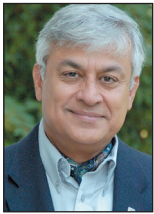


DECISION LINE

Vol. 41, No. 2

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PRESIDENT'S LETTER



Transition and Transformation

by Ram Narasimhan, President, DSI

In this, the last of my columns as president of the Decision Sciences Institute, I would like to communicate with you a few important issues that the Board has successfully addressed during the past year. The Board and I have worked closely with

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DECISION LINE

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This is the last issue to be published during Ram Narasimhan's DSI presidency. In his last letter as president, he reviews an exciting year of milestones. One exciting development of his tenure is the creation of a new region in Europe. The first meeting of the European Region is to be held during July 2-3, 2010, in Barcelona, Spain. Ram offers a number of suggestions for continuing progress of our Institute. Our new president, Keong Leong of the University of Nevada - Las Vegas, has declared his year in office to be the year of implementation.

In the current issue of *Decision Line*, we bring you a new set of thought-provoking essays. In the POM column, Feature Editor Danny Samson of the University of Melbourne discusses taking better account of uncertainty in decisions. He argues that in operations management decision making, uncertainty is generally not taken into account to the extent that it should be.

The Classroom feature column presents an essay on "Learning Business Process Integration," authored by Thomas Rienzo and Bernard Han, both of Western Michigan University. The authors note that while various ERP-related research issues and teaching pedagogies have been studied, "little research is available with findings related to the acquisition of business process knowledge through utilization of ERP software."

In the Deans' Perspective feature column, Marc Orlitzky of Pennsylvania State University, Altoona, and Diane L. Swanson of Kansas State University ask, "Do executives who prefer exorbitant salaries downplay ethics?" They surveyed a couple hundred executives to determine "if there was any relationship between executives' preference for salaries structure and their attitude toward ethics." They found "a positive correlation between the executives' preference for a highly stratified distribution of organizational income and an aversion or reluctance to account for ethical values in their decision making."

In this issue we offer the first part of a two-part essay by co-authors Varun Grover and Jason Bennett Thatcher of

Clemson University in the Doctoral Student Affairs feature column. The authors offer students' perspective on the first five of a total of ten mistakes students make in their doctoral programs. The remaining five will be discussed in the next issue of *Decision Line*.

In the Bookshelf column, Glen McEvoy of Utah State University reviews Jonah Lehrer's book, *How We Decide*, published by Mariner Books. My favorite Lehrer quote is, "The secret to happiness is not wasting time on irrelevant decisions," advice he received from a wise decision scientist.

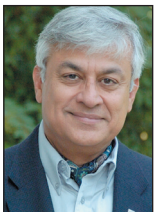
Please continue sending us your essay contributions. Happy reading! ■

POM, from page 6

policy, innovation and new product or process development, lean, total quality, and innovation, without much or indeed any explicit accounting for uncertainty. If and when we teach it well, then and only then can we hope and expect it to be competently and professionally practiced.

Fourth, once we integrate concepts of measuring and accounting for uncertainty into operations management, then the status of the field of operations management will rise in prominence as a real contributor to strategy and whole-of-company outcomes. Operations decisions will be seen for what they are: as major determinants of the competitive outcomes and performance of firms. Perhaps operations management as a field can mature in this way and rightfully and most valuably take its place at the strategic top table.

This call for improved operations management decision making through the explicit application of known techniques, such as decision trees and risk analysis, is aimed at influencing all of us, from textbook authors, to educators, researchers, and practitioners. We can and should strive to do better by making use of such sound techniques, even if it is a little harder than assuming key uncertainties away! ■



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■ DANIEL A. SAMSON, Feature Editor, University of Melbourne, Australia

Taking Account of Uncertainty in Operations Management Decisions

by Danny A. Samson, University of Melbourne

In this column I want to offer my views on opportunities that come from the explicit accounting for and management of uncertainty in the key decisions made by operations managers. I will argue that it (it being the explicit accounting for uncertainty) generally should be done, generally is not done or is often poorly done, and that it can and should be done much better. I offer some views as to how improvements can be achieved.

First I offer my running definition of our field of operations management: I consider it to be the design, conduct, and improvement of the production processes of organizations, and those processes that support and interface them. Let us consider the nature and extent of uncertainty in these three key aspects of process design, conduct, and improvement. To begin with, uncertainty in this regard is simply meant as our inability to know the future consequences of the actions and decisions that we take in the present tense. We should acknowledge that the future is fraught with significant uncertainty which stems from many and various sources: technological, political, consumer and market forces, climate, competitor actions, etc. These lead to major challenges in predicting outcomes associated with decisions, such as capacity planning, process choice and design, facility location and layout, technological choices, supply chain design, supplier choice, purchasing policies, inventory policies, and production scheduling, to name but a few. Indeed, all significant decisions, and especially strategic decisions in operations management, involve outcomes that extend well into the future, which is unknowable to us. Yet we mostly behave as if this uncertainty is small in extent or not important. We often design and build things, such as factories, service centres

etc., assuming that they will work reliably and to specification (with assumed probability 1.0) in both a technical and business/market sense, whereas history tells us that this is rarely the case. Failure or severe underperformance of production systems, implemented technologies, products, and services in markets is presumably never intended by rational operations managers, yet is frequent in reality and often simply accepted as a “surprise outcome,” when in fact it is usually due to the under-management or underestimation of the uncertainty in prospect. This underperformance or unreliability applies equally to single pieces of equipment, oil and gas exploration, mines, processing technology, advanced manufacturing technology, new products and services, software systems (especially if administered by a university), and certainly also includes the failure of the last three laptops I have acquired from such well respected suppliers as Sony and Dell. Operations (and other) managers are often optimistic and make investments assuming the best possible outcomes but then suffer disappointment. Why not be realistic in prospect and fully acknowledge the performance uncertainty from Day 1, which might well lead to better resource allocation decisions in the first place?

Considering the key decisions of an operations strategy, such as capacity plans, facility layout and location, process choice and job design, push versus pull and lean, quality policies, technology choices, inventory policies and scheduling methods, what degree of certainty exists in the outcomes and the returns on investment for the organizations making these decisions? I will argue below that the uncertainty is not negligible, yet most formal and even informal decision justifications are made



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with little or no serious attention paid to that uncertainty. We assume it away, and pay for that assumption later.

Capacity decisions are fraught with uncertainty yet rarely is this uncertainty well accounted for. In sizing a chemical plant, oil refinery, assembly line, or even a cooking machine in a food products factory, the common rule of thumb being used is the "I reckon" method, and boards of companies, large and small, approve capital expenditure proposals on the assumption that: "If we build it, they will come, and it will work, and it will deliver a return on investment of x%: presented as a precise number!" The reality of capacity decisions is that there are both risks and return drivers of erring on the low side and on the high side, yet explicit assessment of such risk and return drivers is rarely conducted. In some industries, such as oil and gas, and parts of the financial sector, there are notable exceptions where powerful 'risk analysis' is indeed undertaken, yet we note that sadly this does not appear to be widespread. In short, capacity decisions are being taken and implemented, and plants are being built that are often way too big or too small without a full and proper weighing up of the risks of such outcomes.

Facility layout and location are decisions that also involve natural uncertainty. Which layout will work best? Which location will deliver the lowest cost, best supply reliability, and best delivery outcomes? It is often impossible to know for sure, hence the need to systematically identify, quantify, assess risk magnitude, and weigh up the various uncertainties associated with the options. This is easy to say, yet is infrequently done in a rigorous manner. More often we see facilities which have already been designed and implemented but are working less than acceptably, and therefore major costs are incurred when significant changes are made. When it comes to the location of facilities, even more is at stake than in layout decisions. Putting a factory or service center in what turns out to be the wrong region, country, city, or street location can be very expensive to redo. Yet still we see such decisions proposed and approved with scant attention paid to

the elements of uncertainty that pervade them. Again, with the fine exceptions of those who do engage in systematic analysis practices of "decision-making under uncertainty," we see operations managers frequently living with the consequences of poor facility design or locations that they regret for many years as a result of underestimating the uncertainties in such resource allocation decisions. Poor accounting for technical uncertainty, political uncertainty, and many other risk sources leads to unanticipated outcomes which in many cases could have been at least acknowledged as possible, ex-ante. Such accounting for uncertainty might have led to different decisions or at least better preparedness for the outcomes being not what was "expected" in the world that was otherwise assumed to be close to perfectly certain.

Operations managers are often concerned with innovation of products, services processes, technologies, and even business structures and models. New product and technology success rates are often quoted as being low, yet boards of directors are regularly asked to approve investment proposals which assume a world of perfect certainty. I have myself sat on a board that did so regularly, and looking back I can say that over time the optimism within the proposals became apparent and systematic, the uncertainty was severely undermanaged, and the accountability for projects "not delivering" was infrequently in place. New products/services and IT projects are particularly notorious for not delivering to the specifications and expectations as proposed and approved. Yet businesses keep doing this, though not fully and properly and sometimes not even scantily assessing and accounting for uncertainty. By far the majority of IT projects come in late, over budget, and may fail to fully deliver on their promises, just as most new products fail, yet managers blindly keep on investing and being disappointed in various types of innovations as if they were all "sure things," which they clearly (with the wisdom of hindsight) are not!

These same phenomena of people not explicitly considering uncertainty

and therefore under-managing it are apparent in the process of conducting operations and improving them, not just in the design and investment decisions of operations strategy. Daily, weekly, and monthly scheduling decisions often are taken assuming that equipment is 100 percent reliable, which it may not be. Staffing decisions are often made on the assumption that all people will always behave predictably and "to specification," which they do not. In the implementation of improvement initiatives such as quality circles, TQM, Lean, and Six Sigma, lasting implementation success rates are notoriously low, yet major investments are made in these with the assumption of 100 percent chance of success, which is generally not so.

Operations managers do not have a mortgage on poor practices in understanding, assessing, and allocating resources under uncertainty. Marketers and salespeople are notoriously optimistic and "blind" to downside uncertainties, and many financial analysts either were blind to them or chose to ignore risky consequences as part of the event stream leading to the recent global financial crisis. This recent crisis involved many decision makers across even the largest of finance houses completely misestimating or, even worse, ignoring the real risks that their organizations were taking on. Regulators did no better. These senior managers were generally graduates of our finest business schools, trained collectively by us! Either we failed them in their education, or they failed us in their application, or most likely, some of both occurred. Consider that if this is the quality of accounting for uncertainty and its impact in big decisions at the "big end of town," what is happening in SMEs? One can only hope that small business is doing it better than big business!

Fortunately, there are exceptions! Oil and gas exploration operations, which centre on managing uncertainty, are usually analyzed carefully in respect of risk and return. Uncertainty is explicitly assessed, using techniques such as decision trees and Monte Carlo simulation, for which excellent software packages exist. I have seen, over a decade ago, a

large bank which prudently constructed Monte Carlo risk analyses on its potential acquisitions, balance sheet, and profit/loss statement, taking full and explicit account of uncertainties. It clearly can be done, and is done by a minority of companies and executives.

The Fully Mature System of Accounting for Uncertainty

Start with the balance sheet and profit/loss statement. These would be forecast going forward for three, five, and perhaps ten years, using probabilistic risk analysis. Then, any strategic initiative, such as a takeover, a major new factory, new product, or capacity expansion, would also be considered in terms of their probabilities of future outcomes and their impact on the profit/loss position and balance sheet. Currently such investments and operations strategies are valued by measures such as payback period or NPV. Using explicit risk analysis, major initiatives would be valued first through a rigorous analysis of their probabilities of outcomes and then aggregated with the firm's other prospects, perhaps using probabilistic NPV, to consider their impact on the key financial outcomes of the firm (on the P&L and balance sheet). This is eminently doable yet relatively rarely done compared to those who either implicitly think a little about "riskiness," or those who hardly consider uncertainty at all and stumble into the future and the many "surprises" (usually downside surprises) that it brings.

If Decision Tree and Risk Analysis Are so Useful, Why Are We Here?

The primary and most useful ways to take full and explicit account of uncertainty is to use either decision trees or Monte Carlo risk analysis. These methods are relatively challenging to learn, teach, and practice when the alternative is to take the easy path of essentially ignoring uncertainty, or just acting more conservatively (and perhaps doing a sensitivity analysis) when one senses uncertainty. These methods are based on the explicit use of probabilities as the language and measurement scale of uncertainty. Many students report that probability (especially Bayes Theorem) is one of the more challenging concepts to

learn in their MBA. Perhaps it is because we don't generally teach it very well!

As to professional practice, it takes time and some significant effort to construct a risk analysis or even a decision tree rather than to ignore uncertainty and do a simple, fast break even analysis, NPV or similar. And the market for implementing decision making under uncertainty is just not efficient! Imagine a board of directors that might be presented with a simple proposal to invest in an expansion of capacity. The idea would need about 30 minutes of discussion at a board meeting, and it would propose simply (actually, simplistically!) that the return on investment would be a knowable X percent. This is simple, clear, and can be signed off. The alternative that I am proposing is a tougher mental task, requiring significantly more effort from the proposer and the board, and an explicit acknowledgement that we simply don't know everything we would like to know about the investment! Such a proposal would involve a discussion of the drivers of uncertainty, the categories and magnitude of it, and the explicit ("in your face") approach to uncertainty. Many would feel such an approach to be less likely to achieve approval and sign off, simply because proposals would look and feel more risky, complex, and less certain than if the risk factors are ignored. So indeed, they very often are ignored! Further, there is little or no accountability later when the proposed outcomes that justified the investment do not accrue. So the cycle of poor practice continues unabated. Risk is somewhat better managed in the related field of project management, but there is still a lot of risk that is "assumed away" there, at least until the problem hits the fan.

What Can We Do about This?

As academics, we can substantially influence the development and practice of operations management and related strategic decision making. I propose the following collective actions.

One, we should further research the methods and effectiveness of explicitly taking uncertainty into account in all aspects of key operations management decisions. The fields of decision modeling/operations research have become

quite disconnected from mainstream operations management in the past 25 years, with the current generation of up-and-coming operations management academics doing mostly empirical and other field studies that purport to explain aspects of performance with some set of practices. In short, we study "what is happening" well, but we study "what should be happening" poorly. The evidence for this claim is found by considering the content of leading journals such as the *Journal of Operations Management* and *Decision Sciences*. It seems we have almost forgotten the normative or prescriptive approach, in which we model or simulate key decisions to learn about them, and gain insights about them from such modeling, such as to inform decisions. The gap between the daily concerns and real needs of operations managers and the models created by operations researchers needs closing. When useful models and templates for decision making under uncertainty for decisions such as new technology, capacity planning under uncertainty etc., prove their worth, there will be the possibility of widespread take up.

Second, operations management curriculum, textbooks, and leading journals rarely model nor prescribe an improved accounting for uncertainty these days. In our research, the "publish or perish" imperative has us so absorbed with the rigorous methodology associated with observing what is going on in the field of professional practice that we have lately pretty much ignored our duty to get out in front of the curve of leading practice and devising or advising on significant improvements. This was and is the duty of the field of operations research, but it has had too little of an impact in recent decades and, unfortunately, has become quite detached from the world of professional operations practice. This can be fixed if we want to do so.

Third, we should connect up the teaching of decision making under uncertainty techniques to the problem classes of operations management. Many of us currently teach topics such as capacity planning, facility location, inventory

POM, see page 3

■ BIH-RU LEA, Feature Editor, Missouri University of Science and Technology

Learning Business Process Integration: Step by Step Is Only the First Step

by Thomas F. Rienzo and Bernard T. Han,
Western Michigan University



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Enterprise Resource Planning (ERP) software systems are critical to corporate deployment of digital processes that are remaking global business competition (McAfee and Brynjolfsson, 2008) and ERP-capable graduates continue to be attractive to industrial employers (Yongbeom, 2006; Boyle, 2006). The popularity of ERP software among companies has prompted business schools to incorporate ERP software into their curricula since the late 1990s (Antonucci et al., 2001; Boyle, 2007). Business schools have used ERP to demonstrate horizontal integration of multiple business disciplines (e.g., accounting and management) and connect the so-called educational silos that often have been criticized by industry (Crittenden, 2005). While various ERP-related research issues (e.g., teaching effectiveness, curriculum redesign) and teaching pedagogies (e.g., simulating on-going business, configuring an ERP systems) have been studied, little research is available with findings related to the acquisition of business process knowledge through utilization of ERP software. Can students effectively acquire *business process* knowledge by completing hands-on ERP exercises? This question was the motivation of our research.

The emergence of the progressive education movement in the early 20th century connected academic and vocational knowledge (Braundy, 2004) and the idea of “learning by doing” became a familiar education process (Barron et al., 1998). This is the pedagogy of professional training and it focuses on learning through experience. A corporation implementing an ERP software system

would use an experiential learning process. Inexperienced employees would be trained by workshops using step-by-step instructions. In our study, a step-by-step approach was also adopted in developing ERP hands-on exercises for the computer laboratory classroom. Students were given lectures about the “business processes” represented in the ERP system before they conducted hands-on exercises to promote their understanding of business processes involved.

Similar to many schools teaching ERP, our hands-on exercises were developed for the *purchasing cycle* (PC) and the *sales cycle* (SC), two popular business processes that include the following activities: (1) creating orders, (2) fulfillment (receipt or shipment), (3) inventory changes, (4) documenting goods received or sent (accounts payable or receivable), and (5) payments made or received. The software navigation challenges were minimized through easy-to-follow step-by-step instructions with relevant screen shots. Both PC and SC involve several “work flow” activities that interconnect multiple business functions (e.g., accounting, logistics, management, etc.) integrated within the ERP. This research attempted to investigate students’ knowledge about the detailed business processes *before* and *after* they completed ERP exercises.

Employing ERP to Teach Business Process Concepts

The educational aims of ERP software in academics include more than navigation, configuration, and technical flu-

ency in the system itself. ERP is used to highlight business process integration. But do hands-on exercises using ERP enhance students' understanding of business processes? Step-by-step instructions have been used in science laboratories since the turn of the 20th century. Nevertheless, studies exploring how students process scientific knowledge as a result of step-by-step experimental instructions are not very encouraging (Hofstein & Lunetta, 1982). Our research findings, as presented below, paralleled the experience of science laboratories.

Our hands-on ERP exercises with step-by-step instructions were developed for Microsoft Dynamics, a popular ERP system for mid-sized companies. Quantitative analysis was employed to examine knowledge acquisition involving components and sequences of purchasing and sales business sub-processes at three different time points—*before any ERP exposure, after one ERP exercise (PC or SC), and after both ERP exercises*. After completion of all exercises, surveys were given to students asking them to self-assess the effect of their ERP experiences on their business process knowledge.

All research subjects were undergraduate students from a business core course, *Introduction to Information Technology*, which is required for all business students. The study was conducted in four summer semester sections with 105 students. All students completed both PC and SC using Microsoft Dynamics - Great Plains®. Experiments were designed based on sub-processes involved in PC and SC. Students' knowledge about PC and SC were measured by their ability to identify proper sub-processes involved and put them in proper sequential order. All terminologies used in in-class

lectures and lab hands-on exercises were consistent throughout the process.

Measuring Detailed Process Knowledge

Hands-on exercises focused on 15 business sub-processes shown in Table 1. Six were unique to PC and six unique to SC, and two (i.e., sub-processes 7 and 13) were common to both process cycles. One irrelevant sub-process (i.e., 14) also appeared on the list. Students completed the sub-processes involved in PC and SC when they followed the step-by-step purchasing and sales exercises in Microsoft Dynamics—Great Plains®.

While in-class lectures were given to students about business processes before hands-on exercises, business sub-processes were not directly discussed *during* hands-on exercises, although written instructions directed students to perform the process and used the vocabulary of the process. After completing hands-on exercises, students were asked to choose correct *purchasing* sub-processes from items on the list and put them in correct sequence. They were also asked to make choices for business *sales* sub-processes using the same list and put them in correct procedural order. Since question sets primarily addressed declarative and procedural knowledge, two questions were added in an attempt to measure application and synthesis knowledge resulting from interaction with the ERP. Research participants were asked to choose documents needed to either make a payment for an item (in PC) or close a sale (in SC) from the following list: (1) sales order, (2) payment receipt, (3) purchase order, (4) customer address, (5) goods receipt, (6) invoice, (7)

inventory item number. In order to answer these questions correctly, students would have to connect document tracking throughout PC or SC with account posting and payments.

Analytical Approach and Results

Student responses for sub-processes and sequences were transformed into normalized scores. Details on the score derivation algorithms, experiment design, and survey questions can be found in Rienzo (2007).

Repeated Measures Analysis of Variance (ANOVA) was used to evaluate significant differences in a calculated within-subjects time factor for sub-process scores. No statistically significant differences were observed for the purchasing sub-processes activity measurements over time. Similarly, no statistically significant differences were seen for either purchasing or sales sub-processes sequences. Only sales sub-processes activities generated statistically significant *p* values less than 0.05, and even though the sales sub-processes activities showed statistically different results, the amount of difference was very small.

Repeated measures ANOVA was also applied to student choices involving documents needed to either make a payment for an item during PC or close a sale in SC. No significant differences related to ERP hands-on experiences were detected.

In other words, experience with ERP did not significantly change the ability of students to recognize sub-processes involved in PC or SC, nor identify the proper sequential order of sub-processes involved in PC or SC. Our study shows

1.	Create Sales Order	6.	Receive Payment	11.	Receive Customer Inquiry
2.	Create Sales Quote	7.	Check Credit Limit	12.	Create Invoice
3.	Select Supplier	8.	Pay Invoice	13.	Check Inventory Quantity
4.	Review Sales Forecast	9.	Fulfill Order	14.	Update Buyer Employee Benefits
5.	Receive Goods	10.	Match Invoice / Receipts	15.	Create Purchase Order

Table 1. ERP purchasing and sales cycle sub-processes.

little factual knowledge improvement after students completed step-by-step lab hands-on exercises. These results concur with the research involving science labs, science knowledge, and step-by-step lab experimental instructions (Hofstein & Lunetta, 1982).

Research Findings: Step by Step is only a First Step

Step-by-step ERP exercises are inadequate to convey to students business process concepts imbedded in ERP systems. One of the challenges of attempting to use actual business processes in an academic setting to induce conceptual change is generating the four conditions described by Posner et al. (1982) for conceptual change to occur: (a) dissatisfaction with an existing conception, (b) new conception must be intelligible, (c) new conception must be plausible, and (d) new conception must be fruitful. The nearly universal familiarity with purchasing and sales activities should make intelligibility and plausibility readily achievable. Creating dissatisfaction may be problematic because students have well-established prior purchasing and sales frameworks that cause no difficulties for them in their everyday lives. The ERP assignments provide no compelling reason for students to include the added complexity of business processes in what Cobern (1994) would call a worldview of buying and selling. Students are no more or less capable of attending to purchasing and sales responsibilities in their everyday lives after completing the ERP assignments than they were before. Driver (1997) speaks of a "learning demand" in science education—the difference between prior ideas that students bring to their lesson and the nature of the scientific ideas they are supposed to learn. The learning demand for added complexity that can be expected to occur naturally as a result of an experiential encounter with ERP software may be minimal. In addition, knowledge gained during ERP assignments depends solely upon the ability of students to connect purchasing and sales processes described in lecture with their experiences following the directions of the step by step software

exercises. That connection is not being made. This disconnect between process models and laboratory experience has been seen in science teaching. Driver (1983) expresses some concern about science instruction that is wholly dependent upon experience:

The slogan "I do and I understand" is commonly used in support of practical work in science teaching. We have classrooms where activity plays a central part. Pupils can spend a major portion of their time pushing trolleys up runways, marbles are rattled around in trays simulating solids, liquids and gases, batteries and bulbs are clicked in and out of specially designed circuit boards. To what end? In many classrooms, I suspect, "I do and I am even more confused".

An ancient Chinese proverb states:

I hear ... and I forget
I see ... and I remember
I do ... and I understand

Perhaps an appropriate modification for ERP step by step exercises is:

I hear ... and I forget
I see ... and it doesn't mean very much to me
I do ... and I do not remember specifics, but I know this thing is complex

ERP business software may have to be coordinated in a larger teaching and learning system to significantly impact detailed knowledge of business purchasing and sales processes.

Student Self Assessment Indicates Increased Awareness

Although there was no evidence that students understood the components of business purchasing and sales processes more clearly as a result of experiencing ERP software, self assessment indicated learning. After completion of both ERP assignments, students were asked to respond to a statement that ERP assignments increased their understanding of business purchasing and sales processes. There were seven Likert scale responses ranging from "Strongly disagree" to "Strongly agree." Separate questions addressed perceived understanding of purchasing processes and sales processes, but results were very similar for

both. About 86 percent of responses were in the "somewhat agree" to "strongly agree" segments (scores 1 to 3). Comments provided with surveys indicated an awareness of architecture, complexity, and coordination that students had not realized before engaging in ERP software exercises.

Results in this study are similar to those obtained from science laboratory assessments in science education. The laboratory is an important vehicle for the teaching and understanding of scientific processes. Through the laboratory students are exposed to the way scientists work and think. Introduction of ERP software in business curricula is intended to show students how business processes work and interact. Many research studies conducted during the 1970s and 1980s showed no differences in standardized test scores between students who received laboratory instruction and those who did not, particularly when laboratory instructions were step-by-step recipes (Hofstein & Lunetta, 1982). Attempts to assess the real benefits of science laboratories have moved beyond standard scientific knowledge content to include attitude. Improved attitude toward science is one benefit of science laboratories touted by its proponents (Hofstein & Lunetta, 1982). Student self-assessment convincingly showed that students considered the ERP helpful in their comprehension of business processes even if the modest transfer of knowledge and comprehension did not produce detailed component and sequence knowledge. Student judgments that ERP exposure is beneficial to their business awareness have appeared regularly in the literature (Wagner et al., 2000; Nelson & Millet, 2001; Davis & Comeau, 2004).

Path Forward: Further Study Issues

Step-by-step exercises using ERP may not help students acquire detailed knowledge about business processes but it does introduce students to complexities they did not see prior to their hands-on experiences, and it helps them develop an appreciation for the role that ERP plays in optimizing and controlling business

processes. In their study of how people learn, the Committee on Developments in the Science of Learning (Bransford, 2000) described these key findings: (1) students must be engaged or they will not understand what they are taught, or not use what they learned when they are finished with their classes; (2) students must (a) have a deep foundation of factual knowledge, (b) understand facts and ideas in the context of a conceptual framework, and (c) organize knowledge in a ways that facilitate retrieval and application; and (3) a "metacognitive" approach to instruction can help students learn to take control of their own learning by defining learning goals and monitoring their progress in achieving them. Step-by-step instructions cannot accomplish these goals, but they can lay a foundation upon which other experiences can build. Incorporating step-by-step exercises within a larger decision making framework is needed to embed business process concepts into student thinking. Using ERP as a tool for business decision making may be necessary to produce the environment needed for engagement and deeper understanding in context. It is hard to imagine an introduction to ERP that does not begin with step by step, but no academic institution should let it end there.

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■ KRISHNA S. DHIR, Feature Editor, Campbell School of Business, Berry College

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Do Executives Who Prefer Exorbitant Salaries Downplay Ethics?

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his research program on corporate social responsibility. First, Orlitzky and Benjamin's (2001) study of business risk received the International Association of Business and Society Best Paper Award, co-sponsored by California Management Review. Second, the meta-analysis by Orlitzky, Schmidt, and Rynes (2003) received the prestigious Moskowitz award for outstanding quantitative research relevant to the social investment field. A summary of Dr. Swanson and Dr. Orlitzky's joint research program can be found in a book published by Palgrave Macmillan in 2008 entitled *Toward Integrative Corporate Citizenship: Research Advances in Corporate Social Performance* (<http://marcorlitzky.webs.com/projectbook.htm>).
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The widening gap between the salaries of CEOs and average workers, by some accounts now a 550 to 1 ratio, has been viewed with increased skepticism in light of an unprecedented outbreak of business scandals and well-publicized indictments and convictions of executive managers. Indeed, as we write this article the Federal Reserve's response to a growing critique of bank pay practices, particularly among the bailed-out institutions, is to consider interjecting government regulations deep into the compensation decisions traditionally reserved for the banks' boards of directors and executives (Paletta & Hilsenrath, 2009). The public is rightly suspicious of this kind of exorbitant pay, given that the tsunami of business scandals has caused massive dislocations and trauma for employees, local communities, and other stakeholders. Moreover, there is little evidence showing that such hefty compensation pays off in terms of financial performance (Balsam, 2007; Bebchuk & Fried, 2004; Conyon, Peck, & Sadler, 2001; Core, Holthausen, & Larcker, 1999; Leonard, 1990). That some executives have received extremely large pay packages in the form of stock options while their firms' investors suffered losses prompted *Fortune* magazine to refer to executive pay practices as "outrageous" and "over-the-top" (Colvin, Harrington, & Hjelt, 2001, p. 64). This kind of reaction on the part of the public is understandably fueled by ethical ideas about what constitutes just or fair salary distribu-

tions (Fox, 2002). Yet executive attitudes toward the ethics of pay disparities are perhaps not as clear.

We investigated this relatively uncharted territory by surveying 200 executive managers in Australia in 2001 and 2002. Given that Australia and the United States share distinct cultural similarities, our initial findings, described briefly in this article, have implications for corporate hiring practices, business education, and public policy in the United States.

Investigating Executives' Attitudes toward Compensation and Ethics

Our investigation was informed by the understanding that when executive managers ignore, suppress, or deny the role of ethical values in their decisions, then whole organizations can eventually lose touch with public expectations of social responsibility (Swanson, 1999). These include expectations of high financial performance as well as other desirable goals, such as safe consumer products, trust among business partners, honest financial disclosures, fair employment standards, and sustainable business practices. In other words, a lack of concern for ethical values in executive suites can lead to irresponsible or neglectful corporate social performance. Clearly, a lot is at stake for society, given the immense power and influence executives wield at the top of corporations. With this in mind, we were curious to know if there was any relationship between executives'

preference for salary structure and their attitude toward ethics. So we asked them. That is, we gave 200 executives a survey designed to assess if there was any correlation between a preference to be paid extraordinary multiples of what average employees earn on the one hand, and a propensity to downplay or ignore ethical values on the other. We published the results of this survey in 2006 and 2008 (Orlitzky, Swanson & Quartermaine, 2006; Orlitzky & Swanson, 2008) and summarize some of the findings below.

Some Preliminary Evidence

The results of our survey indicated a positive correlation between the executives' preference for a highly stratified distribution of organizational income and an aversion or reluctance to account for ethical values in their decision making. That is, those executives who preferred receiving salaries at high multiples of average workers' pay were, by their own accounts, not inclined to view ethical values as important in their decisions. For instance, they tended to agree with the statements that "facts are usually more important than values in any decision I make in my company," "business ethics is irrelevant to good decisions," and "ethical training programs are a waste of time," while disagreeing with the statement that "values have a place in corporate life." They also disagreed with the statement that "increasing pay inequality is a worrisome trend," while indicating a preference for greater pay differentiation skewed toward top management instead of the more egalitarian pay ratios preferred by those respondents who assigned more importance to ethics and values. These findings are rather startling since, arguably, a high level of executive pay might be justified by the ability of top managers to recognize and deal with the ethical implications of their decisions for employees in particular and external stakeholders in general. Indeed, studies have suggested that, in fact, executives' attention to ethical issues and responsible corporate social performance can pay off financially and reduce business risk (Orlitzky & Benjamin, 2001; Orlitzky, Schmidt & Rynes, 2003; Orlitzky &

Swanson, 2008). Yet, many of the executives we surveyed seemed to indicate that they wanted hefty salaries for *not* dealing with ethics. By comparison, those executives who were more inclined to consider ethics in their decisions indicated that they preferred fairer pay throughout their organizations.

We could not attribute the difference between these two executive groups to gender. Instead, personality seemed to play a pivotal role. Specifically, those executives who scored high on a personality trait called *agreeableness*, which indicates an inclination to be other-regarding (i.e., cooperative, friendly, altruistic, and trusting) (see Costa, Terracciano, & McCrae, 2001), were mostly in the group advocating more equitable salary distributions. That is, their interest in getting high salaries for themselves was tempered by a concern for pay equity for other employees. Executives in this group also indicated that they assigned more importance to publicly recognizing ethical issues. For instance, they reported a belief that corporations should foster a climate where individual values are discussed freely and openly.

Finally, we found that those executives with more business coursework were in the first group of respondents who preferred extraordinarily high salaries while expressing indifference or aversion toward ethics. Some critics of business education have explained this state of affairs by observing that business curricula tend to inculcate or reinforce a narrowly amoral self-interest that serves as a rationale for ignoring or downplaying their ethical responsibilities to others (Frederick, 2006; Swanson, 2004).

Implications for Corporations, Business Education, and Public Policy

In our view, society has a right to expect ethical sensitivity from executives whose decisions affect almost every aspect of contemporary life. Executives are supposed to lead firms toward good corporate citizenship, which means providing an array of benefits to groups in society, including financial returns for shareholders, safe goods and services for consumers, fair employment standards

for workers and, more generally, technological innovations and sustainable business practices (Carroll, 1998). This is a tall order to be sure, and an executive with a myopic view of his or her organizational and societal responsibilities will surely be at a disadvantage. One implication of our findings is that organizations striving to hire executives who will attend to social issues should try to screen candidates for attitudes and personality traits consistent with ethical receptivity and an inclination to consider the interests of others in their decisions. Given our finding that business courses may contribute to narrow self-interest and ethical myopia, we recommend that executive candidates also be screened for a well-rounded education and especially for coursework in ethics and corporate social responsibility where leadership is presented broadly in terms of obligations to an array of community stakeholders.

By extension, business schools should do their part. The most recent statistic we have seen in the mainstream business press is that only one-third of accredited business schools offer an ethics course, and presumably fewer require one (Willen, 2004). Since business school deans bear some responsibility for this dubious state of affairs, we join the growing chorus of voices encouraging them to exert leadership to ensure that business students, our future managers, are exposed to principles and practices of corporate social responsibility and ethics in the curriculum (see Swanson, 2004; Swanson & Fisher, 2008).

Public policy can also play a role. Ultimately, the lack of business ethics coursework could become a matter for legislative oversight if business schools continue to lag in this important area. Otherwise, it would seem particularly appropriate to set limits on severance packages (such as "golden parachutes"), stock options, and executive pay, especially in bailed out banks where taxpayer dollars are at stake. In this vein, the previously described proposal to curb banker pay bears watching. Another idea is that shareholders of all public companies be given a voice in approving executive pay. Although this idea resonates with

the democratic ideals espoused in the United States, it is not clear whether shareholder involvement in determining executive pay will have the desired effect. While there is some evidence that shareholder democracy can rein in corporate missteps (Fairfax, 2008), other research indicates that "say on pay" legislation has not worked in limiting executive compensation, at least not in the United Kingdom (Reich, 2007). Still, there is reason to believe that shareholder activism, especially institutional activism, will increase as corporations experience the consequences of Sarbanes-Oxley, as well as changes in the listing standards for the New York Stock Exchange and National Association of Securities Dealers Automated Quotations (known as the NASDAQ Stock Exchange) (Rubach & Sebor, 2009). If this activism increases, it bears watching in terms of targeting executive pay.

Meanwhile, proxy disclosure rules, such as those recently considered by the Security and Exchange Commission (SEC), could be redesigned to shed light on board compensation decisions (SEC Press Release, 2009). Given the stakes, we call for more research on such proposals

aimed at aligning executive pay with the greater public interest.

The Need for Transparency, Continuous Oversight, and Accountability

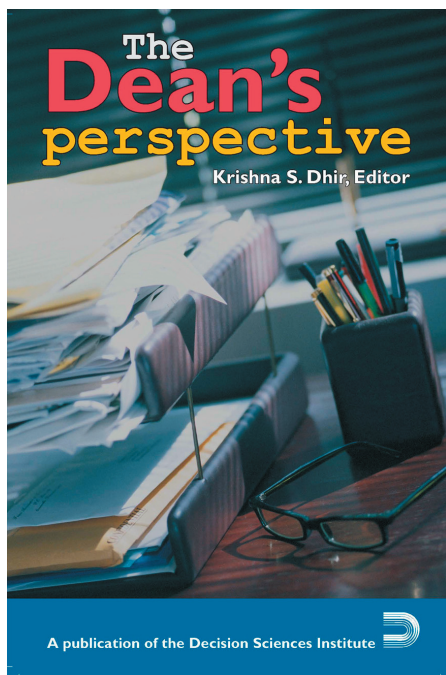
In conclusion, executives' attitudes toward salary distributions may be leading indicators of their ability to direct organizations toward responsible citizenship behavior. As a precaution, boards of directors and recruiting committees would be well advised to try to screen executive candidates for a relatively equitable approach to compensation structure as well as business education strong in ethical analysis. Although such screening may be challenging to implement, it could pay off in terms of recruiting business leaders who possess a competitive advantage in recognizing and dealing with the complex ethical issues that define the business environment. Moreover, public policy oversight, such as the Federal Reserve proposal, may be appropriate. After all, industry self-regulation alone has failed to temper two simultaneous developments that have marred the reputation of business—increasingly exorbi-

tant salaries for top executives on the one hand and an unprecedented outbreak of destructive corporate scandals on the other. Although not all business conduct can be legislated or regulated, continuous pressure for oversight and accountability at the top of corporate structure is surely called for. In fact, regulatory oversight and accountability may have to take precedence over transparency because some empirical studies have shown that more disclosure may not necessarily reduce pay inequities (Bebchuk & Fried, 2005; Hall & Murphy, 2003; Park, Nelson, & Huson, 2001).

In the final analysis, when appeals to voluntary self-control do not work (and executive pay trends over four decades suggest that they have not) external government control may be necessary.

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This book shares the perspectives and insights of an impressive array of current and former deans, as well as faculty members, about the role of a business school dean in all its dimensions. The book is appropriate for sitting deans as well as for aspiring deans, and is an important addition to the literature on business school leadership.

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United Airlines Flight 232 (pp. 120-127). The point about "over-thinking" or over-analyzing in complex situations is nicely made by the segment on Jean Van de Velde (pp. 136-138) or segments on how we make poor decisions on home purchases by considering irrelevant variables (pp. 144-145), the powerful and well-proven placebo effect studied using an fMRI (pp. 146-147), or the failure of detailed MRI images to improve outcomes for patients with back pain (pp. 160-165). These are all short enough and intriguing enough to provide ample grist for class discussion. I already discuss the "ultimatum game" in class, but Lehrer provides an interesting variation called the "dictator game" (p. 187). It works the same as the ultimatum game except that player 1 has full control; the other player *must* accept whatever offer is made. Interestingly, offers continue to be around \$4 or \$5, apparently because of empathy for the other player. However, this result only accrues if the two players are face-to-face. If not, player 1 lapses into unfettered greed! This "moral decay" has important implications for students of organization behavior and suggests limitations on the use of currently in vogue structural arrangements such as virtual teams. ■

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Editor's note: This article is the first of a two-part essay. Part 2 will appear in the July 2010 issue of *Decision Line*.

The 10 Mistakes Students Make in Their Doctoral Program Revisited: The Student Response (Part One)

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In 2001, Varun Grover offered advice on how to avoid 10 mistakes doctoral students make in managing their program (see *Decision Line*, May 2001). Since the publication of this article, Varun has received numerous responses from doctoral students indicating that the article was useful. Others indicate that the mistakes raised were inevitable—and avoidance was unrealistic. Still others indicated that the mistakes need caveats as there are alternative ways of accomplishing doctoral goals.

At the minimum, this article spawned considerable attention and discussion. For this reason, we decided to follow-up on the article. We thought it would be useful to see if these problems were still perceived as relevant by recent graduates from Ph.D. programs. To do so, we assembled a panel of five informants from participants in the 2008 and 2009 ICIS doctoral student consortiums. Our informants were drawn from business schools in three different countries and all were within a year of finishing their Ph.D. programs. Each student was provided an instrument with each of the “mistakes” articulated. They were invited to provide an open-ended evaluation of whether they observed the 10 mistakes among their contemporaries in their Ph.D. program and to offer additional advice or insight into how to succeed in a Ph.D. program.

In reviewing their responses, we supplement the mistakes with some caveats that might be relevant to help-

ing current doctoral students' succeed in their programs. While we mainly focus on the panelists' reactions to the mistakes, we also leverage our experiences working with doctoral students to provide advice. Due to the length and richness of their responses, we will present this article in two parts. Part 2 will be in the next issue of *Decision Line*.

Mistake 1: Doctoral students do not create synergy

Students take a piecemeal approach to opportunities and projects that they do in the program—doing what is expedient or expected without creating a synergy that enhances the creation of better products, in-depth study of literature in an area, time management, and identification of a dissertation topic.

Our informants reported that doctoral students who created synergies were the exception, not the rule. One remarked on an exceptional peer who:

“entered the program knowing exactly what he wanted to do his dissertation on. He actually mapped out the n-paper model for his dissertation, with the help of the faculty member he had selected to be his advisor, before the first day of classes had even begun. This enabled him to focus very early on, such that whenever we took a class that required a research paper, he was able to carve out small segments of his dissertation to conceptualize and investigate. I should mention, however, that I did not meet any other students in my

four years in the program who were this focused going in. Most were still exploring and trying to figure out what interested them the most.”

To create synergies, doctoral students have to develop a clear vision of what they want to study and think strategically about how to integrate their work. To do so, some students take an aggressive approach to managing their studies. As one respondent noted,

“The one student who sought synergies was very deliberate in identifying those projects that aligned with a specific research interest and then actively negotiated for the revision of expectations where such synergies were not evident.”

Although aware synergies were important, our respondents suggested that the piecemeal approach to doctoral studies was a function of circumstance and advising.

“I believe a piecemeal approach is less risky from a student point of view as well as from an advisor. Because students are at the beginning of the program, most of the time, they don’t know what they want to do or how to choose a topic. It therefore becomes a good option to take on a piecemeal offer. However, I believe such an approach limits the opportunity for a more comprehensive research.”

Another agreed and underscored that:

“changing research interests, differences in the personalities of the individuals overseeing projects, and the unique demands of each project resulted in relatively little opportunity for such synergies.”

More importantly, one student suggested a pragmatic reason for a piecemeal approach early in doctoral studies. He argued that:

“the publication life-cycle is far too long to wait until the third or fourth year. This means that not all of your projects will create synergy. Early on, I urge you to get involved in research and learn about the process. Later . . . this mistake is to be avoided. You will be moving from the laborer type work in the research to the project leader.”

Interestingly, all of our respondents suggested that finding synergies was neces-

sary as Ph.D. programs come to a close. One reported:

“my dissertation did grow out of a paper I wrote in my very first semester of the program. But I never had any clue that would happen at the time, and in fact rebelled against the idea for two full years At first, I didn’t like that pressure, but as time went on I used the topic of my first paper (which I had already presented at 2 conferences).”

Caveat: Overall, the panelists endorsed the importance of creating synergy – but indicated that it may not be feasible upfront. We concur, and would suggest that the first year is typically a time to explore in a doctoral program. Students should be cognitive of synergy, but they need to balance this against the need to explore different areas and hone their interests. However, the earlier synergies can be created in the program, the better off students will be.

Mistake 2: Doctoral students are too reactive

Students react to, rather than control, their environment—taking a series of courses and checking off a list of boxes. Proactive students . . . keep the broad objectives of learning and cultivating research and teaching skills while simultaneously focusing on program requirements.

Our panel was split on the issue of being reactive and proactive. Most noted that:

“reactive and proactive management styles were evident both across students and in the behavior of individual students . . . reactive students have tended to be more successful [in the short term] because the milestones established by a PhD program serve as the baseline for success (pass comprehensives, defend proposal, submit research in progress to conference, etc.). Broad focus on learning and cultivating research may be important in the long run but tends to slow progress in the short run.”

Although leading to short-term success, one student noticed that a reactive strategy did not readily translate to earning the skills necessary to be an independent scholar. One commented that:

“a colleague of mine often was saying, ‘I am afraid to start my data collection and analysis, because I don’t know what to do.’ I also noticed that many students are treating the PhD degree like another coursework degree. They do not realize a PhD is a project in which they are at the same time the project managers and the people working in the project. Nobody else is going to do it for them. This is one of the biggest mistakes I see around a lot of students.

In fact, many of our informants suggested that being proactive was necessary for securing top notch training—through mentoring and coursework:

“I proactively involved myself in several research projects in my second and third years and was able to get a few papers from these projects. I also proactively found courses from other departments that helped me understand topics that are not typically discussed in courses in my discipline.”

Another suggested that being proactive meant more than simply finding courses or collaborating with faculty. He argued that it required going beyond training to identify gaps or discrepancies in the literature:

“Doctoral students often look for research ideas as a response to a particular article rather than finding research gaps in the literature. Using a holistic approach to finding and designing research questions provides a stronger stream of research that is far more interesting. As far as the doctoral studies, an important skill is time management. Being reactive and not thoughtfully planning your studies will lead to unnecessary hardship. Start with a yearly plan and reevaluate often. Talk to the senior folks and the new assistant professor to see what was part of their yearly plans.”

Although being proactive is important, one informant suggested the being too proactive could come at a price. She argued that:

“proactive students can be over-enthusiastic about their projects. They think they can manage anything, hence the issue of scoping the PhD project. In that sense they need to be brought back into reality, to un-

derstand that only certain parts can be done part of a PhD program. Not everything can be covered at one time."

As a result, this informant argued for a more tempered approach to managing a Ph.D. program:

"most students in my program lived by the motto 'shut up and graduate' but looked for research outlets that interested them personally, aside from working with faculty. In my case, this involved using my non-MIS electives and methods classes to write papers that interested me personally, but that the MIS faculty had no interest in. So perhaps I was proactive but in a different way."

Before leaving the topic of success and being reactive or proactive, it is important to note that one student challenged the assumption underpinning this lesson:

"How do you define 'success' in one's PhD program or in their post-PhD career? Is this based on how many 'A' pubs you have? Or on whether you achieve tenure at your first post-PhD institution? I would say that for some students, success is having a balanced life outside of academia, and therefore I don't fault those students who simply 'went through the motions' to get their degree, and were less focused on research / more interested in teaching and having a balanced life. They were being proactive about their education as well, but in a different (and not necessarily wrong) way. To each their own."

Caveat: The importance of being proactive was clearly recognized by the panel, but the nature and extent of "out of class" activities might vary depending on how individuals view and tradeoff their long and short term objectives.

Mistake 3: Doctoral students do not carefully evaluate opportunity cost

Students who are noted for their competence and motivation tend to get more demands—to the extent that students have control over every opportunity set, every opportunity should be evaluated strategically—with each opportunity, they should question does this (new) project contribute to my doctoral education?

Our informants agreed that prioritization was important – yet noted that

they had used different approaches to prioritize their work.

"One individual relied on external pressure such that the priority was the one demanded immediately by a supervisor, a course, or some other form of deadline. Another individual continually asked whether the work fulfilled one of three objectives: complete the degree, get a job, or get a publication. Personally, I tend to rely heavily on a calendar that I use to impose 'artificial' deadlines for individual tasks. The risk is that sometimes completing these small tasks does not align with the broader perspective offered by the three objectives that guided my colleague."

Another suggested a useful way to approach to "right-sizing" your workload:

"You have to manage the number of your projects you are currently working on. I would suggest figuring out how much you can actively take on and eliminate the project that has the least amount of promise (n-1). This will accomplish two things. First, you are always able to take on a good project that comes along. Second, you will do a great job with your current projects. The key is balance and getting involved as much as you can while always being able to take on a good project."

Lacking a heuristic for prioritizing work, several of our respondents noted that ambitious Ph.D. students tended to grow overextended and "either do a poor job or miss out on important research opportunities."

In fact, one noted a remarkable case where:

"One student had unfortunately not been informed of expectations for summer work in advance. She signed up for 3 different independent studies (meaning 3 different research projects) in her first summer, while also teaching 5 days a week (for the first time). Somehow she lived to tell about it ... but with a couple of incompletes to work off later."

To prioritize well, doctoral students suggested it is important to learn to:

"say 'no' to people a lot of times, particularly when those people are very powerful and well-respected faculty members, and they are asking you to

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Members are invited to submit essays of about 2,000 to 2,500 words in length on topics of their interest, especially articles of concern to a broad, global audience. Please send essays (including brief bio and photo) to either the respective feature editor or to Editor Krishna Dhir.

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do something because they think it would be good for you (or for your CV). I think a lot of students get in the trap where they think they need a couple of extra lines on their CV to compete on the job market. So they can't say no to anything."

Saying no and putting your work first becomes particularly important when you are

"trying to finish your dissertation and simultaneously beginning a new job. All of a sudden, priorities become much clearer and it is a lot easier to say 'no' when someone wants you to teach a new class, join a new research project, or write a review. So *desperation* and the *survival instinct* bring about proper prioritization when all else fails. I think some of the other younger, less experienced students in our program have learned prioritization through simple survival as well. At any rate, I have heard they are turning down all offers of new projects now that they are post-comps."

While we have emphasized prioritization as an important skill for successful doctoral students, we'd be remiss if we did not note that it is also important after leaving campus.

For example, one student noted that she:

"did not prioritize well after leaving the program ABD—rather than spending the summer before starting my new job focusing 100 percent on my dissertation, I allowed myself to be distracted with 2 paper submissions in a completely different area of research. It was hard to say no, though, since my advisor was one of the coauthors and she felt that I could handle both. Sometimes you just have to stand up to your advisor and say, 'It may be easy for *you* to do all this, but it's not that easy for *me*.' If you are considered a 'super star' student, you really need to make sure your advisor knows that even 'super stars' get overwhelmed and need a break. If you don't tell people you are maxed out, they won't know it and will keep coming back to you, making you feel under more pressure to say 'yes.'"

Caveat: There is little disagreement on the importance of evaluating opportunity costs and prioritization. However,

while saying "no" is important, students should prioritize people to which they say no. I've observed many cases where "powerful" people make unreasonable requests and a "no" has severely come back to haunt students. While most faculty have the students best interests in mind, there are some bad apples—and so the caveat would be to judiciously prioritize people along with tasks.

Mistake 4: Doctoral students fall into a lull period

Students fall into a lull for ... two months. Then three months ... between post-comps and the dissertation proposal ... which results in a loss of continuity and tremendous start-up costs in every interaction.

Lulls between comps and the dissertation varied across institutions.

Students fell into a lull because:

"especially after a milestone such as their confirmation in Australia they feel the need to relax and completely miss the fact they can lose the momentum. Unfortunately, in Australia we don't have a system in place to monitor students closely on their progress. There is only an annual progress that needed to be filled in. Regular meetings with the advisors will ensure more continuity, however a lot of professors can't afford that time on a weekly basis. Consequently, re-active students face big problems with such relationship management."

Although many students ahead of her fell into a lull, another student noted that the faculty re-structured the program to "encourage" moving ahead with the dissertation.

"The students who were a year ahead of me took way too much time off between written and oral comps (some over a semester). So the students in my peer group and going forward to the present never had to worry about that particular lull, as the faculty set very hard deadlines of only a few weeks beyond written comps for taking orals."

All in all, though, I think I avoided a major lull simply by virtue of having an advisor who placed extremely demanding deadlines on me for when

I was expected to have my proposal ready to defend (i.e., four months post-orals)."

In addition to relying on faculty for motivation, our informants noted different aspects of their programs that motivated them to move forward in their studies. One well-published student noted that:

"Most of the students, including myself, were actively working on multiple research projects after comps (outside the dissertation) as they were trying to find topics for their dissertation. I think working on research projects outside dissertation was the key reason for being able to avoid post-comps lull."

Another argued that funding became a driver for progress after comments. He suggested that lulls were unusual because "at our institution the funding structure gives students an incentive to defend a proposal within one year of passing comprehensive exams."

Finally, one noted that a more structured approach to avoiding a lull. He suggested staying on track by:

"writing up your ideal, and doable, CV for when you are on the market. Second, work backwards to see where your CV should be at the end of year one and two to accomplish your goals. You will find that with six months per revision cycle you have no time to sit on your research."

Caveat: No disagreement here. Students should actively avoid the lull simply by being cognizant of it both a-priori and ex-post comps. A-priori, the project portfolio and their deadlines, along with planning (i.e., a well thought out dissertation idea) can keep activity alive. Ex-post, the advisor and pressure from the market can reinforce the awareness of a potential lull. Dead periods can be avoided if students feel they are going downhill after comps and not negotiating another mountain when the exams have sucked out most of their energy.

Mistake 5: Doctoral students do not manage their advisor

Students should be proactive in managing their advisor ... if they go in prepared with the issues, their possible solutions, and solicit their advisor's advice, they

will use their time more efficiently ... alternately, hiding [from the advisor] is a pathological behavior, particularly if they cannot deliver on a project.

To manage an advisor, a recently graduated student suggested that two elements were essential. First, students need to be excited about their work because your excitement rubs off on the advisor. Second, students need to turn to their "project management class for strategies. This includes keeping the project team (your committee) informed of your milestones, timelines and deliverables."

However, many of our respondents reported that managing an advisor is more difficult than one might expect. One reported that he was not:

"sure how other students managed their advisors. In my case, the only approach I had was to keep an open and honest communication channel with my advisor. I tried to contact my advisor almost every day, if possible, and tried to get his feedback on different things (e.g., papers, dissertation topic ideas, new research ideas, other non-academic issues). I had a friendly relationship with my advisor, which I think is important for any doctoral student. However, developing a good relationship with the advisor takes time and requires a strong work ethic."

Another reported that there was no universally effective strategy for managing an advisor. Really, this person argued that completing a dissertation hinged on either the advisor or the student taking accountability for managing the process. He argued that:

"I have seen advisers 'manage' students who would otherwise not be particularly successful. I think the only time there is a real problem is when neither the student nor the adviser can manage effectively. And, by 'manage' I am generally referring to efforts to keep the dissertation process on track. This involves establishing timelines, clear deliverables, priorities, etc. and then making sure that these are adhered to. Of course, once again there are a number of subtleties surrounding the difference between short- and long-term success."

In contrast, a type "A" personality reported frustration with her attempts

to manage her advisor. As a result, she attempted many different approaches to managing the relationship. She reported that:

"my advisor is too damned busy, yet despite that, she still has final authority over everything that goes into my papers (since she is a coauthor on all of them). So it's a difficult balancing act. We've been through every variation of meeting structures known to mankind since I began this project—from 'drop in any time' meetings with no agenda beforehand, to regular weekly meetings designed to keep me on task (but which I didn't always come prepared for), and finally to 'meetings on demand' when I get stuck and need very specific advice about how to move forward. The latter method has been by far the most productive (even if least practiced) of the three approaches. It lets me work at my own pace, but forces me to think through problems and plan out very specific questions before spending time with her. I have no idea how (or if) the other students in the program with me managed their advisors."

Another reported that managing the advisor might be problematic, because students lacked the necessary skills.

"I think such management skills should be part of the doctoral education. Currently we do not receive any formal education in this area. Students who have previously worked in industry are more mature and probably better at management, as opposed to the freshmen. Often students complain that their meeting with the advisors has not achieved anything, but they did not see the fact that they did not have an agenda/items to achieve. In many situations students come with their issues without proposing any solutions or alternative paths, expecting the advisors will resolve the problems for them. Or they refuse to meet on a regular basis because they are behind in their work, hence the inability to deliver what was supposed to be done. This is very common among re-active students.

I think it is a problem of managing expectations—what is really expected from an advisor and from them as students. There is a misunderstanding

of the relationship in the first place. I think a certain level of education in relationship management would benefit students and save lots of time for both sides."

Caveat: The panel generally agreed that students should manage their advisor—but felt that doing so was easier said than done. A bit of planning and honest, open communication can go a long way in managing expectations for each meeting, as well as for the project. Students should also assess what works and adjust accordingly for the different types and styles of advisors. Also see the article in the December/January 2003 issue of *Decision Line*, "Interaction between a Doctoral Student and Advisor: Making It Work!"

Conclusion

In this first installment that revisits Varun Grover's "10 Mistakes," we presented the student's view on many of the challenges encountered by contemporary doctoral students. Our respondents underscored the importance of students creating synergy, pro-actively managing their programs, and managing their advisors. However, they emphasized that many of their suggestions are easier said than done. To succeed in doctoral studies, students must learn to rely on themselves (i.e., not fall into lulls) and gain insight into how to successfully build relationships with their advisors. Although each respondent's program of studies was unique, there was surprising consistency in their advice—that doctoral students are ultimately responsible for ensuring their success. In Part 2, we will visit the remaining five mistakes.

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■ VIJAY R. KANNAN, Feature Editor, Utah State University

How We Decide

by Glenn M. McEvoy, Utah State University

How We Decide uses recent research in neuroscience combined with compelling real-life situations to explore the process by which humans make decisions. Why is it, for example, that the introduction of MRI scans in the early 1980s failed to improve treatments or outcomes in patient back pain? Why did only one Montana firefighter in the Mann Gulch forest fire of 1949 survive by ignoring his instinct to run and instead setting an “escape fire” and lying down? Why do consumers who think deeply about which product to buy end up being less satisfied with their purchases than those who don’t? And why do wine tasters find it impossible to ignore the price of a bottle of wine when evaluating its taste?

Decision making results from a complex interplay of emotions and reason. The author of this book provides a useful starting point for the discussion by noting that this interplay has long been of interest to philosophers. Plato conceptualized the human mind as a charioteer being pulled by an impulsive and “ignoble” horse, with the charioteer’s job being to use the energy of the horse but direct it down a useful and socially acceptable path. This two-part division of the mind, reason, and emotion, is one of Plato’s most enduring contributions to Western civilization, and a theme revisited frequently throughout the book. According to the author, the book has two goals: to learn how we go about making decisions and to improve those decisions. The introduction starts with an example of flying an airplane that has had a crippling mechanical failure. Only by making the right set of decisions under extreme pressure in a short period of time will the pilot be able to avoid crashing the plane in downtown Tokyo, killing hundreds of people. Of course, the ‘flight’ is taking place in a cockpit simulator, but the author uses the example to point out

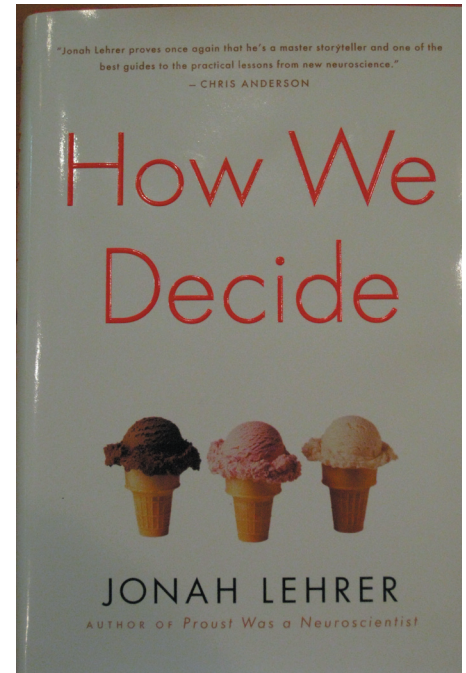


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How We Decide by Jonah Lehrer

Boston: Houghton Mifflin Harcourt, 2009.
Hardback: \$25.

the importance of better understanding decision-making processes. In the concluding coda, the author notes that cockpit decision making has been the subject of intense scrutiny since 1990 and the result has been a dramatic reduction in pilot errors. With study and understanding, critical decision processes *can* be improved.

The author seems to be aware that there are a plethora of competing books dealing with human decision processes, and attempts to differentiate his from others. For instance, the book jacket states “Since Plato, philosophers have described the decision-making process as either rational or emotional: we carefully deliberate or we ‘blink’ and go with our gut.” Lehrer is noting that his book differs from Malcolm Gladwell’s bestseller *Blink*. While there are a few overlapping

studies and examples in the two books, they are indeed different. For instance, almost 60 percent of Lehrer's journal citations are from science or neuroscience journals (with about a third from psychology journals) suggesting that brain research will be the foundation of the book. Gladwell's book, on the other hand, is more firmly grounded in psychology literature (almost 70 percent of journal citations) and less so in science and neuroscience (approximately 20 percent of journal citations).

How We Decide consists of an introduction, eight chapters, and a concluding coda. The introduction makes the case for the importance of the topic and identifies the overarching theme of the interplay of emotions and reason in the decision making process. The underlying argument is that decision making can be improved by using a "finally tuned blend of both feeling and reason, and the precise mix depends on the situation." Chapter One expands on the introduction with other examples, such as how quarterbacks in the National Football League make quick decisions in the pocket, and revisits the classic Greek tug-of-war in the brain between Apollonian logic and Dionysian emotions. It also introduces the orbito-frontal cortex as the region of the brain whose job it is to integrate visceral feelings into the decision-making process, arguing that quarterbacks don't have enough time to decide using reason alone.

Chapter Two explores the role of feelings in decision making, noting that emotions are "deeply empirical." Lehrer suggests that it is the emotional brain that learns over time to see patterns and connections that can be useful in future decision situations, and thus should not be ignored in most cases. In Chapter Three, "Fooled by a Feeling," the author presents a variety of examples from brain research and practical experience that demonstrate how feelings can mislead the decision maker. For example, the well-documented phenomenon of loss aversion, a subset of negativity bias, leads investors to make bad decisions (selling when the market is down, buying when it is up), and contestants in games

such as "Deal or No Deal" to ignore probability and go "all in" when they should have taken "the deal" offered by "the Banker." Human emotions also lead us to see patterns that don't exist, such as the "streaky" shooting of the NBA player with a "hot hand" (research debunks this; the probability of making any single shot is not a function of prior shooting success).

Chapter Four presents the case for the use of reason and analysis in decision making, and introduces the prefrontal cortex as the key part of the brain in this process. The author speculates that Wag Dodge, the lone survivor in the Mann Gulch forest fire noted above, was able to use his prefrontal cortex to quiet the emotional parts of the brain that were screaming for him to run and engage the working memory of the brain to develop a creative new solution to the problem he faced under terrifying conditions. (Since 1949, setting an 'escape fire' has been a staple in Forest Service firefighter training. It was unknown prior to the Mann Gulch fire). The prefrontal cortex is one of the last portions of the brain to develop, explaining many of the behavioral "problems" frequently seen in teenagers (the emotional "horse" is running away with the rational "charioteer!"). Brain scans show that the prefrontal cortices of children with attention deficit hyperactivity disorder (ADHD) are less well developed than those of their classmates, but this is no longer the case in later teen years when the development catches up. The chapter concludes with the lengthy but gripping story of how United Airlines Captain Al Haynes managed to land a DC-10 in a cornfield near Des Moines, Iowa in 1989 after losing one of three engines and all three hydraulics systems. No one had anticipated such a situation occurring, there was no help in the flight manual, and engineers on the ground were at a loss for how to control the plane without hydraulics. The brain's emotional system is useful for making decisions when a situation is a variant of one the decision maker has faced previously. In this case, like the Mann Gulch fire, emotions were not helpful because the situation was new and unique. Lehrer speculates that

Haynes was able to use his prefrontal cortex to induce a "deliberate calm" in his emotions, allowing the working memory of the prefrontal cortex to tease out a creative solution under extreme pressure. (The solution was to steer the plane using differential thrust from the two remaining engines and to overcome the problem of "phugoids"—the uncontrolled and self-reinforcing tendency of the plane's nose to go up and down—by throttling up when the plane pitched down and gained speed, and throttling down when the plane pitched up and lost speed, the opposite of what common sense would suggest.)

Chapter Five, "Choking on Thought," describes how too much thinking (reason, analysis) can be harmful in many decision situations, paving the way for reintroducing the notion of a "finely tuned blend of emotion and reason." Research on golfers shows that while learning the game, improvements can be made through thoughtful analysis and conscious reflection, but that after achieving a level of experience with the swing, over-thinking harms one's game. Jean Van de Velde's spectacular collapse ("choke") on the final hole of the 1999 British Open is cited as an example of this. Students asked to rate the taste of various strawberry jams did as well as professional taste testers hired by *Consumer Reports* until they were told they would have to explain their ratings. This led them to focus on irrelevant variables (e.g., is the jam easy to spread?), and correlations of their ratings with those of the professionals dropped to nearly zero. Brain research using fMRI images can predict the rating a subject will give to a taste of wine by the level of activity in the prefrontal cortex, and this part of the brain becomes more active the higher the price of the wine. Of course, when researchers intentionally misrepresent the price of wine, subjects are invariably fooled. When prices are not presented, lower-priced wines are frequently rated as well as or better than pricier varieties. Lehrer concludes that our brains have a "spectacular inability to dismiss irrelevant information."

Chapter Six, "The Moral Mind," takes a modest detour by looking at morality and ethical decision making. The basic argument is that morality at its core is based on emotional, not rationality. Kant argued that immorality was the result of illogic, but brain research using fMRI scans of people making moral judgments suggests otherwise. Such scans show that when a subject is asked if he would push a bystander in front of an oncoming trolley in order to save the lives of five others, particular parts of the brain are activated (the superior temporal sulcus, posterior cingulate, and medial frontal gyrus). These parts of the brain are responsible for interpreting the thoughts and feelings of *others*. Moral decision making is about feeling sympathy for others; we tend to treat others fairly because we know what it's like to be treated unfairly. The well-known "ultimatum game" from behavioral economics is used as an example. When given \$10, a player tends to offer up \$4 to \$5 to the other player even though rational economic theory would predict she should offer only \$1 and the other player should accept (the game is set up so that if the offer is accepted, both players keep the money, but if it is rejected the experimenter takes all \$10). Player 1 tends to anticipate that the other player will be angry with an offer that is less than an approximately 50-50 split, and reject it even though it is rational to accept. Children with autism play this game "correctly," offering and receiving \$1. Images from fMRI scans show that autistic children have no activity in that part of the brain which allows one to empathize with another. Lehrer concludes that the capacity for making moral decisions is built into the circuitry of normal human brains, probably the result of evolutionary forces favoring cooperation within groups, but that child abuse and neglect can short cut that circuitry.

Chapter Seven, "The Brain is an Argument," begins to tie the separate threads of the book together, returning to the theme that different decision situations require different mixes of reason and emotion. Brain scans of students making shopping decisions show that when an item is presented for possible purchase, the nucleus accumbens (NAcc) is turned on, with the level of activity

approximating the student's desire for the object. When the price of the item is presented, both the insula and prefrontal cortex are activated. The insula produces negative feelings and is triggered by things such as pictures of people in pain (or, in this case, spending money). In general, we try to avoid anything which triggers the insula. The prefrontal cortex, on the other hand is "running the numbers" to assess whether the stated price is a good deal or not. It becomes even more "excited" if the price is lower than expected. Ultimately, the decisions of shoppers can be predicted by the relative levels of activity in each of the three areas of the brain, the NAcc, the insula, and the prefrontal cortex. In essence, the brain is having an internal "argument" where emotions and reason interact to sort out the final decision. Examples are given of situations where "the argument" was not allowed to play out long enough, and the decision quality suffered (e.g., the 1973 Yom Kippur War). Overconfidence, either inside one person's brain or within a group charged with making a decision, is the enemy of this process. The author cites Doris Kearns Goodwin's book 'Team of Rivals' as an example of how President Lincoln put together a cabinet full of dissenting voices in order to help him arrive at better decisions (also cited by President Obama as he assembled his cabinet).

Chapter Eight summarizes the key points in the book. It includes an unnecessarily lengthy story about Michael Binger, a Stanford physicist turned professional poker player. According to Lehrer, Binger only began to be successful when he tuned into *both* the rational part of his brain which was expert at calculating odds *and* the emotional part which allowed him to read the unconscious signals sent by other players at the table. Apparently Binger knows from experience what brain research shows, namely that emotions are a powerhouse supercomputer that can process a huge number of variables simultaneously, while the prefrontal cortex is a more limited "calculator" that can deal with only five to nine bits of information at a time. Lehrer concludes that conventional wisdom has it backwards: easy problems are best suited to rational analysis while difficult ones require the supercomput-

ing capability of the emotional brain. Easy problems won't overwhelm the working memory of the prefrontal cortex and rational analysis in such situations will help one overcome the flaws built into the emotional brain (e.g., loss aversion). Complex and important decisions, on the other hand, cannot be solved with reason alone, and the brain is likely to "over-think" and consider too much irrelevant information. In such situations, the author suggests letting the argument proceed in the brain. Listen to both emotions and reason, get some distance on the situation, and let the problem percolate in the unconscious for awhile. Returning to a key theme near the end of the book, the author states: "Complex problems ... require the processing powers of the emotional brain.... This doesn't mean you can just blink and know what to do—even the unconscious takes a little time to process information—but it does suggest there's a better way to make difficult decisions. When choosing a couch or holding a mysterious set of cards, always listen to your feelings. They know more than you do."

Decision making is a critical component of the graduate-level organization behavior classes I teach and I use short segments from Gladwell's *Blink* to "spice up" the class. Student reactions to these have been uniformly positive. Will I replace some of these readings with short segments from *How We Decide*? There are several I can see using. The report (pp. 62-66) on why 91 percent of fans believe in the "hot hand" of basketball shooters when in fact it is a fallacy is an example. MBA students would no doubt be intrigued by that discussion (and it would make the point about the emotional brain perceiving patterns where none exist). The segment (pp. 89-92) on "understanding the circuitry of temptation" is useful in explaining, using neuroscience, why consumers make bad decisions when using credit cards or considering a subprime mortgage. The retelling of the Mann Gulch fire (pp. 93-96) makes a good case for the importance of putting emotions on the "back burner" in certain decision-making situations, as does the compelling but lengthier tale of

BOOKS, see page 14

Institute Meetings

The 41st Annual Meeting of the Institute will be held November 20-23, 2010, at the San Diego Marriott Hotel and Marina in San Diego, California. The submission deadline for refereed research papers was extended to April 8th. The submission deadline for the Elwood S. Buffa Doctoral Dissertation Competition has been extended to May 15, 2010. Contact Program Chair Morgan Swink at swink@bus.msu.edu.

<http://www.decisionsciences.org/annualmeeting/>

The Asia Pacific Region Annual Meeting will be held jointly with the International Conference of Operations and Supply Chain Management from July 25-31, 2010, in Hong Kong and Guangzhou, People's Republic of China. Submission deadline was March 30, 2010. The conference will include a two-three-day program in Hong Kong (July 25 to 27) and a three-day program in Guang Zhou (July 28-30). Programs will include plenary sessions with presentations by nine well known professors and five industry and government speakers. There will also be company visits and exchanges with executives from leading companies such as Li & Fung and IDS groups in Hong Kong and Galanz in Shunde, the worlds' largest microwave oven manufacturer. In addition to parallel academic presentation sessions, there will also be discussion forums for academic researchers, industry practitioners and government officials and invited sessions which will focus on different topics related to the theme of innovation and technology management and enterprise transformation in China.

<http://lf-scml.baf.cuhk.edu.hk/icoscm>
<http://www.apdsi.org>

The European Region Annual Meeting will be held July 2-3, 2010, at the IESE Business School, University of Navarra, Barcelona, Spain. Contact Program Chair Marc Sachon at msachon@iese.edu.

<http://www.e-dsi.eu>

The Indian Subcontinent Region held its third annual conference at the lush green ASCI, Hyderabad campus on December 28-30, 2009. For more information, see the website below or contact Karuna Jain, President, ISDSI; SJMSoM, IIT Bombay; kjain@iitb.ac.in

<http://www.icgids2009.in>

The Mexico Region. For more information, contact Antonio Rios, Instituto Tecnológico de Monterrey, antonio.rios@itesm.mx.

The Midwest Region held its 2010 Annual Meeting on April 22-24, 2010, in Toledo, Ohio. For more information, contact Program Chair Udayan Nandkeolyar, University of Toledo, unandke@utnet.utoledo.edu

<http://mwdsi2010.utoledo.edu>

The Northeast Region held its 2010 Annual Meeting at the Hilton Alexandria Old Town in Alexandria, Virginia, on March 26-28, 2010. For more information, contact Program Chair Neset Hikmet, Nicholls State University, Thibodaux, LA, 985.448.4206, chair@nedsi10.org

<http://www.neds10.org/index.html>

The Southeast Region held its 2010 Annual Meeting on February 17-19, at the Hilton Wilmington Riverside in Wilmington, North Carolina. For more information, please see the website below or contact Quinton Nottingham, the Program Chair, at 540-231-7843 or notti@vt.edu.

<http://www.sedsi.org>

The Southwest Region held its 2010 (31st) Annual Meeting on March 2-6, 2010, at the Sheraton Hotel Dallas in Dallas, Texas, USA. For more information, contact Program Chair Roderick B. Posey, University of Southern Mississippi, roderick.posey@usm.edu.

<http://www.swdsi.org>

The Western Region held its 2010 (39th) Annual Meeting on April 6-9, 2010, at the Hyatt Regency Lake Tahoe Resort in Lake Tahoe, Nevada. For more information, contact Program Chair John Davies, Victoria University of Wellington, +644-463-5382, vms-wdsi2010@vuw.ac.nz

<http://www.wdsinet.org>

Call for Papers Conferences

The 18th Annual International meeting of the Association on Employment Practices and Principles will be held in San Francisco, California on September 29 - October 1, 2010. All topics in business disciplines (accounting, finance, international business, management and marketing), economics, management information systems and computer science, political science, public administration, and global strategies are appropriate. Please email all papers and proposals in MS Word (APA Format) to AEPP Admin at aep@institute-leadership-global.org. Deadline for receipt of full papers for review was April 15, 2010. The refereed and non-refereed panels and symposia, and abstracts should be submitted latest by May 15, 2010.

<http://www.aepp.net/>

Publications

The International Journal of Revenue Management plans to publish a special issue in 2011 that is devoted to revenue management in the provision of transportation services. Please visit the journal's website for details. Doug Smith (ldsmith@umsl.edu) or James Campbell (Campbell@usml.edu) would be happy to respond to inquiries. Papers are requested for review by May 15, 2010.

<http://www.inderscience.com/browse/callpaper.php?callID=1193>

International Journal of Production Research plans to publish a special issue titled *Supply Chain Design: Issues, Challenges, Frameworks and Solutions*. Manuscripts must be submitted by September 30, 2010. This special issue aims to publish a set of papers that will shed greater insights into how supply chain design can help describe, explain, and predict supply chain activities and

See **ANNOUNCEMENTS**, page 33

2010 Program Chair's Message

MORGAN SWINK, Michigan State University



A little revolution is a good thing now and then. In 2009 the Decision Science Institute (DSI) celebrated its 40th year of existence as one of the leading academic societies. The annual conference in 2010 marks the beginning of the next 40 years, in which we expect to break new ground, try new ideas, and create new value for all participants.

Join us in San Diego as we launch a new chapter in the life of the DSI. We invite basic, applied, theory, and case study research in any field related to decision-making, as well as proposals for panel discussion, symposia, workshops, and tutorials dealing with research or pedagogical issues.

As a participant in the 2010 conference you can expect to enjoy the following:

- Opportunities to scout out the job market and/or the talent pool
 - More than 20 discipline-based and interdisciplinary tracks that address research, pedagogy, educational technologies, and more
 - Three new special interest groups addressing health care, project management, and innovation
 - Conference innovations that put new twists on an already successful formula
- A warm welcome with numerous opportunities to meet new people, to consider new research and teaching approaches, and to enjoy the sights and sounds of San Diego
 - High quality invited and sponsored sessions featuring highly respected researchers, educators, and practitioners
 - A variety of venues in which you can present and receive constructive feedback on your research and teaching innovations

The 41st DSI Annual Meeting will be held November 20-23, 2010, at the San Diego Marriott Hotel and Marina in San Diego, California.

The venue for the 2010 DSI Annual Meeting is the Marriott Hotel and Marina. This location offers excellent weather, great access to restaurants, tours, and entertainment, and scenic view of the beautiful bay and port of San Diego. For more information visit

www.sandiego.org

www.marriott.com/hotels/travel/sandt-san-diego-marriott-hotel-and-marina/.

If you have any questions, suggestions, or requests, feel free to email Program Chair Morgan Swink at swink@bus.msu.edu. ■

2010 Annual Meeting Coordinators

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Miniconference on Hospitality Mgmt.

This miniconference examines emerging issues facing the hospitality industry, which is one of the fastest growing sectors worldwide. However, the current economic and political global climate means the industry has to deal with new challenges such as increased competition, declining revenues, and global terrorism. The miniconference will feature both invited and submitted

papers on the salient issues that are impacting the hospitality industry. Submission deadline is May 1, 2010. ■

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2010 Doctoral Dissertation Competition

Searching for the best 2009 dissertation in the decision sciences

Co-sponsored by McGraw-Hill/Irwin and the Decision Sciences Institute

McGraw-Hill/Irwin and the Decision Sciences Institute are co-sponsoring the Elwood S. Buffa Doctoral Dissertation Competition. The purpose of the competition is to identify and recognize outstanding doctoral research in the development of theory and/or application of decision sciences completed during 2009. A monetary award of \$1,500 will be presented at the 2010 Annual Meeting. **The submission deadline has been extended to May 15, 2010.**

The dissertation must deal with the development of methodology for, and/or application of, decision sciences. The dissertation research could be based on analytical and/or empirical research methods.

The dissertation must have been accepted by the degree-granting institution within the 2009 calendar year. It is not necessary for the degree to have been awarded by the end of 2009. In addition, the dissertation may not have been submitted previously to a Decision Sciences Institute dissertation competition.

The following are the requirements:

1. A nominating letter on university letterhead submitted by the student's major professor. This letter introduces the student, the supervisor of the dissertation, and the degree-granting institution. It also certifies the acceptance of the dissertation by the institution within the required time frame. All contact information for both the author and the major professor should be provided in the letter. This letter should be emailed as a PDF file to <ncsuresh@buffalo.edu>. The file should be named "Student Last Name_Nomination.pdf". (For example, if the student's last name is Wang, the file should be called "Wang_Nomination.pdf".)

2. A separate statement by the major professor about why the dissertation deserves special recognition. This letter should be emailed as a PDF file to the e-mail address given above. Please name this file "Student Last Name_Recommendation.pdf".

3. A summary of the dissertation. This five-to-ten page, double-spaced overview should include a description of the problem, the methodology, and the major findings and conclusions. At the top of the first page, the dissertation's major and minor fields should be identified. Major fields typically are accounting, economics, finance, information systems, organizational behavior, design, theory, operations management, supply chain management, and strategy/policy. Minor fields are often simulation, optimization, service sector, quality, quantitative analysis, artificial intelligence, expert systems, experimental design, etc. The summary should include a 250-word abstract. This letter should be emailed as a PDF file to the e-mail address given above. Please name this file "Student Last Name_Summary.pdf".

4. Three (3) copies of the complete dissertation in hard copy format should be mailed to the Coordinator.

Important: Because of the blind-review process, it is essential that the author, degree-granting institution, and supervising professor not be identified within the contents of items 2, 3, and 4 above. All acknowledgments or other references that would identify the author, institution, or professors must be removed from the dissertation and all accompanying documents except the nominating letter.

The coordinator will change the names of files before they are distributed to the reviewers so that the names of files are not identifiable with a particular student.

In ALL email communications, please make sure that the doctoral student's full name appears in the subject line of the email message. ■

Elwood S. Buffa Doctoral Dissertation Competition Coordinator

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2010 Doctoral Student Consortium

Creating successful career paths for students

Co-sponsored by McGraw-Hill/Irwin, Alpha Iota Delta and DSI

DSI's 28th annual Doctoral Student Consortium will be an engaging, interactive professional experience designed to help participants successfully launch their academic careers. We are pleased to have the co-sponsorship of McGraw Hill/Irwin with contributions from Alpha Iota Delta and Beta Gamma Sigma for this important event. The Consortium will take place on Saturday, November 20, 2010, at the 2010 DSI Annual Meeting in San Diego.

Who Should Attend?

The Doctoral Consortium is offered to individuals who are at least into their second year of doctoral studies. The Consortium welcomes students from all subject areas within the decision sciences. A variety of students with backgrounds in operations management, management information systems, management science, strategy, organizational behavior, marketing, finance, accounting, and other areas will increase the vitality of the sessions. This year's program will focus on basic preparation for an academic career, job search issues, the interview process, research strategies, effective teaching, among others. Students who are interested in addressing these subjects in a participative, interactive way will enjoy and benefit from the Consortium.

Why Should You Attend?

1. Networking – Get to know some of the leading researchers and educators. Getting a job, finding collaborators, and gaining advantages in the career you are about to enter are all related to “who you know.” This Consortium is your chance to meet some of the leading researchers and educators in the field.

2. Skill development – Learn from veterans. Excellent teaching and research require practical skills in addition to

content knowledge. Veterans will share their secrets to success.

3. Furthering your research – Engage with your peers and outstanding researchers. The research incubator will give you a chance to engage in a discussion of your research ideas with both your peers and outstanding researchers.

4. DSI exposure. The Consortium is a chance to “test-drive” DSI, learn about its people, its processes (such as placement services), and its opportunities.

5. Fun! Come socialize with your current and future colleagues in a city that has retained its sense of history and tradition, while carefully blending in cosmopolitan progress.

Program Content

The Doctoral Student Consortium involves seasoned, world-class research faculty from a variety of schools, junior faculty just beginning their careers, and key journal editors. All will help guide discussions in the following sessions.

Preparing NOW for an Academic Career. What can doctoral students do now to gain an advantage in the job market and lay the foundation for a successful academic career.

The Job Search Process. Should you target your job search on research-oriented schools? Teaching schools? Private? Public? What's the best way to market yourself? What is the proper format for your vita? This session will help participants answer these questions through insights drawn from a panel of faculty experts.

The Interview Process – Dos and Don'ts. How should you prepare for an initial interview or an invited on-campus interview? What questions should you ask? What can you expect? What factors should you consider when making a final decision?

Teaching Effectiveness. Dynamic and inspiring sessions will share insights and secrets for success as a professor in academia.

Information About Specific Research Areas. World-class research faculty from a variety of specific subject areas (e.g., supply chain management, MIS, educational research) will meet with students whose specific research area matches that of the faculty. This faculty ‘mentor’ will offer advice and guidance on appropriate journals, current popular topics of research, potential co-authors and suggestions for focusing on a specific research topic area.

Join Us

The Doctoral Student Consortium does more than prepare individual students, it creates a community of colleagues you'll know throughout your career. Please plan to attend the Consortium and also encourage your student colleagues to participate in this important program. Although many participants will be entering the job market for 2011-2012, others will appreciate the opportunity to get a better understanding of an academic career and how to approach the job market the following year.

Application Process

Students in all areas of the decision sciences are encouraged to apply for the DSI Doctoral Student Consortium. Those wishing to be included should submit:

1. A current curriculum vita, including contact information (e-mail in particular), your major field (accounting, finance, marketing, management, operations management, MIS, management science, strategy, and so on), the title of your dissertation proposal or the title of a current research paper.

2. A letter of recommendation from your dean, doctoral program director, department chair, or dissertation chair. The letter should attest to the applicant's qualifications and good progress in the doctoral program. Interested students are encouraged to apply early if they wish to ensure themselves space in the Consortium. Materials should be sent electronically to the Doctoral Consortium Coordinators (see below) by October 15, 2010. Those who apply by this date and meet the criteria listed above will be accepted for participation. Applications received after October 15 will receive consideration on a space-available basis.

Participants must pay the regular student DSI member registration fee

of \$80 (or \$105 for non-DSI member student) for the annual meeting, but there will be no additional charge for the Consortium. This fee includes the Consortium luncheon and reception on Saturday, the DSI luncheons on Sunday and Tuesday, and the CD-ROM of the conference proceedings. Although students will be responsible for all of their own travel and accommodation expenses, it is customary for participants' schools to provide monetary support for these purposes.

Consortium participants will be recognized in *Decision Line*, the Institute's news publication. They also receive special recognition in the placement system,

special designation on their name badges, and an introduction to the larger DSI community at the breakfast and plenary session. ■

Doctoral Consortium Coordinators

Sarv Devaraj, University of Notre Dame
sdevaraj@nd.edu

Rajiv Kohli, The College of William and Mary
rajiv.kohli@mason.wm.edu

2010 Discipline-based Tracks

Accounting: Assurance and Public Accountability

Robert Hutchinson, University of Detroit-Mercy, hutchirl@udmercy.edu

Information Systems Economics

Debabrata Dey, University of Washington, ddey@uw.edu

Vidyanand (VC) Choudhary, University of California Irvine, veecee@uci.edu

Information Systems Strategy and Design

Jeff Stratman, The University of Utah, jeff.stratman@business.utah.edu

T. Ravichandran, Rensselaer Polytechnic Institute, ravit@rpi.edu

Hospitality Management

G. Keong Leong, University of Nevada Las Vegas

Keong.Leong@unlv.edu

Natasa Christodoulidou, California State University Dominguez Hills
nchristodoulidou@csudh.edu

Logistics, Distribution, and Order Management

DaeSoo Kim, Korea University, kimd@korea.ac.kr

Marketing and Management Strategy and Policy

Derrick D'Souza, University of North Texas, dsouza@unt.edu

Manufacturing Operations Management

Jan Olhager, Linköping University, jan.olhager@liu.se

Martin Rudberg, Linköping University, martin.rudberg@liu.se

Organizational Behavior/Organizational Theory

Mike Lewis, University of Bath, M.A.Lewis@bath.ac.uk

Service Operations Management

Larry Menor, The University of Western Ontario

Supply Management

Tom Choi, Arizona State University, thomas.choi@asu.edu

Murat Kristal, York University, mkristal@schulich.yorku.ca

2010 Topical/Interdisciplinary Tracks

Cross-functional Interfaces (Marketing/OM/Finance/IS/Accounting)

Elliot Bendoly, Emory University, elliot_bendoly@bus.emory.edu

Decision Making and Problem Solving (MS/OR/Statistics)

Shaw K. Chen, University of Rhode Island, chenshaw@uri.edu

Product/Process Innovation and Project Management

Mohan Tatikonda, Indiana University, tatikond@iu.edu

Process Quality and Productivity Management

Matthias Holweg, University of Cambridge, m.holweg@jbs.cam.ac.uk

Risk Analysis and Crisis Management

Kathy Stecké, The University of Texas at Dallas, kstecke@utdallas.edu

Thomas Schmitt, University of Washington, glennsch@u.washington.edu

Sanjay Kumar, The Pennsylvania State University, sxk89@psu.edu

Social Responsibility, Ethics, and Sustainability

R.D. (Robert) Klassen, The University of Western Ontario, rklassen@ivey.uwo.ca

2010 Special Tracks

Fellows Track

Sang Lee, University of Nebraska-Lincoln, slee1@unl.edu

Innovative Education

David Chou, Eastern Michigan University, david.chou@emich.edu

New Talent Showcase - Student Presentations

Susan Meyer-Goldstein, The University of Minnesota, meyer033@umn.edu

2010 Special Interest Groups

Innovation and Entrepreneurship

Roger Calantone, Michigan State University, rogercal@msu.edu

Healthcare Decision-Making and Policy

Rachna Shah, University of Minnesota, shahx024@umn.edu

Susan Meyer-Goldstein, The University of Minnesota, meyer033@umn.edu

Project Management

Gary Klein, University of Colorado at Colorado Springs, gklein@uccs.edu

Overview of DSI Annual Meeting Activities

Best Paper Awards Competition

Categories include Best Theoretical/Empirical Research Paper, Best Application Paper, Best Interdisciplinary Paper, and Best Student Paper.

<http://www.decisionsciences.org/annualmeeting/meetinginfo/competition.asp>

Best Teaching Case Studies Award Competition

Serves an active role in the dissemination of new ideas with respect to case studies topics.

<http://www.decisionsciences.org/annualmeeting/meetinginfo/competition.asp>

Curricular Issues Miniconference

A forum to learn from those at the forefront of curriculum innovation and improvement, and to share experiences and lessons.

<http://www.decisionsciences.org/annualmeeting/meetinginfo/curricula.asp>

Doctoral Student Consortium

A unique opportunity for doctoral students from across the U.S. and world to interact with one another and with distinguished scholars in a one-day program devoted to career development.

<http://www.decisionsciences.org/annualmeeting/meetinginfo/doctoral.asp>

Elwood S. Buffa Doctoral Dissertation Award Competition

Encourages and publicizes outstanding dissertation research by selecting and recognizing the best dissertations written in the past year in the decision sciences.

<http://www.decisionsciences.org/annualmeeting/meetinginfo/dissertation.asp>

Global/International Research Miniconference

A forum for the discussion of the many issues influencing global strategy and network design.

<http://www.decisionsciences.org/annualmeeting/meetinginfo/global.asp>

Hospitality Management Miniconference

Examines emerging issues facing the hospitality industry, which is one of the fastest growing sectors worldwide.

<http://www.decisionsciences.org/annualmeeting/meetinginfo/hospitality.asp>

IT/SCM Interface Miniconference

Focuses on research at the nexus of information technology and supply chain management, highlighting current and emerging trends in the area.

<http://www.decisionsciences.org/annualmeeting/meetinginfo/miniconferences.asp>

Instructional Innovation Award Competition

Recognizes outstanding contributions that advance instructional approaches within the decision sciences. The focus of this award is on innovation in college- or university-level teaching.

<http://www.decisionsciences.org/annualmeeting/meetinginfo/innovation.asp>

Miniconference on Making Statistics More Effective in Schools and Business

Encourages interaction between business faculty and others involved in teaching business statistics with professionals from industry and government, with publishers, and with software vendors.

<http://www.decisionsciences.org/annualmeeting/meetinginfo/miniconferences.asp>

Miniconference on Successful Grantsmanship

Develop interests among DSI members in obtaining external research grants and to sharpen their skills to write grant proposals so that their endeavors may be more fruitful.

<http://www.decisionsciences.org/annualmeeting/meetinginfo/miniconferences.asp>

New Faculty Development Consortium

Deals with research, teaching, publishing, and other professional development issues for faculty who are beginning their academic careers. (Open to faculty members who have a Ph.D. degree and are in the first two years of their teaching career.)

<http://www.decisionsciences.org/annualmeeting/meetinginfo/newfaculty.asp>

Professional and Faculty Development Program

Provides insight into the challenges and opportunities in today's rapidly changing academic environment.

<http://www.decisionsciences.org/annualmeeting/meetinginfo/miniconferences.asp>

2010 New Faculty Development Consortium

The New Faculty Development Consortium (NFDC) is a program for faculty who are in the initial stages of their academic careers and who would like to gain insights about teaching, research, publishing and professional development. Faculty members who have earned their doctoral degrees and are in the first three years of their academic careers are eligible to apply.

The consortium will be held on Saturday, November 20, 2010, as part of the DSI conference. The day-long agenda for the consortium will consist of interactive presentations and panel discussions led by business faculty at varying stages of their careers. The program will also provide opportunities for interaction and networking with experienced faculty as well as with co-participants in the

consortium.

The program will include sessions on a variety of topics such as:

- Tenure and promotion
- Building a successful research program
- Excellence in teaching
- Institutional citizenship—Service toward your institution and toward the academic community

To participate in the consortium, please send an email providing the information listed on the DSI annual meeting website at

<http://www.decisionsciences.org/annualmeeting/meetinginfo/new-faculty.asp>

along with your current vita to one of the coordinators listed below. To be eligible for participation, your application

must be received by the end of the day on Friday, October 1, 2010. Early applications will be appreciated. The first 50 qualified applicants will be selected for participation. Although each NFDC participant will be required to register for the DSI 2010 Annual Meeting, there will no additional fees for participating in this consortium. ■

New Faculty Development Consortium Coordinators

Rohit Verma, Cornell University, (607) 255-2688, rohit.verma@cornell.edu

Gopesh Anand, University of Illinois at Urbana Champaign, (217) 244-8051, gopesh@illinois.edu

2010 DSI Global Miniconference

With a gross domestic product (GDP) of over \$14 trillion, the U.S. is the largest economy in the world. However large this number may seem, it represents only about 23% of the total world GDP of over \$61 trillion. What does this mean to today's business decision makers? If we look to Hollywood, we can gain a little insight.

- On May 19, 1999, "Star Wars Episode 1: The Phantom Menace" was released for U.S. domestic audiences. The global rollout was to proceed during the following weeks. Yet, the very next day, bootleg versions of the film appeared on overseas screens. Digitization had changed the rules of the global game.
- On December 18, 2009, "Avatar" was released to a global audience. Within three weeks, the film topped the \$1 billion mark in ticket sales. Amazingly, two thirds of the revenues came from global markets.

Today, regardless of the country of origin, corporate success increasingly requires that managers learn to use worldwide

resources to meet the needs of global consumers. The mission of this miniconference is to help us better understand the rules of a global economy via cutting-edge research as well as to explore ways in which we can better teach the nuances of global decision making to today's students, regardless of where they hail from.

Indeed, globalization raises many challenges for decision makers everywhere—not just for transnational firms operating in culturally and geographically diverse environments. For academic researchers, globalization has generated many fruitful avenues of inquiry regarding (1) competitive strategy, (2) the design of global networks including the coordination of activities within the firm, and (3) the ability to build appropriate relationships among the various actors external to the focal firm. These avenues include, but are not limited to, the role of culture, knowledge development, innovation, supply chain networks, market relationships, and others. We look forward to provocative discussion of the

many issues influencing global strategy such as country, social structure, politics, economics, human resources, supply chain management (services and manufacturing), foreign direct investment, and information technology. Our hope is to stimulate creative thinking regarding the challenges facing firms, society, the environment, and various institutions (government and non-government) in the context of globalization.

We invite DSI members to submit research papers, forums, tutorials, and other creative submissions for this event. ■

Global Miniconference Coordinators

Anthony Ross
Broad School, Michigan State University
rossant@bus.msu.edu

Stanley E. Fawcett
Marriott School, Brigham Young University
stan_fawcett@byu.edu

Miniconference on Making Statistics More Effective in Schools and Business

by Keith Ord, Georgetown University

Following on the inaugural MSMESB miniconference at Baltimore in 2008, the New Orleans meetings proved a most successful encore. Five sessions were held in all, four of which were back-to-back on the Monday. The sessions stimulated considerable interest, and averaged more than 25 attendees.

Since its inception in 1986, MS-MESB's objective has been to improve the teaching and practice of statistics in schools and business. More specifically, the aim is to encourage interaction between business faculty and others involved in teaching business statistics with professionals from industry and government, with publishers, and with software vendors, and the sessions were designed with this focus in mind.

The sessions and participants are listed below. As is evident from the descriptions of each session, the panelists initiated discussions which led to lively audience participation.

Planning for the third MSMESB miniconference in San Diego is underway, and anyone who would like to participate is urged to send proposals to the coordinators: Robert Andrews (Virginia Commonwealth University, randrews@vcu.edu), Keith Ord (Georgetown University, ordk@georgetown.edu), and John McKenzie (Babson College, mckenzie@babson.edu) by April 15th.

Learning Issues in the Business School Introduction to Statistics Course: Are We Engaging Our Students to Apply Their Knowledge Learned in this Course?

Hope M. Baker (Kennesaw State University), Barbara A. Price (Georgia Southern University), Noreen R. Sharpe (Georgetown University) and Barry A. Wray (University of North Carolina at Wilmington)

The challenge facing business schools is to engage students to better comprehend

and apply what they have learned in the Introduction to Statistics course and to retain this understanding in other coursework and throughout their careers. This panel discussed causes, concerns, issues, and solutions to this challenge.

Putting a Quart into a Pint Pot

Mark Berenson (Montclair State University), John McKenzie (Babson College) and Keith Ord (Georgetown University)

The time available for statistics in the modern B-School curriculum seems to get less and less, yet the demands for topical coverage continually increase. This session discussed what should be in the curriculum that would be of long-term value and how to get students to obtain and retain statistical thinking rather than just memorize mechanics.

Today's Statistics Curriculum

Heather Haskin (Miami University of Ohio), Tim Krehbiel (Miami University of Ohio), John McKenzie (Babson College) and Keith Ord (Georgetown University)

The results of a survey of the statistics curriculum from all of the 2009 *Business Week* top 50 undergraduate business programs were presented and discussed.

Technology: Opportunities and Challenges for Statistics Education

Robert Andrews (Virginia Commonwealth University), Mark Berenson (Montclair State University), Kellie Keeling (University of Denver) and Kim Melton (North Georgia College & State University)

Discussions focused on the use of technology including computational software, automated homework systems, automated response systems and course management systems. The challenge is to keep the focus on statistical thinking and not on teaching the use of the technology.

Business Analytics

Robert Andrews (Virginia Commonwealth University), Richard De Veaux (Williams College), Paul Dwyer (Willamette University) and Curt Hinrichs (SAS Institute, Inc.)

There was a general discussion of business analytics relative to statistics instruction. Business analytics has developed in response to the existence of tremendous amounts of data yielding extremely large sample sizes. Speakers explored how this development might and should affect the teaching of business statistics. ■

Congratulations to Newly Elected 2010-2011 DSI Officers

President-Elect



Krishna S. Dhir is the Henry Gund Professor of Management at the Campbell School of Business, Berry College. He holds a BTech in chemical engineering from the Indian Institute of Technology, Bombay, an MS in chemical engineering & physiology from Michigan State University, an MBA in business administration from the University of Hawaii, and a PhD in management science and administrative policy from the University of Colorado. He is also a F.O.R.S. Fellow in the Operational Research Society, U.K. He is the author of chapters in books published by the Association for Institutional Research (Florida), AVI Publishing Company (Connecticut), Cambridge University Press (New York), Decision Sciences Institute (Georgia); Hans Huber (Switzerland), Idea Group Publishing Co. (Pennsylvania), JAI Press (Connecticut), Kluwer Academic Publishers (The Netherlands), Marcel Dekker (New York), M&M Scrivener Press (Massachusetts), Rowman and Littlefield Publishers (Massachusetts), Routledge (London), South-Western Division of Thomson Learning (Ohio), and University of Notre Dame Press (Indiana). He is also the author of articles in *Decision Sciences*, *IEEE Transactions on Engineering Management*, *Journal of the Operational Research Society*, *Applied Mathematical Modeling*, *Journal of Information and Optimization Sciences*, and *International Journal of the Sociology of Language*. He is a member of Phi Kappa Phi, Operational Research Society of UK, Corporate Communications Institute, and the Congress of Political Economists International.

Treasurer



Shaw K. Chen is an associate dean, professor, and director of the College of Business Administration, University of Rhode Island. He holds a BA in business administration from the National ChengChi University, an MA in economics from National Taiwan University, and a PhD in business administration from the University of Michigan. He is the author of articles in *American Statistician*, *European Journal of Operational Research*, *Interfaces*, *International Journal of Production Economics*, *Omega*, and *Journal of Accounting and Public Policy*. He is also a member of the American Statistical Association, Financial Management Association, and INFORMS.

At-Large Vice-Presidents



Thomas Y. Choi is the John G. and Barbara A. Bebbeling Professor in Business, Professor of Supply Chain Management, director of Center for Supply Networks, and director of Global SCM Certificate in the Department of Supply Chain Management, W. P. Carey School of Business at Arizona State University. He holds a BA from the University of California, Berkeley, and a

PhD in industrial and operations engineering from the University of Michigan. He is the author of *Foundation of Supply Management and Value Enhancement Strategies for Purchasing and Supply Management*, and of articles in *Decision Sciences*, *Journal of Operations Management*, *Journal of Supply Chain Management*, *Academy of Management Executive*, *Harvard Business Review*, and *Production and Operations Management*. He is also a member of the Academy of Management, Institute for Supply Management, EUROMA, and the Production/Operations Management Society.



Binshan Lin is the BellSouth Corporation Professor at the School of Business, Louisiana State University in Shreveport. He holds a BS in psychology from the National Cheng Chi University, Taiwan, and a PhD in quantitative business analysis from Louisiana State University. He is the author of articles in *Decision Support Systems*, *European Journal of Operational Research*, *International Journal of Operations and Productions Management*, *International Journal of Quality and Reliability Management*, *Journal of Computer Information Systems*, and *TQM and Business Excellence*.



Funda Sahin is an associate professor of logistics in the Department of Marketing and Logistics, College of Business Administration at the University of Tennessee. She holds a BA in business administration (accounting & finance) from Marmara University in Istanbul, Turkey, and a MBA in finance as well as a PhD in information and operations management from Texas A&M University. She is the author of a chapter (with P. Robinson) in *Invited Chapter in the Handbook of Global Logistics and Supply Chain Management* and an invited chapter in *Strategic ERP Extension and Use*, and of articles in *Decision Sciences*, *International Journal of Production Economics*, *International Journal of Production Research*, *Journal of Operations Management*, *Omega*, and *Production and Inventory Management*, among others. She is a member of INFORMS, Production/Operations Management Society, and the Council of Supply Chain Management Professionals.



Marion G. Sobol is a professor of information technology and operations management in the Cox School of Business at Southern Methodist University. She holds a BA in economics from Syracuse University and both a MA and PhD in economics and statistics from the University of Michigan. She is the author of *Statistics for Business & Economics*, *Statistics for Executives*, and *Shaping the Corporate Reputation*, and of articles in *Decision Sciences*, *Decision Sciences Journal of Innovative Education*, *IIE Transactions*, *Information and Management*, *Interfaces*, and *Journal*

of the American Statistical Association. She is a member of the Association for Information Systems and INFORMS.

Asia-Pacific DSI Regionally Elected Vice President



Norma J. Harrison, CEIBS, is a past president of the Decision Sciences Institute.

European DSI Regionally Elected Vice President



Gyula Vastag is a professor at the Institute of Computer Technology, Faculty of Business Administration, Corvinus University of Budapest. He holds an MSc in mathematical

economics from Corvinus University of Budapest, Hungary; a PhD in operations management from Corvinus University of Budapest, Hungary; and a PhD from the Hungarian Academy of Sciences, Budapest, Hungary. He is the author of *ISO 14000: Assessing Its Impact on Corporate Effectiveness and Efficiency* (with Steven A. Melnyk, Roger Calantone, Rob Handfield, R.L. (Lal) Tummala, Timothy Hinds, Robert Sroufe, and Frank Montabon) and editor of *Global Manufacturing Practices: A Worldwide Survey of Practices in Production Planning and Control* (with D. Clay Whybark); he is the author of articles in *Business Horizons*, *California Management Review*, *European Journal of Operational Research*, *European Management Journal*, *International Journal of Operations and Productions Management*, and *International Journal of Production Economics*, among others. He is also a member of International Society for Inventory Research and Production/Operations Management Society.

Midwest DSI Regionally Elected Vice President



Rhonda R. Lummus is a clinical professor in the Operations Decision Technology Department, Kelley School of Business at Indiana University, Bloomington. She holds a BS and BA in market-

ing from Bradley University and a PhD in operations management from University of Iowa. She is author of articles in *International Journal of Operations and Productions Management*, *International Journal of Production Research*, *Journal of Operations Management*, *Production and Inventory Management*, *TQM and Business Excellence*, and *Supply Chain Management Review*. She is a member of APICS, the Association for Operations Management (formerly "The Educational Society for Resource Management"), and the Production/Operations Management Society.

Northeast DSI Regionally Elected Vice President



Larry Meile is an associate professor in the Department of Operations and Strategic Management, Carroll School of Management at Boston College. He holds a PhD in information systems

and operations management from Texas Tech University. He is the author (with Janelle Heineke) of *Games and Exercises for Operations Management* and of articles in *Information and Management*, *Interfaces*, *International Journal of Operations and Productions Management*, *International Journal of Service Industry Management*, *Communications of the AIS*, and *Case Research Journal*. He is also a member of the Production/Operations Management Society and the Project Management Institute. ■



San Diego, the site of the 2010 DSI Annual Meeting, features a stunning skyline and fascinating neighborhoods such as the Gaslamp Quarter.

the program chair for this year's conference to make sure that certain changes occurred to the format of the conference. We have tried to address the sparse attendance in paper sessions by reducing the number of concurrent sessions and by ensuring the quality of submissions to these sessions. Morgan Swink and Rachna Shah have worked hard to make suggested changes to the format of the conference. The traditional tracks have been streamlined into fewer tracks, enabling better planning of the meeting. The Board has worked diligently to pursue the objective of increasing the quality of annual meetings. There has been close collaboration between Ken Boyer, 2011 program chair, and this year's program chair. This ensures continuity of format, content, and other quality improvement initiatives. This year's annual meeting represents a transition to an interesting, informative, high quality and enjoyable conference. To continue on this trajectory of purposive change and improvement, we must support the program committee and feel free to suggest new ideas for consideration.

The *Decision Sciences* journal is also in transition. Vicki Smith-Daniels will be finishing her tenure as editor in June 2010. She has worked diligently to improve the impact factor of the journal, which now matches or exceeds other competing A-list journals. She is leaving the journal editorship having positioned it for future strength. Asoo Vakharia, the incoming editor of *Decision Sciences* will, I am sure, continue to transform the journal into a truly multidisciplinary, high-quality research journal devoted to decision making.

In other news, the DSI Board has adopted a new membership fee structure for the international regions. This action by the Board in its January meeting is intended to promote robust growth in the membership of the international regions. As we seek to transform the Institute into a multi-national (perhaps, global) organization, the international regions will play a vital role in such transformation and expansion.

The DSI website, as I mentioned in my previous column, is being redesigned. It will be content rich and easy to use. Importantly, it will facilitate active engagement of the

membership in the affairs of the Institute. It should promote greater transparency of issues that impact DSI and the manner in which the Board is dealing with those issues, while also promoting better interaction among researchers and those members interested in teaching-related issues. The Institute will be hiring a webmaster soon to aid in the transition and transformation as we add new features of value to DSI membership.

As we leverage these initiatives to provide greater value, we must necessarily attend to some organizational issues. One issue that requires creative attention from all of us is how to promote synergy between the regions and the parent organization. This is not as simple an issue as it might appear at first. There needs to be a better definition and reexamination of the role of regional vice presidents on the Board. What value does DSI provide to the regions? How much coordination occurs currently and should occur between DSI and regions? Are there targeted initiatives that can be pursued in cooperation with specific regions? For example, in one of my recent trips to one of DSI's regions, I was informed that the best value that DSI can provide to its membership is to organize sessions dealing with curriculum design, academic administration issues, innovative teaching methods, case writing and case-oriented teaching. This region was requesting participation of this type from DSI more than organizing traditional research paper sessions. DSI must be responsive to identifying unique needs of regions and develop ways to respond to these needs. Information technology can enable DSI to respond to these challenges and provide greater value to regional members.

DSI must continue to strengthen its offerings to its members and reposition itself vis-à-vis competing societies. This calls for unwavering attention to the strategic issues facing the Institute and bold action that might be required. If DSI is to transform itself into a future-focused organization, it must continually address the strategic positioning of the Institute boldly and swiftly. We must ensure that the DSI Board is a "representational" and a "leadership" body whose primary responsibility is ensuring the viability and growth of the

Institute among research universities as well teaching-oriented universities. It would strengthen the Institute if we increased the participation from (major) research schools. Broadening the membership would also help. The composition of the Board must reflect a balance between the dual missions that we pursue.

I am confident that DSI will transform itself into a dynamic organization, responsive to the changing demands of its membership. I am equally confident that we will successfully reposition the Institute for competitive strength. It has been my privilege to be of service to the Institute as president, this past year. I hope to continue to work hard to improve the quality, reach and strategic strength of the Institute in the future. ■

ANNOUNCEMENTS, from page 24

outcomes at both the corporate and supply chain levels. From the perspective of content, this special issue hopes to solicit a broad spectrum of papers. These papers may be either conceptual, empirical, or analytical in nature; they can adopt a domestic or international/comparative focus; and, they can pursue either theory-building or theory-testing. This issue is especially interested in soliciting papers that explore the issues of deploying supply chain designs in actual applications. This means that well-written, rigorous, and interesting case studies drawn from actual implementations will be both encouraged and well received. In terms of methodology, papers may be based on empirical techniques (e.g., case, field study, survey, archival research, and so on) or on modeling techniques (e.g., optimization or simulation). Papers that integrate multiple perspectives, that draw on competitive studies (e.g., Far East vs North America), and/or multiple methodologies are especially encouraged. Manuscripts must be submitted by September 30, 2010. Papers should be submitted to one of the guest editors: Steven A. Melnyk (Melnysk@msu.edu) or Ram Narasimhan (narasimh@bus.msu.edu). Please contact either guest editor should you have any questions regarding the special issue or the potential suitability of topics for the issue. ■

OFFICERS' NOMINATIONS

The Institute's 2010-11 Nominating Committee invites your suggestions for nominees to be considered for the offices of President-Elect, Treasurer, and Vice Presidents elected at-large to serve on the Institute's Board of Directors, beginning in 2012.

Your recommendations should include the affiliation of each nominee, the office recommended for the nominee, and a brief statement of qualifications of the nominee. If you would like to recommend persons for the offices of regionally elected Vice Presidents from the Asia-Pacific, European, Mexico, Midwest, and Northeast regions, please indicate so on the form below. These names will be forwarded to the appropriate regional nominating committee chair.

Please send your recommendations by no later than October 1st to the Chair of the Nominating Committee, c/o the Decision Sciences Institute, Georgia State University, J. Mack Robinson College of Business, University Plaza, Atlanta, GA 30303. There are no exceptions to the October 1st deadline.

The Nominating Committee is most appreciative of your assistance.

Office _____

Nominee's Name & Affiliation _____

Statement of Qualifications _____

Nominator's Name & Affiliation _____

FELLOWS' NOMINATIONS

The designation of Fellow is awarded to active supporters of the Institute for outstanding contributions in the field of decision sciences. To be eligible, a candidate must have achieved distinction in at least two of the following categories: (1) research and scholarship, (2) teaching and/or administration (3) service to the Decision Sciences Institute. (See the current list of DSI Fellows on this page.)

In order for the nominee to be considered, the nominator must submit in electronic form a full vita of the nominee along with a letter of nomination which highlights the contributions made by the nominee in research, teaching and/or administration and service to the Institute. Nominations must highlight the nominee's contributions and provide appropriate supporting information which may not be contained in the vita. A candidate cannot be considered for two consecutive years.

This information should be sent by no later than October 1st to the Chair of the Fellows Committee, Decision Sciences Institute, Georgia State University, J. Mack Robinson College of Business, University Plaza, Atlanta, GA 30303. There are no exceptions to the October 1st deadline.

Decision Sciences Institute Fellows

Adam, Everett E., Jr., Univ. of Missouri-Columbia
Anderson, John C., Univ. of Minnesota
Benson, P. George, College of Charleston
Beranek, William, Univ. of Georgia
Berry, William L., The Ohio State Univ.
Bonini, Charles P., Stanford Univ.
Brightman, Harvey J., Georgia State Univ.
Buffa, Elwood S., Univ. of California-Los Angeles
Cangelosi, Vincent*, Univ. of Southwest Louisiana
Carter, Phillip L., Arizona State Univ.
Chase, Richard B., Univ. of Southern California
Chervany, Norman L., Univ. of Minnesota
Clapper, James M., Aladdin TempRite
Collons, Rodger D., Drexel Univ.
Couger, J. Daniel*, Univ. of Colorado-Colorado Springs
Cummings, Larry L., Univ. of Minnesota
Darden, William R., Louisiana State Univ.
Davis, K. Roscoe, Univ. of Georgia
Davis, Mark M., Bentley College
Day, Ralph L., Indiana Univ.
Digman, Lester A., Univ. of Nebraska-Lincoln
Dock, V. Thomas, Maui, Hawaii
Ebert, Ronald J., Univ. of Missouri-Columbia
Edwards, Ward, Univ. of Southern California
Evans, James R., Univ. of Cincinnati
Fetter, Robert B., Yale Univ.
Flores, Benito E., Texas A&M Univ.
Flynn, Barbara B., Indiana Univ.
Franz, Lori S., Univ. of Missouri-Columbia
Glover, Fred W., Univ. of Colorado at Boulder
Gonzalez, Richard F., Michigan State Univ.
Grawoig, Dennis E., Boulder City, Nevada
Green, Paul E., Univ. of Pennsylvania
Groff, Gene K., Georgia State Univ.
Gupta, Jatinder N.D., Univ. of Alabama in Huntsville
Hahn, Chan K., Bowling Green State Univ.
Hamner, W. Clay, Duke Univ.
Hayya, Jack C., The Pennsylvania State Univ.
Heineke, Janelle, Boston Univ.
Hershauer, James C., Arizona State Univ.
Holsapple, Clyde W., Univ. of Kentucky
Horowitz, Ira, Univ. of Florida
Houck, Ernest C., Virginia Polytechnic Institute and State Univ.
Huber, George P., Univ. of Texas-Austin
Jacobs, F. Robert, Indiana Univ.
Jones, Thomas W., Univ. of Arkansas-Fayetteville
Kendall, Julie E., Rutgers Univ.
Kendall, Kenneth E., Rutgers Univ.
Keown, Arthur J., Virginia Polytechnic Institute and State Univ.
Khumawala, Basheer M., Univ. of Houston
Kim, Kee Young, Yonsei Univ.
King, William R., Univ. of Pittsburgh
Klein, Gary, Univ. of Colorado, Colorado Springs
Koehler, Anne B., Miami Univ.
Krajewski, Lee J., Notre Dame Univ.
LaForge, Lawrence, Clemson Univ.
Latta, Carol J., Georgia State Univ.
Lee, Sang M., Univ. of Nebraska-Lincoln
Luthans, Fred, Univ. of Nebraska-Lincoln
Mabert, Vincent A., Indiana Univ.
Malhotra, Manoj K., Univ. of South Carolina
Malhotra, Naresh K., Georgia Institute of Technology
Markland, Robert E., Univ. of South Carolina
McMillan, Claude*, Univ. of Colorado at Boulder
Miller, Jeffrey G., Boston Univ.
Monroe, Kent B., Univ. of Illinois
Moore, Laurence J., Virginia Polytechnic Institute and State Univ.
Moskowitz, Herbert, Purdue Univ.
Narasimhan, Ram, Michigan State Univ.
Neter, John, Univ. of Georgia
Nutt, Paul C., The Ohio State Univ.
Olson, David L., Texas A&M Univ.
Perkins, William C., Indiana Univ.
Peters, William S., Univ. of New Mexico
Philippatos, George C., Univ. of Tennessee-Knoxville
Ragsdale, Cliff T., Virginia Polytechnic Institute and State Univ.
Raiffa, Howard, Harvard Univ.
Rakes, Terry R., Virginia Polytechnic Institute and State Univ.
Reinmuth, James R., Univ. of Oregon
Ritzman, Larry P., Boston College
Roth, Aleda V., Clemson Univ.
Sanders, Nada, Texas Christian Univ.
Schkade, Lawrence L., Univ. of Texas at Arlington
Schneiderjans, Marc J., Univ. of Nebraska-Lincoln
Schriber, Thomas J., Univ. of Michigan
Schroeder, Roger G., Univ. of Minnesota
Simone, Albert J., Rochester Institute of Technology
Slocum, John W., Jr., Southern Methodist Univ.
Sobol, Marion G., Southern Methodist Univ.
Sorensen, James E., Univ. of Denver
Sprague, Linda G., China Europe International Business School
Steinberg, Earle, Touche Ross & Company, Houston, TX
Summers, George W., Univ. of Arizona
Tang, Kwei, Purdue Univ.
Taylor, Bernard W., III, Virginia Polytechnic Institute and State Univ.
Troutt, Marvin D., Kent State Univ.
Uhl, Kenneth P., Univ. of Illinois
Vazsonyi, Andrew*, Univ. of San Francisco
Voss, Christopher A., London Business School
Wasserman, William, Syracuse Univ.
Wemmerlöv, Urban, Univ. of Wisconsin-Madison
Wheelwright, Steven C., Harvard Univ.
Whitten, Betty J., Univ. of Georgia
Whybark, D. Clay, Univ. of North Carolina-Chapel Hill
Wicklund, Gary A., Capricorn Research
Winkler, Robert L., Duke Univ.
Woolsey, Robert E. D., Colorado School of Mines
Wortman, Max S., Jr., Iowa State Univ.
Zmud, Robert W., Florida State Univ.
*deceased

CALENDAR

MAY

May 1

Submission deadline for **workshop and special session submissions to the 2010 DSI Annual Meeting** in San Diego. See <http://www.decisionsciences.org/annualmeeting>

May 15

Submission deadline for the **Elwood S. Buffa Doctoral Dissertation Competition**. See page 25 for more information.

JULY

July 25

The **Asia Pacific Region** will hold its 2010 Annual Meeting from July 25-31, 2010, in Hong Kong and Guangzhou, People's Republic of China. The conference will include a two-three-day program in Hong Kong (July 25 to 27) and a three-day program in Guang Zhou (July 28-30). See <http://lf-scml.baf.cuhk.edu.hk/icoscm>

OCTOBER

October 1

Submission deadline for the **Doctoral Student Consortium**, to be held at the 41st Annual Meeting of the Institute (November 20-23, 2010, at the San Diego Marriott Hotel and Marina in San Diego, California). See page 26 for details.

October 1

Application deadline for the **New Faculty Development Consortium**, to be held at the 41st Annual Meeting of the Institute (November 20-23, 2010, at the San Diego Marriott Hotel and Marina in San Diego, California). See page 29 for detailed information.

NOVEMBER

November 20-23

41st Annual Meeting of the Decision Sciences Institute, to be held at the San Diego Marriott Hotel and Marina in San Diego, California. Program Chair is Morgan Swink, Michigan State University, dsi2010@bus.msu.edu. For more information, see <http://www.decisionsciences.org/annualmeeting>

For current news and activities, visit the DSI Web site at <http://www.decisionsciences.org>

Decision Sciences Institute Application for Membership



Name, Institution or Firm _____

Address ☐ Home ☐ Business _____

Phone Number _____

Dues Schedule: ____ Renewal ____ First Time ____ Lapsed

(circle one) U.S./Can. International

Regular Membership\$160 \$160

Student Membership\$25 \$25

(Student membership requires signature of sponsoring member.)

Emeritus Membership\$35 \$35

(Emeritus membership requires signature of member as a declaration of emeritus status.)

Institutional Membership\$160 \$160

(You have been designated to receive all publications and special announcements of the Institute.)

Please send your payment (in U.S. dollars) and application to:
Decision Sciences Institute, Georgia State University, J. Mack Robinson
College of Business, University Plaza, Atlanta, GA 30303. For more
information, call 404-413-7710 or email dsi@gsu.edu.

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