarawak, Malaysia (used with permission from Mumtaz Ali Memon)

Our Prospects

On this special occasion, we would like to take the opportunity to acknowledge and pay tribute to Joseph Hair for this tremendous contribution to the research community and SEM users in Malaysia. We are privileged to be his herald in this part of the world. Not only do we admire his level of knowledge on the subject matter, we also aspire to be like him—someone who continues to learn, share, and write to benefit others. Although five of us work in different places in Malaysia and have various commitments, respectively, his impact on us and our work is boundless and ongoing. We still hold his books in high regard and refer to them whenever necessary. We pray that he remains happy and healthy. His going on is a testament that learning is lifelong journey and "age is just a number." It is also our earnest hope to meet him in person again.

Moving forward, we hope to perpetuate his legacy by learning and sharing with others the continuing and contemporary advancement of CB-SEM and PLS-SEM, as well as quantitative data analysis in Malaysia. We are extremely proud to be associated with him, but at the same time, we realize that the onus is on us to exemplify what he is as well as what he has done and is still doing today. Reading and citing Hair et al. remains essential to us, but we are honored to have worked with him in different capacities and carry his name knowing that he is pleased with what we are doing in Malaysia.

In the end, it's not the years in your life that count. It's the life in your years.
—Abraham Lincoln

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The Good Samaritan

Walid Chaouali and James Gaskin

Introduction

When I (Walid) was invited by Professor Sarstedt to make a contribution to a book dedicated to Professor Joseph Hair (Joe), I was honored and privileged to have this opportunity. Moreover, it is a great responsibility to talk about the contributions of a man of such high esteem as Joe. I also solicited a story from Professor James Gaskin (his story below), as he had the chance to ask for help from Joe, like me, when he was a student. Throughout our personal experiences, Joe has brought to life the ideas of knowledge sharing and altruism. Our goal for sharing these stories is to help others see that it doesn't matter how busy you are, or how popular or cited you are (no one is cited more than Joe), you can still give back and help others who would otherwise struggle needlessly. This is the example Joe has given us.

Walid's Personal Experience

I will begin with my successful personal experience with him, albeit online and not face-to-face. Then, I will move on to go into detail about how he has been boosting scientific research in my native country of Tunisia where I am living the marvelous experience of how he has been affecting many researchers, knowing that it is unthinkable to give the full scale of his impact.

I distinctly remember a time when I was troubled with some statistical issues associated with an article that I wanted to submit to the *International Journal of*

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Bank Marketing. The initial review of my article had several questions. For example, a piece of interesting feedback raised by the journal's reviewer referred to the concept of identification. I had trouble finding documents explaining simply this issue. I thought to myself that the researcher who could help me was Joe. But I feared that a well-known and highly established professor like him with his busy schedule would not be able to find the time to discuss with me and answer my questions about such issues.

He has been very active in writing research books and articles within his field, teaching at his university, and mentoring others as they develop within their individual fields as well. Some of his exceptional books, more than 50, include *Multivariate Data Analysis* (Hair et al. 2010), *Essentials of Business Research Methods* (Hair et al. 2016), and *Essentials of Marketing Research* (Hair et al. 2017a). Furthermore, he has been published in many leading scientific journals within a variety of fields. These journals include the *Journal of Marketing Theory and Practice*, *Journal of Marketing Research*, *Journal of the Academy of Marketing Science*, *Journal of Business Research*, *Journal of Retailing*, *Organizational Research Methods*, *Journal of Advertising Research*, and *Long Range Planning*. In addition, he is the director of the Doctor of Business Administration program and Cleverdon Chair of Business at the University of South Alabama, and before that, he founded the Doctor of Business Administration program at Kennesaw State University.

After all this, I wondered why a man with so many responsibilities would be interested in helping someone he did not know. However, I finally sent him an email dealing with my concerns. Unexpectedly, he kindly replied to me with detailed feedback. I was initially surprised and I was very grateful for his time. We then began a process of dialoguing over my work. When I approached Joe with respect to this statistical topic, he went way beyond what was necessary to help me out and gave me plenty of good advice not only in regard to my current manuscript, but future work as well. I found him very sympathetic toward my difficulties, very thorough in his review, and, meticulous in his feedback. He made a point of always responding to my emails in a timely fashion. All in all, I sent him six different emails with enquiries. And he interacted with each one with the same passion.

To be honest, before I had begun communicating with him, I was quite devastated and believed that my article was lost. However, Joe's encouragement and advice gave me the extra incentive I needed to finish. He was able to restore my self-confidence and raise my morale. Even though we had never met, he connected with me as if we were good friends. We may say that he was gentle and helpful in his communication with me. Because he felt sorry for my situation, it seems that he was empathetic and able to place himself in my shoes. All of this goes to show that he is driven by the gratification of helping others. His support allowed me to publish my article in the *International Journal of Bank Marketing* (Chaouali and Hedhli 2019). For this reason, I need to thank the good professor for all his assistance, understanding, and sympathy. I am very sure that he has been helping me along with many other researchers without his knowledge. In my opinion, this behavior demonstrates a humility that is not often found. He did not display any signs of arrogance or selfishness. For this I am very thankful.

In addition to all the personal help he has given me, he has also been highly influential in my academic life due to all of his writing. Both his first and second editions of *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)* (Hair et al. 2014, 2017b), and his new book *Advanced Issues in Partial Least Squares Structural Equation Modeling* (Hair et al. 2018), have become companions. They are always with me. I have benefited greatly from his work as I have been able to get published in several high-quality journals such as *The Journal of High Technology Management Research*, *Journal of Retailing and Consumer Services*, and *Telematics and Informatics* (Chaouali 2016; Chaouali et al. 2016a, b). Regardless of whether I am writing an article or evaluating another one as a reviewer, always, I find myself returning to his literature to guide and assist me. I think that these books have had the same impact on other researchers. These books are necessary for the work of so many people.

As I am Tunisian, I could not write these words without talking about Joe's impact on the development of scientific research in my native country. He has clearly left his mark on many professors and students regarding their research throughout Tunisia. He has become glorified as a pop icon. Many of his books are not only well-known, but they have been a source of support to many. Indeed, I have noticed that many Tunisian academics and graduate students are infatuated with the use of SmartPLS. I believe that this is because of how well-designed, user-friendly, and simple to use. In addition, and more importantly in terms of technical usage, it is less restrictive than some statistical software programs that implement covariance-based structural equation modeling instead. Academics and graduate students have also appreciated his well-written guides in order to help them any time they use both software (SmartPLS 2.0 and 3). By reading his well-established books and scientific articles, it becomes obvious that he has been particularly gifted at taking complicated terminology and ideas and presenting them in a manner that is easily understood. As a result of his work, otherwise challenging concepts are now clearly understood by researchers in other fields. The Faculty of Economics and Management of Sfax and the Tunis Higher Institute of Management are, among others, two centers of higher learning where researchers such as Professor Abdelfattah Triki and Professor Imene Ben Yahia who have been successfully published in high-quality journals such as *The Journal of High Technology Management Research* and *Journal of Retailing and Consumer Services* and Professor Fathi Akrout, who is the author of *Les Méthodes des Equations Structurelles*, have been greatly diffusing his work throughout their research and lessons (Akrout 2018).

James's Personal Experience

When I was in the middle of my doctoral studies at Case Western Reserve University in Cleveland, Ohio, I was trying to understand how interactions worked in SEM. Something about the new negative values, and multiplying negatives and positives, as well as negatives and negatives, just didn't add up in my head. It seemed like

complete nonsense and almost entirely arbitrary. How could this seemingly random new set of values have any consistency with the old sets of values?

After much hair pulling and exasperation, I turned to the first author of the statistics textbook *Multivariate Data Analysis* (Hair et al. 2010), which I was using at the time. Joe didn't know me and we had never corresponded before this time. I was just another doctoral student among many. I should note that this was shortly before I started the Gaskination YouTube channel and the StatWiki; so no one knew me back then (more about this down below). After sending the email to Joe, I honestly didn't have any expectation of hearing back from him. Like Walid, I assumed he had more than enough to be getting on with, without taking time out of his schedule to respond to a random and unsolicited email. I would have guessed he received dozens of similar emails every day. However, within 24 h he emailed me back a personal response to explain in detail how the interaction process worked and why it worked. It was clear from his email that this was not just something he copied and pasted into a reply. He had clearly composed the email himself. Still not fully understanding how interactions worked, I replied with a few more questions, and he graciously (and patiently) responded again within 24 h. He continued to correspond with me until I felt I understood how interactions worked with standardized variables.

Because of this incredible experience with Joe, I began trying to better understand statistics. I also began trying to make statistics less mysterious and more palatable for the average student (as I had been). As a result, I began making YouTube videos to explain difficult concepts and to demonstrate tricky procedures, such as mediation, moderation, and factor analysis. I also began to convert my empathy for statistics students into new tools and automation applications and plug-ins to help remove a lot of the tedious and more painful parts of complex SEM analyses. This empathy for other learners is something I drew directly from Joe's interactions with me. He didn't dismiss my inquiry, assuming that I was just not applying myself enough. He didn't make me feel stupid or inferior in any way. He validated my frustration and agreed that interaction moderation was a confusing topic, and then he helped me through that confusion.

Joe started me on the path to creating over 200 YouTube tutorials, a full Wiki devoted to SEM and quantitative research, and dozens of automation tools. Although not at the same level as Joe, I have now unwittingly become a supposed stats wizard. My impact manifests not in citations (as Joe's does—Joe has 150,000+ citations as of this writing!), but in millions of views and page visits to the StatWiki. And now, like Joe, I receive dozens of emails daily from complete strangers from around the world asking for stats advice. And I try to be like Joe. For the past 7 years, I've responded to every inquiry, small and large, within 24 h. As of this writing, I have responded to over 20,000 inquiries related to statistical concepts and procedures. I am (almost) always careful to treat every inquiry as legitimate and valid, as Joe treated mine so many years ago. It is nice to be able to do a service for those who are struggling through their analyses, and it is nice to have great examples like Joe to show me the right way to be a scholar.

It may be no surprise that, when responding to these many statistical inquiries, the literature I most frequently point my students to is *Multivariate Data Analysis* (Hair et al. 2010) and other works by Hair and his colleagues, such as *A Primer on Partial Least Squares Structural Equation Modeling* (Hair et al. 2014, 2017b) and *Advanced Issues in Partial Least Squares Structural Equation Modeling* (Hair et al. 2018). As a professor of statistics in the Doctorate of Management program at Case Western Reserve University, I have all my students obtain a copy of *Multivariate Data Analysis*. Similarly, when I hold my annual SEM "boot camp" at Brigham Young University in Provo, Utah, and occasional SEM workshops at other universities, I recommend these same two books to all the participants. And if they ever ask me what reference they can use to support some threshold or procedure, or statistical claim, it has almost become a joke that I respond with: "I bet you can find support for that in Hair et al. (2010)" (assuming it is something legitimate).

We would like to take the time to thank Professor Sarstedt and his colleagues for giving us such an opportunity as this to express our gratitude and appreciation for the impact of a scientific "Good Samaritan" such as Joe. We are sure that everyone else who has encountered his work throughout their career feels indebted to him, just as we do. Professor Hair, please keep the fire burning.

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Joseph F. Hair: A Great Scholar and a Splendid Person—Memories from the Universidad de Sevilla

Gabriel Cepeda and Jose L. Roldán

Introduction

Joseph F. Hair is a legend for people working in management and marketing at the Universidad de Sevilla. He was first known in our university for his extraordinary textbook (*Multivariate Analysis*) translated into Spanish as *Análisis Multivariante* (Hair et al. 1999). Everybody in our department had access to this book. It still lies on the shelves of many peers in our department.

In those days, it seemed really impossible for us to get an American scholar. But then partial least squares structural equation modeling (PLS-SEM) arrived. Jose Luis and Gabi discovered PLS-SEM at the end of the last century. Jose Luis' PhD dissertation was, in its empirical analysis section, based on PLS-SEM and many concepts that came from Joe Hair's literature. Then, in the early 2000s, Gabi's PhD dissertation took place, and many empirical and statistical aspects in his thesis were there due to Joe Hair's influence. We also know about the careers of many scholars in Sevilla who were greatly influenced by Joe Hair.

First Visit and Its Impact

In 2014, we decided to bring Joe Hair to Sevilla! The mastermind who facilitated that visit was Christian Ringle. In fact, he suggested that Joe Hair would be charmed to come here. We really celebrated the idea of inviting Joe Hair to the Universidad de Sevilla. Carmen Barroso, an eminent scholar in management and marketing, was the Vice Rector of International Affairs at that time. She had read many of his books and

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Fig. 1 Prof. Joe Hair during his first talk at the Universidad de Sevilla (Used with permission from Gabriel Cepeda)

was, like everyone, very grateful to him. His visit was going be a great chance to say thank you.

Joe Hair came to the Universidad de Sevilla in early June 2014 (Fig. 1). We arranged two speeches. The first took place in one of the main halls here. The topic of that speech was: "Data analysis. Past, present and future, research possibilities?". The main lesson from this talk was that PLS-SEM had arrived to stay and that it was a method which was especially useful for social science researchers. The impact of that talk was very significant because our social science research community was there. That presentation was a complete success due to there being many participants and the great relevance of the research topics it dealt with.

At the department level (Management and Marketing department), we had the pleasure of a second talk: "Data analytics and marketing," about the importance of Big Data in the marketing world and how data analytics is a perfect tool in this changing world. His talk revealed so much about how things are now (Figs. 2 and 3)!

Yet the best part of a scholar's visit is the chance to get to know the person behind the scholar! So, from our personal experience, we can say that Prof. Hair is one of the kindest people whom we have met. He is funny and lively, as well as having had tons of experiences which helped us to understand the way he thinks. His ideas of networking on a scholarly level are so helpful, for instance, the importance of knowing the person who you work with. Another outstanding idea is that a scholar's job is to help people to do everything (i.e., teaching, research, and so on). For example, we found out that his textbooks were tools for helping people to use data analysis techniques and not just useful tools to create theories and tools that people cannot understand!

Fig. 2 Prof. Joe Hair in his second talk at the Universidad de Sevilla (Used with permission from Gabriel Cepeda)

We learned all about the universities he had joined and how the last one was chosen to spend more time close to his kids and grandchildren. So, you can see that we really enjoyed his first visit a lot!

The most important moment was when he told us he was interested in our translating his book *A Primer Partial Least Squares Structural Equation Modeling (PLS-SEM)* (Hair et al. 2017) into Spanish (Hair et al. 2019). What a great honor to be entrusted by him for this project! Later, we will come back to this issue.

The Conference for PLS Users

Thanks to Joe, our PLS-SEM-related scholar network grew. Scholars such as Christian Ringle, Jörg Henseler, and Marko Sarstedt became a part of our network. The PLS-SEM community commissioned us to organize the first ever conference for PLS-SEM users. Joe's ideas brought data analysis technique closer to users and researchers, giving us the idea to organize not a conference for PLS developers but one for PLS users. In this way, the PLS user conference was born, and this was also an opportunity to bring Joe back in June 2015! In this case, we had the honor of

Fig. 3 Department peers attending Prof. Joe Hair's second talk. Carmen Barroso in the first line (Used with permission from Gabriel Cepeda)

Fig. 4 Jimi, Marco, and Gabi with Prof. Joe Hair (Used with permission from Gabriel Cepeda)

Fig. 5 Prof. Joe Hair, Prof. Marko Sarstedt, and Jimi (Used with permission from Gabriel Cepeda)

Fig. 6 Prof. Joe Hair during his PLS workshop (Used with permission from Gabriel Cepeda)

Fig. 7 Jose L. Roldán, Prof. Marko Sarstedt, Prof. Joe Hair, Prof. Wynne W. Chin, and Gabi, before an imminent PLS workshop (Used with permission from Gabriel Cepeda)

organizing a PLS-SEM workshop taught by Joe. He arrived a few days before the workshop, accompanied by Jimi (Figs. 4, 5, 6, 7, and 8); Joe enjoyed Seville's atmosphere (a bullfight included!). Nor do we forget how much he helped us on the visits to and stays in the United States of our young scholars (e.g., Marco Castiglioni, Jaime Ortega, Antonio L. Leal).

On that visit, we enjoyed the master's lessons in a splendid workshop along with Marko Sarstedt. We learned through examples, metaphors, stories, and so on always in an easy way. After the workshop, we had a fantastic dinner with the main scholars in data analysis technique (Fig. 9). Those at this dinner were Joe F. Hair, Jörg Henseler (University of Twente), Ed Rigdon (Georgia State University), Marko Sarstedt (Otto-von-Guericke-University Magdeburg), Wynne W. Chin (University of Houston), Christian Ringle (Technical University of Hamburg), Siggi Gudergan (University of Waikato), and Jose Luis Roldán and Gabriel Cepeda (Universidad de Sevilla).

The next day, the conference for PLS users began and Joe was a splendid host. He acted like a superstar, and at the photocall, plenty of attendees wanted a photo with

Fig. 8 Prof. Marko Sarstedt and Prof. Joe Hair during a break of the PLS workshop (Used with permission from Gabriel Cepeda)

him (Fig. 10)! The conference was full of conversations about the work of scholars and research streams to follow in the future of data analysis.

In spite of these intense conversations about research topics, the night arrived and so did the fun time of the conference! Joe was on top form and was one of the conference's most excited attendees.

His Inspiring Legacy

What's more, we moved forward in our translation of the *Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)* thanks to Joe. He suggested strategies to employ with publishers in order to achieve our final goal. The Spanish version of Joe's book will be out in 2019!!!

Yet, the influence of Joe is not only present when he is here in person: his lessons are in every PLS-SEM seminar that we have taught. His teachings have, in the Spanish context, reached the following universities and business schools:

– Universidad de Sevilla
– Universidad de Huelva
– Universidad Pablo de Olavide

Fig. 9 The famous dinner before the 2015 conference of PLS users to the left (Christian Ringle, Marko Sarstedt and Joseph Hair), to the right (Siggi Gudergan, Wynne Chin and Edward Rigdon) to the bottom (Jorg Henseler) and above (Jose L. Roldán and Gabriel Cepeda (Used with permission from Gabriel Cepeda)

Fig. 10 Antonio L. Leal and Jimi with Prof. Joe Hair in the conference photocall (Used with permission from Gabriel Cepeda)

– Universidad de Málaga
– Universidad de Jaén
– Universidad Politécnica de Cartagena
– Universidad de Murcia
– Universidad de Extremadura
– Universidad de Las Palmas de Gran Canaria
– Universidad de La Rioja
– Universidad de Zaragoza
– Universidad de Lleida
– Universidad de Oviedo
– Universidad Politécnica de Madrid
– Universidad Rey Juan Carlos
– Universidad del País Vasco
– Universidad Loyola Andalucía
– Universidad de Deusto
– Universidad del Pacífico (Perú)
– Universidade da Beira Interior (Portugal)
– Instituto Tecnológico de Costa Rica (Costa Rica)

Rosario Rodriguez's Special Testimony

Here we have a testimony from a scholar at the Universidad de Sevilla. Dr. Rosario Rodriguez told us the following about Prof. Joe Hair (translated by Gabriel Cepeda; for the original version, see the Appendix):

"I had the honor of meeting Prof. Hair when he was invited to the Universidad de Sevilla in June 2014. I really must say I was fascinated by his talks full of sound content for people in charge of teaching and research in management and marketing topics. Moreover, I was impressed by his way of transmitting knowledge, all clearly and easily explained, and with an overflowing passion which spread to the whole audience. I remember his talk about Big Data and his recommendations on future research streams, developed at the Facultad de Ciencias Economicas y Empresariales. The professor explained in a masterly and enthusiastic manner about Big Data's possibilities in social science research. And though at this time I was only starting to work with data from online reviews, his arguments reinforced my interest in continuing working in this research topic—where I am still working nowadays. As a statistics and econometrics scholar, it was an unforgettable experience to spend time with the professor and I also often enjoyed his expertise and knowledge about theoretical and empirical issues in data analysis techniques and statistics. Thanks to him, I could solve many methodological doubts that I could apply in my own research. The magisterial seminars from Prof. Jose Luis Roldán and Prof. Gabriel Cepeda gave me the chance to initiate myself in PLS-SEM and the use of latent variables. It was an important change because of my econometrics background where I was always invited to work with observable variables. These professors suggested me the textbook *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)* written by Prof. Hair. This book marked my background on PLS-SEM. The textbook has a very easy application in many different fields of my research and also in my postgraduate teaching in tourism. This didactic and rigorous handbook reflects Prof. Hair's qualities as a researcher and a teacher. I let him know how important his book was for me and he gave me a wink of complicity. Unforgettable memories remain of when he solved my questions about the content of the book and econometrics issues as well.

I shared endearing times with the him (Fig. 11) when we did not talk about scholarly aspects but everyday issues. I will not forget his physical strength in the extremely hot days—over 40 °C (104 °F)!—in the month of June in Seville. His liveliness and curiosity to know all the details about the city meant that, despite the suffocating heat, we visited emblematic places such as the Plaza de España, the Barrio Santa Cruz, Itálica, among others, and we even had the opportunity of a boat trip on the Guadalquivir river! Nothing seemed to tire him. His curiosity kept him active and without the slightest trace of weariness (Fig. 12).

Fig. 11 Rosario Rodriguez and Prof. Joe Hair (Used with permission from Gabriel Cepeda)

My most sincere thanks to Professor Hair for sharing unforgettable moments in which every minute was a personal and professional enrichment for me. Thank you, teacher, for your knowledge and for your interest in transmitting it with rigor and simplicity to all of us who dedicate ourselves to teaching and research."

Fig. 12 Jose L. Roldán, Prof. Joe Hair, and Rosario Rodriguez, Giralda tower behind (Used with permission from Gabriel Cepeda)

Conclusions

Joe, we want to say thank you for your mastery. Thanks for being able to see the importance of developing data analysis technique for researchers in a comprehensible way. If anyone has been able to do marketing in the research field, that person was, has been, is, and will be Joe Hair. Thanks for shedding light on our research paths and transmitting the value of the research of our peers and helping it be as important as our own research. Thanks for valuing the research transfer of both methods and data analysis for all the society and popularizing them among our peers. Your friends from the *Universidad de Sevilla!!!!* (Fig. 13).

Fig. 13 A fascinating discussion with Prof. Joe Hair (used with permission from Gabriel Cepeda)

Appendix: Original Spanish Testimony by Rosario Rodriguez

Tuve el honor de conocer al profesor Hair como profesor invitado por la Universidad de Sevilla Junio 2014. Tengo que decir que me fascinaron sus conferencias cargadas de contenido para todos los que nos dedicamos a la docencia y la investigación. Pero aún más, me impresionó cómo transmitía sus conocimientos, expuestos con claridad y sencillez, y con una pasión desbordante que contagiaba a toda su audiencia. Recuerdo con admiración su conferencia sobre los Big data y recomendaciones sobre futuras líneas de investigación impartida en la Facultad de Ciencias Económicas y Empresariales. El profesor explicó magistralmente y con entusiasmo las posibilidades de los Big Data en las investigaciones aplicadas a las ciencias sociales. Y aunque en ese momento estaba empezando a trabajar con datos procedentes de las revisiones online, sus explicaciones reafirmaron mi interés en seguir trabajando en esta línea de investigación y con la que continúo en la actualidad. Como profesora de Estadística y Econometría, fue una experiencia inolvidable compartir con el profesor muchos momentos en los que su conocimiento teórico y práctico en técnicas estadísticas me permitió resolver muchas cuestiones metodológicas que luego he llevado a la práctica. Los cursos magistrales de PLS impartidos por los profesores José Luis Roldán y Gabriel Cepada me permitieron iniciarme en el conocimiento de las ecuaciones estructurales basadas en la varianza (PLS_SEM) y en el uso de variables latentes, algo muy diferente para mí dada mi

formación en economía acostumbrada a trabajar con variables puramente cuantitativas. Los profesores me aconsejaron el manual "A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)" escrito por el profesor Hair junto a los profesores Hult, Ringle y Sarsted y que ha marcado, mi formación en la técnica de regresión PLS, su aplicación en distintos ámbitos de mi investigación y en la docencia de posgrado en turismo. El manual didáctico y riguroso es sin duda, un reflejo de la calidad del profesor Hair como investigador y docente. Hice saber al profesor Hair lo importante que había sido para mí su libro, dedicándome un guiño de complicidad. Recuerdo momentos inolvidables en los que me resolvía mis dudas sobre el contenido del libro, así como otras cuestiones de econometría.

Compartí con el profesor momentos entrañables en los que no sólo hablábamos de cuestiones académicas sino también de nuestro día a día. No olvidaré su fortaleza física en los días de extremo calor de más de 40 °C en pleno mes de junio en Sevilla. Su inquietud y curiosidad por conocer todos los detalles de la ciudad hizo que a pesar del calor sofocante visitáramos lugares emblemáticos como la Plaza de España, Barrio Santa Cruz, Itálica, entre otros, e incluso tuvimos la oportunidad de un paseo en barco por el Río Guadalquivir. Nada parecía cansarle. Su curiosidad lo mantenía firme y sin el menor atisbo de cansancio.

Mi más sincero agradecimiento al profesor Hair por compartir momentos inolvidables y en los que cada minuto suponía para mí un enriquecimiento personal y profesional. Gracias profesor por su conocimiento y por su interés en transmitir los mismos con rigurosidad y sencillez a todos los que nos dedicamos a la docencia e investigación.

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