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UNIVERSITY OF MONTEMORELOS (UOM)  
PhD IN BUSINESS ADMINISTRATION  
PORTFOLIO

In this portfolio I will share a list of competencies that I acquired through the Doctor of Philosophy in Business Administration program at UOM.

# ABOUT ME

Maurice Hoyte was born and raised in Arima in the twin island of Trinidad and Tobago. He is the father to two boys Asa, Zade and Ari Hoyte. He was an educator for two decades until his appointment as Chief Subsidiary Executive in Eastern Properties Ltd. Prior to his Epl appointment he built his competency in business and was able to develop his strategic acumen working in the private sector in Real Estate and Retail Pharmacy. Maurice is an experienced executive leader, researcher, and educator dedicated to bridging the gap between strategic business theory and real-world commercial application. Maurice holds a Master's in Small and Medium Enterprise Management from the Arthur Lok Jack Global School of Business and an undergraduate degree in Agribusiness from the University of West Indies. His research and practice has always focused on business transformation, market optimization, and sustainable growth.



# ABOUT ME

Currently, Maurice serves as a Board Director within a large credit union and the Deputy Chairman of the Board of Directors at the Water and Sewerage Authority of Trinidad and Tobago. Parallel to his corporate work, his 20-year commitment to education allowed him to foster critical thinking and mentor the next generation of strategic thinkers. Maurice is dedicated to his Lord and Savior Jesus Christ and his family. His favourite quote is “God’s plan” highlighting his reliance on God to chart his journey.





### **Personal Vision Statement**

To be:

1. A transformative leader in service to God and others.
2. A scholar, and community anchor who bridges academic theory with executive execution, shaping innovative organizations while dedicating resources to uplift and empower the next generation.
3. A great father, son and brother.

### **Personal Mission Statement**

My mission is to use my experience in business and research to help organizations grow smoothly, while always making time to mentor others, give back to my community, and support the next generation of thinkers and leaders.



# REFLECTION

My doctoral journey was deeply personal, rooted in the very environment where I have spent over two decades as an educator. Investigating the factors specifically personality traits, job satisfaction, and talent development that impact job performance within the secondary schools of East Trinidad allowed me to look at my own professional landscape through an empirical lens.

This study was not just an academic exercise; it was a mission to uncover how we can better support our educators. By connecting my research directly back to my community, I realized that true institutional transformation requires balancing data-driven strategy with a deep empathy for the people on the ground. Moving forward, I aim to use these findings to advocate for better talent cultivation and supportive governance, ensuring our teachers and students are positioned to thrive.



# COMPETENCY 1 – Make wise decisions based on the principles of the Holy Bible



My doctoral journey at the University of Montemorelos commenced with a foundational course on worldview and biblical principles. This was a profound paradigm shift for me. The course allowed me to prove that rigorous business administration research cannot exist in a moral vacuum and must be deeply anchored in an ethical and purposeful framework.

This initial course allowed to reconfigure the approach to my subsequent research on job performance, satisfaction, and talent development in East Trinidad's schools.



Competency 1 Christian Worldview.pdf

## COMPETENCY 2 – Investigate Business Scenarios from a systemic perspective based on biblical eschatology and Christian ethics.

Educational research often targets systemic failures in Caribbean schools. My East Trinidad study instead uncovers hidden teacher strengths. Appreciative Inquiry shifts our focus toward existing operational successes. This approach mirrors the biblical constructionist principle of reality. God designed human systems to thrive through positive words. Creative dialogue directly shapes teacher satisfaction and talent development.



Competency 2.docx.pdf

## COMPETENCY 3 – Disseminate oral and written knowledge in different organizational contexts, scholarly settings and languages.



I was invited to speak at the Andrews University 12<sup>th</sup> Biennial Seventh Day Adventists Business teachers Conference. This was a marked opportunity in my career to speak on such a plan and to share my knowledge about my research. The conference focused on integrating faith with business education, ESG (Environmental, Social, and Governance) activities, and preparing students for both church-related and secular business roles. The breakout sessions were geared towards presenting research and discussions on a wide range of topics, including blockchain in higher education, entrepreneurship education, and faith integration in business. During one of the breakout sessions, I presented my research.



Competency 3.pdf

## COMPETENCY 4 – Design innovative models or systems that optimize the organization’s resources

Integrating unconventional predictive frameworks, such as astrological pattern analysis, offered an innovative systemic solution to traditional psychometric vulnerabilities. By mitigating the high operational and financial friction caused by mismatched placements, the system locks in an inimitable competitive advantage. Ultimately, this framework operationalizes organizational happiness to maximize labor efficiency and insulate corporate profitability from preventable resource leakage.



## COMPETENCY 5 – Transfer professional knowledge to real work situations in a relevant and innovative way.



Implementing the Plan-Do-Check-Act (PDCA) cycle at EasiPharm emphasizes that business survival demands structural data management. At that time the company was facing a decline in customer traffic and commercial sales. As such the PDCA made an impact. The initial "Plan" stage enforced rigorous metric selection across traffic, overall revenue, and net profitability. The "Do" phase highlighted that execution relies entirely on continuous competitive analysis and baseline customer analytics. During the "Check" phase, collaborative staff brainstorming converted raw operational data into actionable strategic insights. Finally, the "Act" phase established an iterative standard, ensuring the business continuously optimizes processes to build an enduring culture of innovation.



Competency 5.pptx.pdf

## COMPETENCY 6 – Manage advisory and consulting services based on corporate principles and values in both national and international organizations.



As an assignment under appreciative inquiry, a proposal was required to be developed for an organization to utilize appreciative inquiry as a system for problem resolution. Implementing appreciative inquiry within advisory and consulting frameworks represents a strategic evolution from a reactive troubleshooting model to a proactive capacity-building system. The Ministry of Education proposal demonstrates how appreciative inquiry can optimize advisory resources by leveraging an organization's existing strengths rather than diagnosing historical deficits.



Competency 6.pdf

The completion of this doctoral journey and the accompanying portfolio represent a profound journey from a traditional corporate practitioner into an integrated scholar-practitioner. Navigating the rigorous architecture of the Ph.D. demanded reconciliation between empirical data collection and the human dynamics governing teachers performance in Secondary School in East Trinidad. This reflective process will reinforce for me to ground strategic business theories directly into an unyielding framework anchored in biblical truth and systemic transparency.

THE END  
THANK YOU