

DECISION LINE

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PRESIDENT'S LETTER



A Promising Year of Change

By Krishna Dhir, Berry College

The season of new beginnings is upon us once again. On April 1st, there will be a change of leadership when President-Elect Powell Robinson of University of Houston will take over the presidency of the Decision Sciences Institute

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DECISION LINE

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■ Maling Ebrahimpour, Editor, University of South Florida, St. Petersburg

As the new editor of *Decision Line*, my first request is for your input on how we can make *Decision Line* the best publication of its kind. I want you to know that I am genuinely interested in hearing from you, and I encourage you to send me your ideas by e-mail to bizdean@usfsp.edu.

In this issue, Krishna Dhir writes about the success and progress of the Decision Sciences Institute during the past year. Under his leadership, several new initiatives began and some others successfully continued. Some of the highlights include the formation of Specific Interest Groups (SIGs), moving into a new conference-management system developed by All Academic, Inc., continued work on the World Congress, and appointment of an ad hoc committee to study the role of DSI in the evolution of a discipline in decision sciences. The committee has already made several recommendations that will make DSI a more efficient organization and more responsive to the needs of its membership.

James Evans, our guest feature writer for this issue, describes the not-so-new phenomenon of "Business Analytics." He defines business analytics and explains the similarities of transition from statistic to business analytics and the evolution from TQM to Six Sigma. He then explains the three perspectives of the business analytics: descriptive, predictive, and prescriptive. Evans proposes that business analytics is the convergence of the three key disciplines that have been taught in classrooms for a long time: statistics, business intelligence and information systems, and modeling and optimization. You will enjoy reading this very interesting article.

In 1986 Wickham Skinner, in an article published in *HBR*, wrote about "The Productivity Paradox." Danny Samson and Tom Bevington, in their article titled "Solving the Productivity Paradox," present their views on solving this paradox using the idea of interface mapping. They conclude that interface mapping has the potential to provide a base which can help organizations "raise their productivity and break through what has been seen as

a paradoxical limit on working harder to achieve more."

If you like case studies, be sure to read the article by John Anderson entitled "Corporate Culture and Employee Knowledge Can Positively Influence the Adoption of Software as a Service." In this case study, the author concludes that the power of teamwork and freedom to think helps employees to perform at a higher level which ultimately helps the bottom line.

One of the focuses that I would like to bring to *Decision Line* is writings about ethics, sustainability, and corporate social responsibility. In this issue, please read the article by Dean Pati from Rowan University. He eloquently describes the Principles of Responsible Management Education (PRME), an initiative started in collaboration by several entities such as the UN Global Compact, Aspen Institute, AACSB, EFMD, and many others. I am sure you will enjoy reading this fine article.

Varun Grover, in his article "How to Publish While in the Doctoral Program? Managing Research Projects," identifies three strategies to help doctoral students succeed in publishing before graduating from their respective programs. The three strategies that he describes are Create Synergy, Research Incrementally, and Manage Portfolio. His recommendations after each of the three strategies are particularly noteworthy.

The last two articles are from the outgoing editor of *Decision Sciences Journal of Innovative Education*, Chetan Sankar, and the incoming editor, Vijay Kannan. Sankar describes his experience and provides some valuable lessons for those who aspire to become editors of academic journals; Kannan explains his goals and what he would like to accomplish as the new editor. He plans to expand readership and to reduce the response time (decision time) for a submitted article to no more than 75 days. Good luck, Vijay! I encourage you to read the additional features and enjoy them all. Once again, I look forward to your e-mailing me your ideas (bizdean@usfsp.edu) for an even better *Decision Line*. ■



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Business Analytics: The Next Frontier for Decision Sciences

by James R. Evans, Carl H. Lindner College of Business,
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I'm going out on a limb here: business analytics is the next supply chain management. About a decade ago, supply chain management overtook total quality management as the buzzword among business practitioners and academics. Today, business analytics is the hottest thing going, and seems to be leaving SCM in the dust (although the application of analytics to SCM is certainly growing!). A recent article at smartdatacollective.com noted

The real trend this year is not the technology. It's about helping business people make better decisions, and actually change the way companies do business. Analytics has always been about transforming business, but the recent huge changes in analytic technology have created interesting new opportunities for business innovation. (Elliott, 2012)

The author also noted that analytics is the number one top technology priority for both CIOs and CFOs according to Gartner; organizations get \$10.66 of value for every \$1 invested in analytics; and growth forecasts faced are stronger-than-expected—Gartner announced an early estimate of more than a 10 percent growth in analytics during 2011, outpacing general IT growth. Many companies have recently established analytics departments; for instance, IBM reorganized its consulting business and established a new 4,000-person organization focusing on analytics (Liberatore & Luo, 2010). In 2011, the U.S. Bureau of Labor Statistics predicted a 24 percent increase in demand for professionals with analytics expertise.

Universities have reconfigured or are developing new degree programs at all levels in business analytics, and many departments (like my own) have

changed their names to reflect the new terminology. For example, my department has expanded its former MS in Quantitative Analysis to an MS in Business Analytics, with new courses in data visualization, data mining, and managing business intelligence projects, and is offering an undergraduate minor in business analytics that includes spreadsheet analytics, data mining, and analysis along with traditional topics and functional applications. Indeed, even new textbooks (yes, I'm guilty) are being published to capitalize on this trend (Evans, forthcoming).

The business case for analytics is strong. Various research studies have discovered strong relationships between a company's performance in terms of profitability, revenue, and shareholder return, and its use of analytics. Top performing organizations (those that outperform their competitors) are three times more likely to be sophisticated in their use of analytics than lower performers and are more likely to state that their use of analytics differentiates them from competitors (Davenport & Harris, 2007; Hopkins et al, 2010). However, research has also suggested that organizations are overwhelmed by data and struggle to understand how to use it to achieve business results, that most organizations simply don't understand how to use analytics to improve their businesses. Thus, understanding the capabilities and techniques of analytics is vital to managing in today's business environment.

In many ways, the transition from traditional statistics and management science to business analytics reminds me much of the transition from TQM to Six Sigma. Here are the parallels I see:



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- Six Sigma emerged as new “version” of TQM; business analytics is emerging as a new “version” of quantitative methods.
- Six Sigma tools had been around for 50 years or more; business analytic tools have been around for 50 years or more.
- Six Sigma grabbed the attention of senior executives in business; business analytics is doing the same.
- Six Sigma focuses on the bottom line; so does business analytics.
- Six Sigma made quality tools sexy to non-quality professionals; business analytics is making quantitative methods sexy to non-quantitative professionals.

We can probably go on. So what is business analytics? Is it really new and different or just a repackaging of the same old stuff? Business analytics has been defined as “a process of transforming data into actions through analysis and insights in the context of organizational decision making and problem solving” (Liberatore & Luo, 2010). My definition is that business analytics is “the use of data, information technology, statistical analysis, quantitative methods, and mathematical or computer-based models to help managers gain improved insight about their business operations and make better, fact-based decisions” (Evans, forthcoming).

Business analytics is commonly viewed from three major perspectives: descriptive, predictive, and prescriptive.¹ Most businesses start with *descriptive analytics*—the use of data to understand past and current business performance and make informed decisions. Descriptive analytics are the most commonly used and most well understood type of analytics. These techniques categorize, characterize, consolidate, and classify data to convert it into useful information for the purposes of understanding and analyzing business performance. Descriptive analytics summarize data into meaningful charts and reports, for example, about budgets, sales, revenues, or cost. They allow managers to obtain standard and customized reports, and drill down into the data and to make

queries to understand the impact of an advertising campaign, for example, review business performance to find problems or areas of opportunity, and identify patterns and trends in data. Typical questions that descriptive analytics help answer are: How much did we sell in each region? What was our revenue and profit last quarter? How many and what types of complaints did we resolve? Which factory has the lowest productivity? Descriptive analytics also help companies to classify customers into different segments, which enable them to develop specific marketing campaigns and advertising strategies.

Predictive analytics analyze past performance in an effort to predict the future by examining historical data, detecting patterns or relationships in these data, and then extrapolating these relationships forward in time. For example, a marketer might wish to predict the response of different customer segments to an advertising campaign, a commodities trader might wish to predict short-term movements in commodities prices, or a skiwear manufacturer might want to predict next season’s demand for skiwear of a specific color and size. Predictive analytics can predict risk and finds relationships in data not readily apparent with traditional analyses. Using advanced techniques, predictive analytics can help to detect hidden patterns in large quantities of data to segment and group data into coherent sets in order to predict behavior and detect trends. For instance, a bank manager might want to identify the most profitable customers or predict the chances that a loan applicant will default, or alert a credit card customer to a potential fraudulent charge. Predictive analytics helps to answer questions such as: What will happen if demand falls by 10 percent or if supplier prices go up five percent? What do we expect to pay for fuel over the next several months? What is the risk of losing money in a new business venture?

Prescriptive analytics uses optimization to identify the best alternatives to minimize or maximize some objective. Prescriptive analytics is used in many areas of business, including operations, marketing, and finance. For example, we

may determine the best pricing and advertising strategy to maximize revenue, the optimal amount of cash to store in ATMs, or the best mix of investments in a retirement portfolio to manage risk. The mathematical and statistical techniques of predictive analytics can also be combined with optimization to make decisions that take into account the uncertainty in the data. Prescriptive analytics addresses questions like: How much should we produce to maximize profit? What is the best way of shipping goods from our factories to minimize costs? Should we change our plans if a natural disaster closes a supplier’s factory and if so, by how much?

While the tools used in descriptive, predictive, and prescriptive analytics are different, many applications involve all three. Here is a typical example in retail operations.² As you probably know from your shopping experiences, most department stores and fashion retailers clear their seasonal inventory by reducing prices. The key question they face is what prices should they set, and when should they set them to meet inventory goals and maximize revenue? For example, suppose that a store has 100 bathing suits of a certain style that go on sale April 1, and wants to sell all of them by the end of June. Over each week of the 12-week selling season, they can make a decision to discount the price. They face two decisions: when to reduce the price, and by how much? This results in 24 decisions to make. For a major national chain that may carry thousands of products, this can easily result in millions of decisions that store managers have to make! Descriptive analytics can be used to examine historical data for similar products, such as the number of units sold, price at each point of sale, starting and ending inventories, and special promotions, newspaper ads, direct marketing ads, and so on, to understand what the results of past decisions achieved. Predictive analytics can be used to predict sales based on pricing decisions. Finally, prescriptive analytics can be applied to find the best set of pricing decisions that maximize the total revenue.

Business analytics is a convergence of three key disciplines that have been

taught and used for a long time: statistics, business intelligence and information systems, and modeling and optimization (traditionally, operations research and management science). Figure 1 shows my perspective of the relationships and synergies that are defining business analytics. While the core topics are traditional in nature, the uniqueness lies in their intersections. For example, data mining is focused on better understanding characteristics and patterns among variables in large databases using a variety of statistical and analytical tools. Many standard statistical tools, such as data summarization, PivotTables, correlation and regression analysis, and other techniques are used extensively in data mining. However, data mining also brings to the table more advanced statistical methods such as cluster analysis and logistic regression. Risk analysis relies on spreadsheet models and statistical analysis to examine the impacts of uncertainty in the estimates and their potential interaction with one another on the output variable of interest, and is often facilitated by Monte Carlo simulation. Spreadsheets and formal models allow one to evaluate “what-if” questions—how specific combinations of inputs that reflect key assumptions will affect model outputs. What-if analysis is facilitated by systematic approaches that manipulate databases and models, such as data tables, the Excel Scenario Manager, and goal seek tools, and parametric sensitivity analysis used by Excel add-ins such as *Risk Solver*

Platform, which makes it easy to create data tables and tornado charts that provide useful what-if information.

Perhaps the most useful component of business analytics, which makes it truly unique, is the center of Figure 1—visualization. Visualizing data and results of analyses provide a way of easily communicating data at all levels of a business, and can reveal surprising patterns and relationships. Software such as IBM’s Cognos system exploits data visualization for query and reporting, data analysis, dashboard presentations, and scorecards linking strategy to operations. The Cincinnati Zoo, for example, has used this on an iPad to display hourly, daily, and monthly reports of attendance, food and retail location revenues and sales, and other metrics for prediction and marketing strategies. ARAMARK corporation developed visual “interactive simulators” to display the results of multivariate regression models on dials similar to those on an automobile dashboard, while allowing users to manipulate independent variables using simple sliders. UPS uses telematics to capture vehicle data and display them to help make decisions to improve efficiency and performance.³ IBM has predicted that data visualization will soon overtake historical trend analysis and standardized reporting as the analytic technique that provides the most value.

As academics in business schools, we have been teaching these topics for over 40 years, albeit in a disjointed and compart-

mentalized fashion. Business analytics provides the framework to exploit the synergies between traditionally-diverse topics in a more practical, application-driven format. Perhaps the fields of quantitative methods, OR/MS, DSS, or whatever we’ve known for the past 40 years will gain the respect they deserve.

Endnotes

1. Adapted from Irv Lustig, Brenda Dietric, Christer Johnson, and Christopher Dziekan, “The Analytics Journey,” *Analytics*, Nov/Dec 2010, Analyticsmagazine.com and reprinted from Evans, *Business Analytics: Methods, Models, and Decisions*, Prentice-Hall, 2013.
2. Inspired by a presentation by Radhika Kulkarni, SAS Institute, “Data-Driven Decisions: Role of Operations Research in Business Analytics,” INFORMS Conference on Business Analytics and Operations Research, April 10-12, 2011.
3. The ARAMARK and UPS examples were presented at the 2011 INFORMS Practice Conference in Chicago, April 2011.

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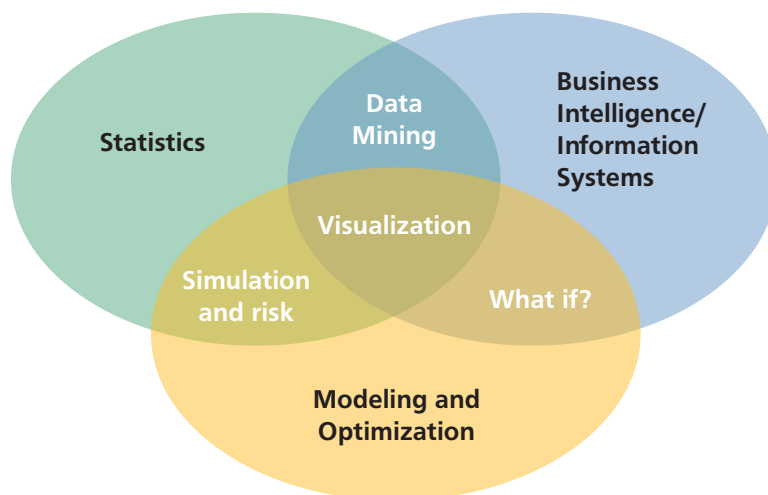


Figure 1. One perspective on business analytics.

■ DANIEL A. SAMSON, University of Melbourne, Australia

Solving the Productivity Paradox

by Danny Samson, Feature Editor, University of Melbourne, Australia; and Tom Bevington, Bevington Group

Twenty-five years ago, Wickham Skinner of the Harvard Business School published a landmark article called “The Productivity Paradox” (HBR 1986), pointing out that despite best intentions, large efforts, and the adoption of all sorts of improvement programs and initiatives, productivity seemed to be hardly improving. Just three years ago, Sirmon, Gove, and Hitt (2008) repeated his message in a strategic context, saying “there is an urgent need to understand how to achieve the idiosyncratic bundling and deployment choices that optimize the use of the firm’s resources.” Today both business and government are again focusing on the need to make productivity gains because it affects all organizations and the economy as a whole. Has it ever gone away?

Since the 1960s, companies and government departments have tried a huge range of initiatives, sometimes collectively called alphabet soup, or TLAs (three letter acronyms), such as Total Quality Management (TQM), now updated and repackaged as “six sigma”; just-in-time (JIT); and business process reengineering (BPR). Process mapping and service blueprinting have been repackaged into vehicles such as value stream mapping, benchmarking, and “lean” management. There are many others. Most have not achieved the success rate which was being sought, and very few have delivered the hoped-for sustainable strategic outcomes. Many of these initiatives, like TQM, are conceptually sound but arguably poorly implemented. Some were just impractical. None of them have been able to dig deep enough to address the core drivers of what is needed to achieve and maintain strategic outcomes and permanent productivity gains. The reason is,

they have actually been looking in the wrong place. It is like the old joke where the passerby asks the hapless car driver why he is looking for his lost keys under the street lamp when he dropped them over by the trees, and receives the answer that the light is better there. Well, it might be, but the chances of success are nil.

Our comprehensive research over the past decade has shown that while people are working harder than ever on their business processes, they are not making the needed improvements, and the basic business processes are leaking ever more value like a worn sieve. Our research data quantifies that fully one third of organizational activity (33.6 percent) on average is interfacing activity noise, meaning activity that is necessary in order to prepare work and transactions to be processed in the next step in the process. These readying steps occur usually because of perfectly understandable human misunderstandings, omissions, and for the most part simple errors, which in some of the many causes behave like a virus; that is, they enter the process and cause mayhem (even more interfacing activity noise) downstream. This interfacing activity noise is actually therefore embedded, the unrealized potential amounting to about one-and-two-third days out of every five days worked, or about \$25,000 per annum per person employed. Interfacing activity noise obviously is vital to any organization because making the necessary adjustments is essential for the transaction to progress unless the cause can be eliminated by managing that particular interface more intensely. In addition, these viral interfacing activities, by definition, cause delays and errors which in every instance increase response times and are likely to frustrate staff and management.



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They dramatically reduce customer service levels. We argue, therefore, that knowledge of interfacing activity noise, their causal factors, and the quantum of their impact is critical to business process management and therefore strategy deployment. This constitutes a potentially large productivity opportunity that will lift customer and employee satisfaction, at no cost.

Every organization, large and small, suffers endemically from interfacing activity noise. The greatest surprise from our research however was that *not even one* of the organizations among the 117 in our research sample of well-known and respected organizations in both the public and private sectors had documented their interfacing activities (Bevington & Samson, 2012). Without this data on the quantum and causes of interfacing activity noise, organizations are obviously looking for their process opportunities in the same way as the hapless driver, where the light is best and not where the opportunities are to be found.

Our research shows that this interfacing activity noise can be quickly and properly documented by the staff who do the work. Then, with their enthusiastic support, the major causal factors can be addressed. In every case this has driven performance to new heights—steep gains in customer service performance and employee satisfaction as well as achieving benchmark-bursting productivity gains.

Professor Skinner in the 1980s elevated the status of the management of the operations function to become part of the business strategy mix. He was not able at that time to provide a practical approach in our view because the technological support needed to get the information to identify and improve the basic building blocks of the organization was not available. The core facts are that firstly, the devil is in the detail. Productivity is lost and limited by all the chasing around that people have to do every day in every organization because of interfacing problems between major process steps. The second core fact is good news, that when these interfacing problems are identified thoroughly and systematically, then the

Pareto Principle applies in spades, and the vital 20 percent of items can be fixed to eliminate 80 percent of the effects that frustrate staff and cause value-leakage losses and dissatisfied customers, dropping both productivity and service levels.

Our research reveals that the interfacing activities necessary to pass product and transactions from one step to the next largely exist below management's radar. No organization we have encountered ever properly documents them. Yet they absorb on average one third of staff and management resource.¹ This resource consists largely of the 5 Cs (**c**hecking received 'stuff' is complete and correct, **c**orrecting errors, **c**hasing and **c**ompleting missing information and then, critically, dealing with the **c**onsequences of any errors which, virus like, have been allowed to progress through the organization wasting time and resource as they go).

Unfortunately, interfacing activity noise cannot simply be deleted. Every noise activity plays a vital role in a business process. It is needed to enable usually few erroneous transactions at every step in a process to be prepared for the next one. Simply stopping the noise interfacing activity would cripple the organization as these noncompliant transactions would not be processed. However, interfacing activity noise can be eliminated once the cause is identified and a solution applied which prevents each particular noise-generating 'virus' from entering the business process. In other words, the need is for managers to manage the critical process interfaces. The good news is that only a relative few causes out of the hundreds which are in a business propagate most of the noise, so once these particularly toxic causes are identified and addressed the benefit in terms of productivity, customer service, throughput, etc. will be realized. More good news is that experience demonstrates that about half of the benefit, nearly 20 percent of total resource, can be released without capital expenditure within about six months. But there are usually at least a hundred causal factors in any organization, and the viral impact is scattered through the end to end business processes. There is therefore a need for

an interface activity mapping approach which enables organizations to quickly map and measure the interfaces and then accumulate the resource absorbed, classified accurately by causal factor. Today, some of the cloud-based interface mapping tools can deliver this data in about three weeks for most organizations and the staff can do it themselves. We stress that this identification and mapping must be made at the very most detailed level of shopfloor activity, which is where conventional process and value stream mapping fails to reach and why it thus usually falls short of success.

So why does this interfacing activity noise exist and even keep increasing? Translating strategy into action requires organizations to define the work step sequence needed to deliver the required strategic outcomes. Unfortunately, it is impossible to foresee how the many different staff from different cultures with different skills will interpret the client needs, and staff are forever changing as they move on, are promoted, take long service leave, etc. Consequently, managers prudently insert checking steps on many interfaces to ensure everything is correct, complete, and on time. Management, understandably, also insists that the "checker" does whatever is needed to ready a transaction so that it can be processed (i.e., handed on to the next step in the business process). So the checkers, at best with some input from their team leader, will invent the activities to address these routine problems within the constraints imposed by their position and then make use of these activities when the problem recurs. Disturbingly perhaps, this means that the most junior staff design most of the interfacing steps in the process, and they do it with little or no management oversight, or understanding of the organization's strategic priorities.

The process steps these junior staff must invent can take a lot of effort and elapsed time. Perhaps they have to track down the originator and then get the needed, correct data. Perhaps they have to invent and implement a work-around, or several different types of workarounds. Maybe the error has not been picked up or could not be fixed com-

pletely because of constraints imposed by the junior person's status, and this leads to a customer complaint that requires even more resource to address. In the extreme, important customers may demand meetings which lead to special discounts and rebates that have to be enacted by accounting staff. All this resource commitment obviously reduces productivity—currently absorbing on average the 33.6 percent of staff and managements' time as referred to above, and slowing processes down. These delays almost always directly and negatively impact customer service simply because they delay delivery. Errors may more seriously reduce customer service levels because the wrong service may be delivered. All this consequential interfacing activity noise will place the business at a competitive disadvantage in customer service. Sales people may have to break their carefully planned call schedule to be at the meeting to placate the angry customer. This may mean that they lose the big deal they were closing elsewhere so their bonus is reduced, which damages employee satisfaction, causing the best sales people to resign. More consequential interfacing activity noise is now incurred in recruiting and training a replacement as well as the damage done to customer relations. From all this we can conclude that leaving the design of these interfacing activities which so directly affect customer service, employee satisfaction, and productivity in the hands of the most junior people in organizations is not the ideal way to implement strategy—and this may be especially the case when it is understood that targeting the major causes of interfacing activity noise will inevitably move every business towards the best practice management principles found in the most admired organizations in the world.

There are some very persuasive reasons why organizations don't bother to map and measure their interfacing activities. The most obvious is that the tools in common use are not up to the job. They can be used to map interfaces, but then they work best for process mapping a very limited scope in order to deliver useful improvements. To map a whole

organization with conventional mapping tools typically takes many months, even years of effort, and then the critical interfacing activities are likely to be hidden in plain sight by being represented as connecting arrows in a process flow. Business and business change is moving too fast for months or years of elapsed time to be practical even if interfacing activities could be properly captured. Secondly, our research shows that the average interfacing activity absorbs less than two hours per month. "Why bother?" would be a normal manager's response—not worth the effort! However, consider the research using the information provided by the 13,657 staff and managers in the 117 organizations in the research sample. One in 10 of the noise causal factors will have virally infected the organization. Identifying and then being able to fully address the top 10 causes in order to reap half of the 33.6 percent of total staff and management time would look very attractive to a manager who is up to his or her armpits in noise. This would be especially so when the result virtually guarantees productivity, customer service, and employee satisfaction steep gains with little if any call on capital.

Interfacing activities are generally undocumented even though they pinpoint process failure. Further, mapping, measuring, and classifying them by causal factor will quickly deliver massive productivity gains and increase employee and customer satisfaction. However that is not strategic deployment. Strategic deployment requires specific goals to be achieved such as customer service, plant and equipment utilization, achievement of environmental outcomes, and the achievement of specific stakeholder deliverables, etc. That is, specific targeted goals need to be achieved. Eliyahu M. Goldratt, in his interesting work on resource management advocated the close management of bottlenecks in his theory of constraints. Experience inevitably addressed key bottlenecks only to find that the next bottleneck was then made obvious. Interface mapping has the capability to pinpoint all bottlenecks because it documents and analyzes the rework and

chasing routinely conducted at each of them. It has the capability to highlight all customer service discontinuities. All that management is then required to do is to examine the interface activity mapping outcomes and set priorities to deliver the needed strategic outcomes. We have demonstrated that interfacing activity noise pinpoints noncompliance with the management principles found in the best organizations in the world. It is therefore capable of delivering dramatic productivity gains and providing the pathway to enable organizations to emulate, even surpass the best in the world.

So, in concluding, what are we saying? As a minimum there is a large opportunity in organizations to make use of interface mapping. It is quick, comprehensive, properly engages the staff, and is proven in practice. It will reveal embedded capacity averaging one-and-two-thirds days in every five days worked on average, and in some organizations it will be as high as four in every five days worked. It can provide information to 'lean' initiatives, six sigma, quality teams, and managers alike which will enable them to deliver more benefit, more quickly, and on a wider front. It has the potential to provide the information base to enable organizations to literally raise their productivity and break through what has been seen as a paradoxical limit on working harder to achieve more. Perhaps we even have the mechanism in studying interfacing activities to support renewed research into the Resource Based View (RBV) proposed by Penrose (1959) and Wernerfelt (1984), in order to clearly establish the link between strategic dominance and resource deployment.

Endnote

1. Sample: 117 organizations that have used interface mapping approaches in the last five years. Many are household names with two in Australia's top 10 listed companies; 13,657 staff and managers documented the 395,832 activities they routinely undertook in 1,775,377

hours each month. They include: finance, insurance, manufacturing distribution, utilities, not for profits, government departments, hospitals, professional firms and professional bodies (Bevington & Samson, forthcoming 2012).

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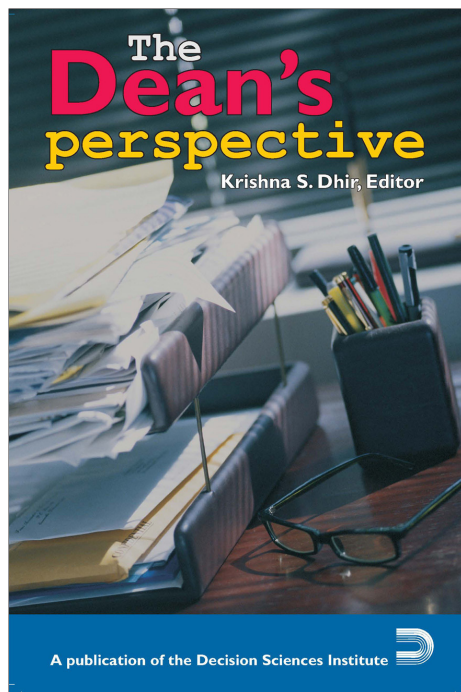
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This book shares the perspectives and insights of an impressive array of current and former deans, as well as faculty members, about the role of a business school dean in all its dimensions. The book is appropriate for sitting deans as well as for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

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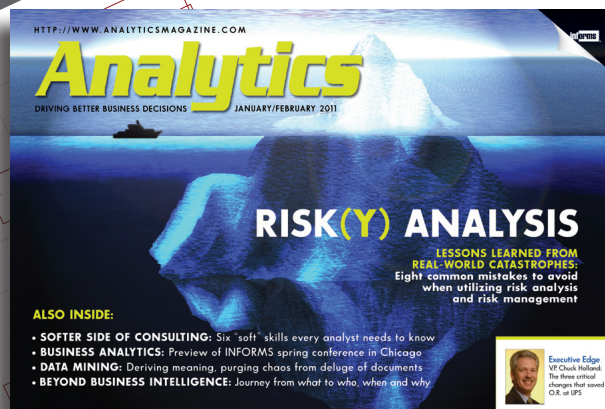
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■ KENNETH KENDALL, Editor, Rutgers, The State University of New Jersey

Cloud computing offers the software people normally have on their computers and other devices delivered to them via the Internet. In this month's column, John Anderson looks at one particular aspect of the cloud called Software as a Service (SaaS). SaaS is software on demand, delivered through the Internet. John explores one company, and how its corporate culture and employee knowledge facilitated implementation of a new SaaS environment. Sky Above Software is an innovative company that started 13 years ago with the aim to work in the mobile business field. During this time the company has acquired a wide range of practical knowledge; they were part of the mobile game from early on. John concludes that when a company allows its workers to not only think for themselves but to work in teams with each other, the company gains the skills of not only a few workers but a group of people who want to help each other and come to work every day with the love for the company that makes things happen. Since this article was written, Sky Above Software introduced a new product which allows a company to create an entire corporate app store in the cloud. [Kenneth E. Kendall, Feature Editor]

Corporate Culture and Employee Knowledge Can Positively Influence the Adoption of Software as a Service (SaaS)

by John Anderson, Rutgers University

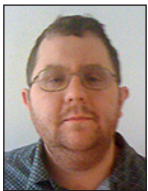
Sky Above Software, Inc. is a company that thrives on not only the intelligence of its staff and workers but on the atmosphere of the workplace that they cultivate. It is apparent from my interviews that while it is helpful in many ways to be the smartest person you can be, it is this culture of teamwork that makes the company move the way it does. Arlene Carnegie (Director, Global Lead Generation & Sales Enablement for Sky Above Software) stated that you may be the smartest and most skilled person in your field, but if you do not abide by the culture created by the CEO, including rules that stress not simply a code of ethics but a code of conduct that allows people to work in the best way possible, then you are not welcome at the company. (Sky Above Software, Arlene Carnegie, and CEO Jack Homyar are pseudonyms to preserve the identity of the actual company and employees.)

This is not a company that rewards the 'rogue' workers who are so incredibly skilled that they can flout the rules and the other members of the staff. This is a place where everyone knows everything

and workers feel like they are at home when they come in. It helps this company work as it allows information to flow freely through the groups. When a person knows another person well, the conversation flow occurs much easier than when two people are simply co workers who just need information and nothing else.

Sky Above was founded 13 years ago, a time before the great boom in cell phone apps, which allowed the company to get a foothold in the emerging market of helping companies design applications by providing a service platform for them to work with. This allows a level of creativity that the customer can expect to allow them to work with and create something that can help them in any situation. Sky Above was recently voted one of the top 10 SaaS companies to watch in the future, an award that shows that the company is looking forward to the future with both the new technologies that they are using and their use of teamwork.

Sky Above also has the ability to buy up competing companies in order to make the field a little less competitive as well as to acquire other employees



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into the company that may have the skills and needed teamwork abilities to work in the company and make strides for the company to move forward. This ability to take over and absorb new companies was the major reason that Sky Above got on the full SaaS bandwagon when it acquired a company that was already using a form of SaaS. This allowed the company to take hold of this other company, one that had experience in this new form of SaaS as well as the people who were used to using it. With this ability, the company had not only the technology at its disposal, but the people who knew how to use it.

More than anything else, Sky Above is founded and works on the ideals of teamwork. CEO Jack Homyar has established the ground rules of integrity, passion, commitment, honesty, and greatness as well as the tenets of teamwork that he has reinforced to all of his employees. These tenets have created the environment that now flows inside of Sky Above, an environment where people like Arlene are able to work and bring new ideas, ideas that we will see transform Sky Above in the later areas of this article.

When we look at how Sky Above took over the field of SaaS, we also have to look at what the company was doing before. They were using systems designed by Oracle, a company that had been essentially grandfathered in due to their working originally with the firm. The systems were not bad per se; they were simply not moving at the pace that the company needed them to work at.

They were dealing with problems not only in the realm of data entry, where a problem could arise when bad data was entered into the system that could cause problems down the line, but in the idea that all the information and all the tools were kept on premises a problem that could be solved by using the full on ideas of SaaS technology, ideals that could allow them to use tools that are not fully on the premises and allowing them to work outside the box. To put it simply, Oracle was trying to use older technology and relying on older knowledge to try to keep up with a dynamic situation.

Sky Above could use the abilities

that came with SaaS to create better opportunities for themselves. Since Salesforce, the SaaS system that would be deployed, was already in use by a different company, that meant that licenses were already in use. This meant that the upfront fee that could be found with many of the other available software programs wasn't present in this situation as the licenses were already present, which would allow for an easy transition from one set of circumstances to the other, better ones. Not only that but this new system would be easily manipulated, allowing for changes to be made that would allow for more easy work force flow when the time came for upgrades or any other situations.

Not only would working with Salesforce be a great boon for all these reasons, but also people would be working for a company that was known as one of the 'founding fathers' of SaaS. With this comes not only the ability but the experience of a company that has worked in these systems from the very start, not only helping with the integration aspect but with the constant need for upgrades and support if need be.

Even more helpful would be the fact that currently the employees within the newly absorbed company have experience with this company and how they work, allowing for people within the company itself to have experience with this new system, allowing for training to be much simpler when the time came to integrate and roll out this new SaaS package.

There would be problems with the adoption process. There would be the issues of people not wanting to adopt a system that was different, a common problem in the adoption of any new system or technology. This issue was coupled with the problem of data entry that could cause problems during the adoption phase. Overall though, switching to this model would solve problems Sky Above was encountering, while also allowing for these new opportunities to arise and for the company to improve to achieve its current level. For all this to come about, people and an implementation process would be needed.

Software as a Service (SaaS)

Software as a Service, or SaaS, is a method by which companies can obtain software for their use without needing to possess copies of the software in hand. Instead of going to a brick and mortar shop and buying a copy or downloading a copy, they simply purchase a license for the program online and they then have the ability to use the program anywhere as long as they are within the cloud. This allows for employees to access programs and for people to work on issues while they are at work or even if they are at home or anywhere else. Essentially the idea cuts the cord on people being forced to stay in one spot onsite that is designated to host the program. They can work anywhere as long as their company possesses the licenses and they have the ability to get online.

This allows customers to access information that is no longer located on their own servers. This would allow for server space to be freed up from their own companies and allow for other companies to hold on to that. This would make the servers less cluttered and allow them to be filled with data and not just programs that are unnecessary most of the time.

All of this allows for the company that uses SaaS to gain more power from their own business practices. They are no longer tethered to specific, designated computers that have the software and are no longer forced to carry around data sticks to each and every console or to send emails containing sensitive information. Rather, the information could be found in the cloud, and the program itself is no longer tied to one specific computer that has the software installed. As long as the computer can access the Internet and the company has the licenses paid up, the program will work.

This allows for companies to exercise more freedom but it contributes to problems of security—problems that can be solved when the companies who provide the program continue to fix and update the software constantly. Companies will no longer be forced to deal with a call center to troubleshoot and hopefully fix

issues; rather, the problems can be identified online by the SaaS provider and fixed online as well.

At the same time, the provider of the SaaS service will also reap major benefits that come from the licensing fees. While the fees are much lower than simply buying the software product outright, the prices will add up as time goes on and the fees keep getting paid. This ends up being a win for both sides, as customers get to pay a lower amount for the same product they would typically pay much more for and the developer and vendor are earning more money over time, the longer the product is kept up to date and kept online. Essentially this isn't just a technology like a new product or a new method of e-mail or anything of that nature, but an entirely new way for products to be put on sale and for people to use them. To put it simply, this is a new method of product selling and not a new product by itself.

People and Their Roles

The main force behind the change to the new SaaS service would be Arlene Carnegie, a major player at Sky Above Software. Her job is to find leads and to move them forward with the programs that she has. She worked in a company before Sky Above that had already been using Salesforce; this allowed her to have experience with this type of SaaS, a skill that she then transferred back to this company when she began working here. When she switched from what she had there to the systems that were currently in use in Sky Above, she found herself surprised by what she now had to work with. The systems themselves were not bad, but the Oracle systems were grandfathered in without reviewing the need for updated systems or technology.

She then saw that a company that was being acquired by Sky Above in early 2009 was already using the Salesforce SaaS technology. This led her to realize that Sky Above would easily be able to adapt this and use it in a systematic way to move forward in the realm of mobile app creation. This was helped by the CEO and his opinion on creativity and

teamwork, these ideals allowing her to see what was needed and to see that there was a chance for her to identify something that would help the company.

The second person who really made things happen in the company would be the CEO Jack Homyar. When Arlene comes to work, she doesn't just come in to do her job and get a paycheck, she says that she truly loves working at the job she has now and that the values of teamwork instilled in this company by the CEO are truly the ones that help foster this idea. Since he has been CEO, Arlene had someone to come to when it came time to look to the switch to the SaaS model under Salesforce.

The SaaS Implementation Process

When it was found that a company that was being acquired by Sky Above was already using the process of SaaS using Salesforce and not the current system of Oracle, Arlene recognized that it would be very easy to implement the Salesforce system into the rest of the company. She explained to the CEO of the company that this new system would help Sky Above with all of its lead processing issues as well as the problems it was having and showed that she had already been using and had experience with this system. This facilitated the process of bringing in Salesforce overall.

The company of interest was being acquired in August of 2009 and during the rest of the year the company rolled out the Sales force method of SaaS across the company. Since the company that was acquired was already using Salesforce, they already had the licenses as well as people who were skilled in using this approach. This would allow for the training of new people in the company to be done much more easily as there would be people already within the company to help and no outside sources or fresh hands would need to be hired in order to make things work.

Overall the company has been able to set up this new system quite easily over the past few years, with no major problems because of people who had already been able to use the product and

understand how outstanding Salesforce was in the field of SaaS. With this internal knowledge the company was able to move forward with the implementation in a much easier fashion.

When it comes to every type of new product or service there will always be problems with its implementation. One of the first major problems is whether or not longtime employees of the company will be willing to adapt to new ways of thinking and innovative ways of doing things. Many companies will have employees who are major contributors but who have become used to one single way of doing things, thus when things must change and a new way of work is introduced they begin to resent it and not want to do it.

With Sky Above, the value of teamwork and the ability of these new trainers from the company to be brought in, the problem of not wanting to adopt the technology is lessened. When there are people who know the technology and who are willing to work with people, along with someone like Arlene who is well known in the company to these people, those who wish not to adopt can see that the change may not be so hard.

Another issue is that many people who work with data entry in these systems are annoyed when they find that some of their work is not being read and seen by the top people in the company. It creates the issue of feeling like work is being done for no reason.

Add to this the problem that actually predates the problems of SaaS, that being the issue of garbage in and garbage out. The data gathered by marketing and lead management must be good in order for the SaaS site to even work. This is a problem that will always exist since it depends on the training of the individuals and making sure that bad data is not entered. If bad data is allowed in the system, it can create a snowball effect as it causes bigger issues down the line.

These issues can be solved simply by using the culture of teamwork within the company to help the people playing a variety of roles in the company. By making sure that those who are entering data know that the data is indeed being

seen by those that need to see it, this can head off that problem and the bad data in and bad data out issue can be solved by making sure the people entering the data have the correct facts and figures before the data are input, making sure that these issues are addressed as they arise and don't escalate down the line. The CEO has made sure that with a 'culture of adoption' all the people within the company work together and abide by his values, making sure adoption of this SaaS system is simple.

Lessons Learned

So what can Sky Above teach other companies about the use of SaaS as well as how it can be implemented? Clearly, it helps when you instill in the company some values that provide context for change. When you allow your company to thrive on teamwork, and instill in people the ability to make their own choices, choices that will coexist with other people, you can create an environment that will foster creative thinking. This in turn will allow people to look outside, and take from their own experiences, thus allowing for better solutions to problems that are happening in the company.

Just as Arlene had the foresight to show that she had already been using Salesforce and made it clear it was the way to go and took the opportunity that was presented to her, so should other companies foster the ability of people who can make decisions that can change companies, just by allowing them to work together and create new ideas.

Additionally, companies changing to SaaS should allow those employees who are in the company and who already have experience with the new technology to become the trainers of those who have no idea how it works or are resistant to the new technology. This would allow an in house staff of trainers to work together with people they already know. This works even better when teamwork is fostered, allowing people to know each other and appreciate each other as well. Software as a Service is a system that allows for great change and dynamic

work in a company. More than anything else Sky Above shows us that due diligence must be done by the people at the top, people who need to create an environment where all employees feel comfortable in sharing ideas. When that is done, then you will have employees who can help to adopt new ideas much more easily.

Employees Lead the Way

In conclusion, Sky Above has shown that within companies, it is the culture and working environment of the employees and how they are taught to work together that can propel adoption of a product or a new technology and make it far easier than in another company without those shared values. SaaS can be implemented in many companies and in most instances, should be, but when you must adopt an innovative way of doing things in a company, a company filled with individuals used to the old software and processes, you should expect resistance from those who have no experience with it.

Yet when you have a framework of people who know, respect, and enjoy working with each other, you can expect that implementations of SaaS can be made easier. Managers need to look at the company values, identify how team-

work and people skills are valued, and reinforce them to allow them to become the top values in their company.

What Sky Above shows us is that people need to recognize the opportunities presented to them and to take them. They were lucky in that Salesforce SaaS was right there for their use as they acquired another company. With that, implementation was much simpler than having to find and adopt software and vendors from scratch. Along with that, you can also use the training abilities of people in the acquired company who are already experienced and knowledgeable about the technology.

When you have the opportunity to have in-house training staff, which the acquiring company is not required to pay extra for, things are made much easier and less expensive. Overall, Sky Above Software shows us that team of employees, not simply those on top of the company ladder, can lead the way in showing how their company can adopt a technology and move forward to reach heights they never imagined.

Reference

Personal interview with Arlene Carnegie (pseudonym), Director of Global Lead Generation & Sales Enablement, November 21, 2011, and December 9, 2011. ■

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| 2012 | November 17-20, San Francisco Marriott Marquis, San Francisco, CA
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| 2014 | November 22-25, Tampa Marriott Waterside Hotel & Marina |
| 2015 | November 21-24, Sheraton Seattle Hotel, Seattle, WA |

Priming the PRME (Principles for Responsible Management Education) in the Context of Business School Curriculum

by Niranjan Pati, Rowan University



Niranjan Pati

is dean of the Rohrer College of Business and a professor of management and entrepreneurship at Rowan University since 2008. He also served as the dean of the School of Business at Indiana

University Kokomo for seven years. Prior to joining Indiana University, he was a professor and chairperson of the Department of Management at the University of Wisconsin—La Crosse. He earned a Ph.D. and an M.S. from Northwestern University, Evanston; an M.Tech from Indian Institute of Technology; and B.Tech with Distinction from Ranchi University, India. He has served on the “Peace Through Commerce” Taskforce of the AACSB International and is the founding chair of its AACSB affinity group. Recently, he has guest-edited two special issues of the International Journal of Business Insights and Transformation—one on “Sustainability Processes and Practices in Business Management” in January 2011 and the other on “Achieving Sustainability Through Innovation” in 2012. He received the “Distinguished Hoosier” award from Indiana’s governor, one of the highest civilian awards conferred in that state.

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Our businesses have amply demonstrated their greed by causing cataclysmic events such as the Bhopal tragedy of 1984, BP oil spill of 2010, and Massey Energy Company’s mine explosion of 2010, among other man-made calamities. Mismanaged business practices to the extent of fraud at Enron, WorldCom, Adelphia, Tyco, Global Crossing, HealthSouth, Andersen, and the Galleon Group, have caused business schools to search their souls with the objective of finding common-sense solutions to such pervasive irregularities. The motives of companies that made huge profits from the wars in Afghanistan and Iraq, such as the Vinnell Corporation, a subsidiary of Northrop Grumman, DynCorp, and Lockheed Martin have been well documented (Johnson, 2003). I wonder if all the above episodes are symptomatic of the education we impart in our business schools.

Suffice it to say that the landscape of business is rapidly changing, as is the role of decision makers. In order to stay relevant, our business schools must engage our students and future leaders in thinking about business issues that simultaneously impact the social, environmental, and economic performance—termed as the triple bottom line—of an organization. The AACSB International—an authority in business accreditation worldwide—led from the front by organizing a “Peace Through Commerce” taskforce in 2005 that produced a substantive report in 2006 titled “A World of Good—Business, Business Schools, and Peace” (AACSB,

2006). Simultaneously, the initiatives of the UN Global Compact and AACSB International converged with the activities of other co-convening institutions, such as the Aspen Institute’s Business and Society Program, European Foundation for Management Development (EFMD), Globally Responsible Leadership Initiative (GRLI), and Net Impact, to create the Principles of Responsible Management Education (PRME) in 2007. Along with Rowan University, there were 100 early signatories to PRME as of April 2008. The surging interest in PRME in business schools is evidenced by the burgeoning number of 263 signatories subscribing to PRME as of this writing. All of the signatory schools subscribe to educating future generations of responsible leaders.

The mission of the PRME initiative is to “inspire and champion responsible management education, research, and thought leadership globally.” The initiatives are encapsulated in the following six principles.

- **Principle 1 | Purpose:** We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.
- **Principle 2 | Values:** We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives, such as the United Nations Global Compact.
- **Principle 3 | Method:** We will create educational frameworks, materials,

processes and environments that enable effective learning experiences for responsible leadership.

- **Principle 4 | Research:** We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.
- **Principle 5 | Partnership:** We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.
- **Principle 6 | Dialogue:** We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

The **first principle** manifests in providing students with the opportunities to think, develop, and practice right skills and competencies to further sustainability as a way to not only conduct business, but also to solve societal problems in a broader context. It is imperative that the new “normal” strategies for business managers blend multiple perspectives of stakeholders, beginning internally with employees and ending with the society in which they operate, as well as integrating their colleagues, customers, suppliers, stockholders, etc. in between. Students graduating from a business program must evince a high sense of ethics, social responsibility, and sustainability. It is important to understand that no one course or approach will be enough to instill the values that underlie these principles. Some schools use service learning projects, while others use ethics competitions and allow students to serve as consultants on not-for-profit boards. Participation in organizations that have primary objectives of fostering sustainability, such as Net Impact, Habitat for Humanity,

American Red Cross, etc., provides the students with opportunities to enhance their understanding of societal problems and to develop their mindset to solve some of the pressing problems without compromising values.

The **second principle** reckons values to be harnessed on a global scale through the analysis of ethical business issues that leads to pragmatic business decisions. Business schools are in a unique position to develop not only theoretical knowledge in social responsibility but also practical applications to demonstrate commonalities and complementarities of theories with practice. Several business schools have taken a “low-hanging fruit” approach by ascertaining where ethical, social, and performance issues would logically belong in reference to what is being currently taught. The curriculum, optimally, should explore current global challenges, beginning with resource scarcity, climate change, depletion of non-renewable resources, and degradation of the environment. Some business schools have organized international tours of locations known for their innovative approaches in order to develop cross-cultural awareness of business practices. Others have integrated case studies, or invited speakers to demonstrate innovative practices employed by organizations globally, in order to deliver lasting value to the communities in which they operate.

The purveyor of the **third PRME principle** is “Method.” A majority of business schools use the interdisciplinary aspect of the business curriculum as a vehicle to impart effective learning experiences. In order for the teaching of ethics, sustainable business practices, and social responsibility to be successful, the traditional boundaries between functional business disciplines must disappear. Even business schools should scout out the opportunity to partner with liberal arts, engineering, education, communications, medical, and law programs. Business students must be afforded opportunities to take part in civic engagement projects on local,

regional, national, and global scales in order to learn first hand the social costs and benefits of each business decision. They should be encouraged to work in non-profit organizations as part of their management consulting project to understand societal needs and challenges and become responsible corporate citizens in the future. Devising strategies for creating value for underserved populations is just as important as creating a CSR strategy for a multi-national organization to focus its sustainability efforts. They must go hand in hand—and future business leaders must recognize these strategies up front to be effective in the realm of the triple bottom-line.

The focus of the **fourth PRME principle** is research. Of course, knowledge development and dissemination has and will remain the bastion of the academy. The discovery of new concepts that underlie ethics, social responsibility, and sustainable business practices is coming to the surface every day. Research projects covering the application of emerging theories to different contexts are gaining ground as are collaborative projects across different academic departments and across academic units/colleges. There is a great opportunity for business schools to involve businesses—for profits and non-profits—to learn from their experience in order to advance empirical research. One of the unattended areas in research production in the context of PRME is student research. In this context, students cannot just be used as passive receivers of knowledge and wisdom but active co-producers of peer-reviewed research. This is particularly true of our MBA students who come with a wealth of experience and have access to their companies’ unclassified data. Further, academic research must also encompass case studies and practical examples of best practices in the context of PRME. This principle is important as progress in this evolving field can only occur if we create and share knowledge generously.

In this interconnected world, partnership is a crucial “operative” which is highlighted by the **fifth PRME principle**. Striking relationships with internal stake-

holders, external constituents, and communities is very important in advancing the cause of sustainability into core activities of our business schools. Setting up mutually beneficial partnerships with businesses that score well on the CSR index provides excellent opportunities for our students and faculty to engage with practitioners. Universities in the early phase of PRME implementation can benefit substantially by having collaborations with the universities that are known nationally and internationally for their innovative curricular, co-curricular, and extra-curricula activities pertaining to sustainability. Partnership with entities outside the business school also will leverage the opportunities available within the university. A majority of the business schools organize enriching events that bring together students and faculty with business, political and government leaders, and environmental stewards of the community. Several business schools bring back their alumni, as they think it is important that their alumni become familiar with newer paradigms that forge strategies to integrate economic performance of their organization with social and environmental performance.

It is important that social entrepreneurs are brought into the fold to share their experience of launching ventures that dovetail with meeting simultaneously their societal and bottom-line objectives. Further, it is expedient to set up partnerships with corporate supporters and philanthropic organizations in order to generate resources to meet PRME objectives.

Last but not least of PRME's principles—**sixth principle**—involves engaging PRME participants in constructive dialogues, debates, and discourse. Often, regional, national, and international thought leaders are invited to business schools to engage the students and faculty in emerging issues pertaining to sustainability. Often, discussions involve developing innovative solutions to pressing business and societal problems that result in an enhanced triple bottom line. In my home turf of the Rohrer College of Business, Rowan

University, which is located in the mid-Atlantic region, we launched the first PRME Conference in 2009 with an objective of bringing together faculty, students, alumni, and business leaders to discuss issues and trends related to CSR and the creation of sustainable economic, social, and environmental values. This event that has been held for three consecutive years has attracted between 200 and 250 participants each year. The objective of the conference is to engage educators, students, business leaders, and other stakeholders of the College to discuss and exchange teaching ideas; understand issues and challenges in implementing corporate responsibility; and collaborate on research, service, and entrepreneurship projects pertaining to the triple bottom line. The research papers presented at the conference, typically, demonstrate a high level of synergy between theory and practice. Quite a few research papers presented in these conferences have subsequently been converted to peer-reviewed research papers. We have found this route to be immensely helpful in engaging the stakeholders in dialogues and debates to define a common ground for furthering the principles espoused by PRME.

The PRME movement emerged from the recognition that our managers are putting more emphasis on “putting out the fire” rather than “preventing” undesirable things from happening. In the current global economy, it is easy to be persuaded to sacrifice long-term opportunities for instant gratification realized by short-term gains. Rosabeth Moss Kanter (2011) in a recent article summarized,

The need to cross borders and sectors to tap new business opportunities must be accompanied by concern for public issues beyond the boundaries of the firm, requiring the formation of public-private partnerships in which executives consider social interests along with their business interests.

Business schools worldwide have a unique responsibility to provide current and future leaders with the relevant skills and knowledge, and to instill vision and values for responsible and ethical leadership. As decision analysis professionals, we must convince ourselves that, regardless of the analytical rigor of the models we develop or make, or that our students learn and apply, decision making will ring hollow if we don't prepare them for social, ethical, and environmental stewardship in every decision they make.

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How to Publish While in the Doctoral Program? Managing Research Projects

by Varun Grover, Feature Editor, Clemson University

I often see doctoral students feeling overwhelmed with their workload. This includes not only the coursework requirements in their first couple of years, but the added pressure to take on projects that can result in possible publication. While small conference papers offer good experiences for students, the real challenge is to publish journal articles before the recruiting process ensues. Such a pressure to publish while in the doctoral program is exacerbated in a tough job market. After all, for research schools that hire, a major filter on the vitas is whether the candidate can publish. What is better than demonstrable publications—particularly in premier outlets. So, students take on projects and are expected to make progress on them, while dealing with seminar requirements, comprehensive exams, the dissertation, teaching or even the tedious job search process. Squeezing out time for extracurricular projects that may be bigger than the curricular projects can lead to feelings of overload and stress.

So, how can a doctoral student get publications while dealing with the challenges of their program? Of course, there is no simple panacea to this. Publications require not only the hard work of doing good research, but also a bit of luck in getting articles accepted in the timeframe of four years, the typical doctoral program duration. This creates a practical problem. It is unusual to have a student start a project in year one. In years two and three, perhaps a major project can be completed with a highly motivated student and a good faculty advisor. This means that if the paper is submitted in year three, it is very unlikely to get ac-

cepted before that candidate interviews for a job (typically at the beginning of year four). For major journals, the average submission-to-acceptance cycle is 18 months—which makes the probability of getting a top journal paper accepted by the time a student interviews almost zero. So, how can we increase these abysmal odds and lower the degree of stress?

I see three ways in which a doctoral student can *manage* their research projects: Create Synergy, Research Incrementally, and Manage Portfolio. With careful management, a student can try to cultivate a more efficient research program as well as use of time.

Create Synergy

This is easier said than done. However, astute students try to leverage their various pedagogical opportunities in a doctoral program in a synergistic manner. This indicates that a conscious attempt should be made to leverage previous experiences. If a student has invested time and energy in a research topic for a seminar, then can the next project in another seminar or with a faculty member build on the same literature base, framework, model or methodology? In some cases, this is not desirable, particularly if the student concludes that the topic was not of interest. However, in most instances, with conscious thought given to synergy, considerable investment in start-up costs in reading literature or learning statistical tools can be reduced. Further, there is the possibility of systematically building a program of research that can serve as the groundwork for the dissertation.



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One of the most successful students I had, identified an area of research and structured a research program around three theoretical perspectives in the first year of the doctoral program. This framing then formed the basis of three papers that were conducted as part of two seminars and an independent study. The student submitted these papers to journals at the beginning of the third year, and had two acceptances and a revision (in good outlets) by the time the job interview process came around. Further, the dissertation “topic search” time was greatly reduced, as the student was deeply versed in the dissertation area already. In such a case, the on-campus presentations, which are instrumental in the job interview process, could be structured extremely well—demonstrating a thematic program with successful publications on the way, a well-advanced dissertation, and extensions that were more than talking points due to demonstrable past successes. Sounds too idealistic? Perhaps—and somewhat rare. Students often don’t have the perspective or a schema of their field (see “Considerations for Building a Schema of the Field During Doctoral Study,” *Decision Line*, July, 2011) to identify synergies across their projects. Therefore, establishing a schema of the field through a seminar or otherwise in the first year, can be critical to facilitating the synergy approach. Striving for such synergies, of course, can increase the probability of publications during the program and reduce dissipated energy—and, therefore, stress! If on the other hand, if students go through the program in a reactive mode, without “taking charge” of their research agenda, they will end up doing things that are convenient, practical, or expected—and end up with a portfolio of half-finished, piecemeal projects that serve no one any good.

Recommendation: Doctoral students should minimize dissipation of unfruitful energy by creating synergy across pedagogical opportunities for research.

Research Incrementally

In building a research portfolio during the doctoral program (as well as in the

broader career), a student can follow a number of approaches. I can put them in three major categories: incrementalist, innovator, and opportunist.

The first, incrementalist, is a conservative approach where students build on research areas based on incremental extensions of existing literature or their own work. This approach allows the student to draw from a well-established (and often structured) literature base or theoretical lens, and extend existing work. While the practical question of “so what” does the research do for practice must be kept in mind, opportunities

**No one said doctoral life
is easy—but by being a bit
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it a tad less stressful.**

can be forged by assessing gaps in the literature and studying “future research” sections of existing work. The resulting project is rarely going to be groundbreaking (by definition). However, it can be an important and competent piece of research that can gain traction in a good journal.

The “innovator” tends to look for research opportunities on the fringes of the discipline. Typically, the phenomena or area lacks a clear theoretical basis or a structure, which needs to be forged. Of course, this is attractive as the innovator typically works in blue oceans where there is limited competition—but the heavy lifting of creating structure and value without strong anchor points needs to be conducted. Any resulting paper is a risky proposition as there could be a range of outcomes. It could potentially set the stage for a new research agenda or could be too radical to evaluate.

Finally, the “opportunist” focuses less on the research area itself, and more on the opportunity to get a project going that might result in a publication. The student might “join” when invited on a variety of different projects that may or may not have synergy. Such a “scattered” portfolio may not look good on a vita. However, opportunists do have expo-

sure to a variety of different areas, and could possibly have a higher incidence of publications. Even here, to sustain such an approach, the opportunist must bring value to the table in order to continue being invited to future opportunities.

In reality, researchers might follow a mix of these approaches. Some might be largely incremental, with a pet innovative project and perhaps a couple of opportunistic ones. For doctoral students, I would recommend that they take a more conservative approach with a higher incidence of incremental projects. However, doctoral students tend to be very ambitious. I see my role as an advisor, largely to ensure that the appropriate tradeoffs between feasibility and publishability are maintained. An incremental approach during doctoral study can allow students to build on existing work rather than dealing with wicked problems and lack of structure in a new arena. It is easier and can quickly set the parameters for bounding the research problem and the methodology. Further, I believe journals, particularly top journals, tend to be conservative, and would rather see work that extends existing literature than try to assess “groundbreaking” work with unclear benchmarks. I would hasten to add that while I believe in pushing novel ideas, students should work in the incremental mode in the more malleable learning stages of their career. Later, they can break out and do the work that can truly make a difference.

Recommendation: Doctoral students should follow an primarily incrementalist approach to building their research in order to conduct important and competent work that can be published.

Manage Portfolio

While the above approach is important for building a research portfolio, often students feel overwhelmed with their load and mix of projects. These may or may not have been well orchestrated, but they are all demanding significant time. In many cases, students have simply taken on more than they can ef-

fectively deal with. As a consequence, they keep getting pushed on projects where co-authors have vested interests, moving from one project to another—without assessing holistically what is important and how they are progressing. I would advise students to take a portfolio approach to their research projects, by “managing” them by periodically rebalancing their portfolio. A simple tool is illustrated in Figure 1. Here, students (or any researcher for that matter) can map their individual projects into the 2 X 2 grid. The two columns represent a careful assessment of whether the student thinks that the project is one that will have a “low impact” or a “high impact.” Impact can be gauged subjectively in terms of current excitement in the project, its importance in practice, and publication potential in a desirable journal. The two rows represent the completion timeframe for the project. This too is subjective, given the student’s stage in the program. Short term could be in the order of months, while long term could be in the order of years.

Projects that fall in the top-right grid with high impact and can be completed (from their current state) in a short timeframe are clearly “Winners” and need to be set at the highest priority. These are papers that can be targeted at the better journals and give the student the best chance of publications while in the doctoral program. The high timeframe and low impact papers in the lower-left grid are “Losers” and should be put away in a drawer. The high impact and long time-frame projects in the bottom-right grid are “Stars.” These projects should

be nurtured with continuous investment in ongoing milestones. Such projects often require intensive time-consuming methods or significant structural considerations. In some cases, they may be put on hold until after the doctoral program. However, their high impact potential makes it important to retain and invest in these projects. Finally, projects that are low-impact and short timeframe are “Back-burners.” Time should be invested in these projects if there are gaps between other commitments (i.e., after completing a major project, before going onto another major project, something in this grid could fill the gap). These projects will typically yield lower quality publications but can be useful in gaining experience at a workshop or a conference. The student may want to get these out, if they need publications on the vita. Occasionally, feedback at a conference could propel these papers into a higher impact grid. Alternatively, brainstorming ways to move these projects to the higher impact grid (without inordinate addition in time investment) would be prudent.

It should be noted that students should reassess their portfolio every few months. It is entirely possible that the subjective assessment of impact might change, particularly as projects get dated and the student loses interest. Some stars might progress to winners (as they make good progress); back burners to winners (as they are reconfigured); winners to back burners (as the excitement around the topic diminishes or the research gets preempted); winners to stars (as the time commitments are reassessed). The rebalancing helps students re-examine their priorities so they

can invest their limited time in winners that have the maximum potential of yielding publications while the student is in the doctoral program.

Recommendation: *Students should periodically assess and rebalance their portfolio of research projects so that “winners” are identified, and nurtured into successful publications and “Losers” are weeded out.*

In addition to these recommendations, there are a few other things that come to mind as students begin their doctoral journey. While in the first year, typically students lack visualization of their field and idiosyncrasies of research content and process. Therefore, students should seek guidance from faculty rather than “going on their own.” Typically, students who try to develop their own research before they are ready, tend to be overly ambitious and quickly get frustrated. Faculty guidance very early in the process can help them understand their field and its connections. Also, in year one, it is useful for students to meddle around with data sets, so they get comfortable with how to deal with data and increase their sense of self efficacy as researchers. As they read papers, they can refine their schema as well as start building a file of research ideas. These steps can greatly facilitate the ability to follow the recommendations in this essay.

So, in conclusion, to the doctoral student who is coping with a heavy workload in the program and feeling the pressure to begin other projects that can yield commensurate publications, I would say take the time to manage your projects with a bit of higher level thinking. Creating synergy can make your time investment more efficient. Researching incrementally can efficiently bound your project domain and methodology and reduce your risk. Finally, frequently reassessing your portfolio of projects can help prioritize and assess what is important to focus energy on. No one said doctoral life is easy—but by being a bit proactive, a student can make it a tad less stressful. ■

	LOW IMPACT	HIGH IMPACT
Short time frame	back burner	winner
Long time frame	loser	star

Figure 1. Managing the portfolio of research projects

Looking Back as Editor, 2008-2012

by Chetan S. Sankar

I cannot believe that it has been four years since I started serving as the editor of *DSJIE*. I told the new editor, Vijay Kannan, that I would write an article looking back at the past, and he could write another article that looks at the future of the journal. As I thought about what to write, I came across the book *The Dean's Perspective*, edited by Krishna S. Dhir (2008) and published by DSI. As I read the book, I started to see the close similarity between the roles of an editor and a dean. Both have to take over an organization that is already ongoing, supported by a larger community, and are expected to provide leadership and visibility to the journal/college. A major difference is that the dean's job is a paid position and people working in the college are paid salaries. The editor's job is voluntary and authors/reviewers/associate editors working to bring out the journal are volunteers (other than the publishers).

In this article, I first want to look back at the "Vision for the Future" document I provided in December 2007 and compare it with the current position of the journal, and then list a few lessons that I have learned through being an editor for the past four years (using *The Dean's Perspective* as a model).

Vision for the Future (2007) and Current Reality: AACSB gives equal importance to three kinds of research: pedagogy and learning research, discipline-based scholarship, and contributions to practice. Given the importance of pedagogy and learning research, it is critical that we continue to strive to position the journal as a top-tier journal in this area. My vision for the future was to:

1. Increase publicity/marketing to encourage more research into learning and pedagogy, and
3. Bring in new resources to help support these endeavors.

Lessons Learned

I feel blessed to have been the editor of such a well-respected journal sponsored by the Decision Sciences Institute and have thoroughly enjoyed my tenure. The lessons I learned as an editor are based on the article by Charles Moyer (2008) and offered so that the new editor(s) may benefit from my experience:

1. **Dream bigger dreams than your organization has ever considered:** The exhibits below show that many of the visions (dreams) that I had were realized during my tenure and some of them were not realized. But, I believe the bigger dreams led the senior associate editors, associate editors, authors, and reviewers to work together to improve the quality of the journal during the past four years and bring it to its current state.
2. **Have fun:** I had a lot of fun being the editor and enjoyed my interactions with DSI leadership and members. The editorial team meets for dinner during every annual conference, and that has been very helpful in molding an excellent team with a singular vision—to make *DSJIE* one of the top journals in its field. The meeting of the editorial team and authors at the annual conference is also an enlightening event where I learned a lot from the members, was able to respond to their comments, and make changes based on their feedback.
3. **Swallow the nasty medicine quickly:** This job required me to



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reject close to 75% to 80% of submissions and it did not make me new friends. I have now learnt that the best job I could do is to be developmental in the rejection notes and provide guidance to the authors on how to improve the paper. Most of the authors took it very gracefully; but some didn't like the feedback and believed the editor was the main bottleneck in getting the article published. Therefore, I had to swallow the nasty medicine that I would not be popular as an editor quickly.

4. **Get to know top leadership at DSI:** It took me a few years to understand the top leadership at DSI and to convince them of the importance of supporting *DSJIE*. Every year the leadership changes and it is a challenge to keep up with the new leaders. Based on the strong support provided to *DSJIE* by DSI leaders, I can assure the members that they are getting terrific value for electing an outstanding team as leaders of the DSI; they are dedicated, caring, and passionate about taking DSI to the next level. It is important that the tradition of inviting the editor to the board meetings be continued.
5. **Passion for the mission of the journal:** Assuming leadership of the journal implies that I have a strong commitment to the mission of the journal and am going to promote it constantly. Given that this is a voluntary position and is in addition to my regular academic duties, this is a difficult challenge. But, if I myself were not passionate about the importance of the journal, none of the editorial team or the authors would be passionate about what is being published in the journal. I believe I have been reasonably successful in this effort.

One reason I decided to step down after four years was because I assumed the directorship of a new center at my university. Even though I am very passionate about the mission of *DSJIE*, it has become difficult to put in the number of

hours required to keep it at the top of my agenda.

Overall, I have truly enjoyed being the editor of *DSJIE* and really appreciate the DSI leaders, the authors, and the editorial team for providing me this opportunity to broaden my life experiences and contribute to the academic community. This is one of the best experiences of my life, and I thank you for making it such an enjoyable and fun job.

2012 Transition Plan

- **February/March:** Vijay Kannan takes over dsjie.org website, appoints AEs, and develops changes to information for contributors.
- **April-July:** Kannan starts creating new issues of *DSJIE*.

- **August 1:** Kannan takes over all functions including manuscript central and editor's e-mail correspondence.

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VISION AND REALITY: CONTINUE TO BUILD OUR REPUTATION AS A TOP-TIER JOURNAL IN BUSINESS AREAS.

Vision Listed in 2007

1. Have the journal listed in the Web of Science maintained by Thomson. This takes more than two years, and the first steps in the process have already been initiated.
2. By 2011, become one of the top 20 journals in the Education & Educational Research Category in this portal.
3. Achieve an impact factor > 1.0 by 2011
4. Achieve an immediacy index > 0.24 by 2011
5. Improve the reputation of *DSJIE* within academic departments so that it is recognized as a top-tier journal.

Reality as of 2012

I applied for listing in the *Web of Science* during 2008 and was not able to obtain one. I learned that we have to publish four issues per year and that it is critical that all articles have a literature review and list of references because citation is closely related to having references. Wiley Blackwell with input from me has reapplied for listing in Sept. 2011 and is very hopeful that the journal will be listed in the *Web of Science* shortly.

I initiated a dean's forum at the DSI annual conference where deans discussed the importance of pedagogy and learning research. This needs to be continued. *DSJIE* is listed as a Category I journal at Auburn University's College of Business.

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Vision Listed in 2007	Reality as of 2012
6. Increase the number of issues in the immediate future so that the existing backlog of accepted articles can be published within a reasonable timeframe.	The number of issues has been increased from 2 in 2007 to 4 in 2012 with the number of pages increasing from 352 pages to 688 pages. This has made it possible to remove the backlog of papers waiting to be published. Other statistical information about the journal is available at www.dsje.org under progress reports for each year.
7. Appoint associate editors so that the journal can handle the anticipated increase in the volume of papers and encourage new papers to be submitted.	This has been a very successful initiative and we have 7 senior associate editors and 4 associate editors who serve <i>DSJIE</i> .
8. Invite additional DSI members to become members of the Editorial Review Board.	This has been accomplished. We need to attract more international scholars to the journal.
9. Modify the journal's call for papers by mid-2008.	This has been accomplished and the page restrictions on teaching briefs have been removed.
10. Encourage the best Instructional Innovation Award paper(s) to be reviewed, modified and published in the journal.	We have close collaboration with both programs and have been successful in publishing the past two year's best papers in the journal.
11. Encourage the DSI conference best case studies to be published on the <i>DSJIE</i> website.	This has not been done.
12. Encourage associate editors to develop calls for papers for theme-specific special issues.	We have had four theme-specific special issues.

VISION AND REALITY: INCREASE PUBLICITY/MARKETING TO ENCOURAGE MORE RESEARCH INTO LEARNING AND PEDAGOGY.

Vision	Accomplishment
Invite deans of colleges of business to discuss learning and pedagogy research issues and how this research area is treated in their colleges.	A special issue on the dean's perspective on the financial crisis was published in the July 2009 issue.
Develop a brochure to publicize the journal.	A website was developed for the same function.
Expand the journal's perspective by adding international members to the editorial review board and encouraging submissions by international authors.	Fifty-three members were added to the review board and 11 were selected as an associate editors/ senior associate editors.
Revise the <i>DSJIE</i> website.	This was accomplished and is available at www.dsje.org .
Publish outstanding teaching briefs in a book.	Wiley-Blackwell has suggested that articles in a particular theme can be published as a special issue.

VISION AND REALITY: BRING IN NEW RESOURCES

Vision

Work with software companies and publishers to include advertisements in the journal/website.

Encourage members to seek research grants.

Funds raised will be used to encourage associate editors/editor to attend regional DSI conferences.

Accomplishment

Contacts were made at the DSI conference and did not lead to any advertisements.

I was able to obtain a research grant from NSF based on the 3-P model (Nemanich, 2008) published in the journal.

The board has now authorized \$5,000 per year to support the mission of the journal. This is a very positive gesture by the Institute.

And Looking Forward as Editor

by Vijay R. Kannan



Vijay R. Kannan

is a professor of operations management and director of International Programs in the Jon M. Huntsman School of Business, Utah State University. He received his BSc from the London School of

Economics, MBA from Indiana University, and PhD from Michigan State University. He was a Fulbright Scholar at the Indian Institute of Management, Lucknow, and has also taught in China, France and Vietnam. He is the author of over 30 refereed articles in journals including Decision Sciences, Journal of Supply Chain Management, International Journal of Operations and Production Management, and Academy of Management Journal of Learning and Education. He is also the editor of International Business in the 21st Century, Volume 2: Going Global—Implementing International Business Operations (Praeger). He has twice served on the board of DSI, and is a past president of Western DSI and former feature editor for Decision Line. He currently serves as an associate editor for Decision Sciences Journal and the Journal of Supply Chain Management.

v.kannan@usu.edu

Let me begin by thanking the DSI Board and the Publications Committee for the confidence they have shown in appointing me to the position of editor of *DSJIE*. The journal is a very visible element of the Institute. It is thus humbling to be asked to help provide leadership of the journal in the coming years. Let me also thank and pay tribute to the job outgoing editor Chetan Sankar and his team have done to build on what Barbara Flynn began less than 10 years ago. A mark of this is the fact that *DSJIE* has been characterized as being a member of the “‘Big Four’ of MLE journals”¹ (Arbaugh, 2008). Moreover, according to a recent study of the scholarly legitimacy of the Big Four MLE journals, *DSJIE* performed well in relation to the other three journals² with regard to structural legitimacy (i.e., credibility of review process, inclusion in citation databases, association with a professional organization), leadership legitimacy (scholarly achievements of editorial board), procedural legitimacy (theoretical soundness of contributions), and consequential legitimacy (citations of published articles).

These accomplishments notwithstanding, there is always room to improve, whether it be by following through on unfinished tasks, fine-tuning what is already in place, or experimenting with new initiatives. As I communicated to the Publications Committee in my application for the editorship, the journal is still relatively young. Therefore, it would be premature to change path while the journal continues to establish itself and its identity becomes better known. My priorities will thus be to build on the many accomplishments of the last four years and increase the standing of the journal within the academy.

Journal Positioning

The mission of the journal is to publish “significant research relevant to teaching and learning issues in the decision sciences,” and has typically focused on the application of the decision sciences to managerial issues in a business context. As I will discuss later, I view managerial decision making in a broader context while keeping focus on the journal’s

and the Institute's primary domain of business. The application of the decision sciences in management occurs in a diversity of environments, and therein lies the opportunity to expand the scope of shared innovation and learning.

The journal has until now published four types of article: empirical research, conceptual/theoretical articles, teaching briefs, and case studies. Case studies represent only a small proportion of total submissions and an even smaller proportion of accepted submissions. Moreover, they do not offer fresh insights into pedagogy or other aspects of classroom innovation. Therefore, the journal will no longer publish case studies but will focus on the remaining three categories of submission.³

- **Empirical Research:** Studies that provide empirically based insights based on the application of the decision sciences. Submissions will be grounded in the literature, have a sound theoretical foundation, apply appropriate and rigorous methodology, and offer findings that make a new and unique contribution.
- **Conceptual Research:** Studies that examine contemporary or emerging issues in education in the decision sciences or propose new approaches in areas including pedagogy, delivery, and assessment. Submissions will again be grounded in the literature and have a sound theoretical foundation.
- **Teaching Briefs:** Descriptions of classroom innovations used to teach specific topics or problems. Teaching briefs should provide enough detail that readers can replicate the innovation in their classrooms. They will provide evidence of how the innovation differs from existing pedagogical approaches and of improved learning outcomes.

Taking the Next Steps

Two of the unfinished initiatives I will complete will be to have the journal listed on the *Web of Science* and to publish collections of the journal's best teaching

briefs. Inclusion of *DSJIE* in the *Web of Science* will improve the visibility of the journal and externally validate the quality and standing of the journal. The latter can, in turn, raise the perception of the journal in the eyes of administrators who evaluate faculty scholarship, and motivate faculty to view it as a viable publication outlet and encourage more high-quality submissions. Having widely accepted data that supports the contention that *DSJIE* is one of the "Big Four" MLE journals would represent a significant accomplishment. Producing targeted compilations of teaching briefs offers a way to leverage a sizeable collection of classroom innovations accumulated over almost 10 years. Doing so will both increase the dissemination of these innovations and best practices, and provide a vehicle to reach educators outside the DSI family, both within the U.S. and, in particular, overseas.

Regarding building on the accomplishments of the last four years, I have extended invitations to a number of established scholars to complement an already excellent and dedicated team of associate editors (AEs). Each of these individuals has a track record of commitment to the journal and will also help to increase its visibility either by virtue of their institutional affiliation, their ties to decision-making domains outside business schools, or their location outside the U.S. Moreover, it will enable the editorial workload to be better balanced so as to improve customer service, a subject I will return to shortly. Existing initiatives that build synergy between the journal and the Institute's meetings, such as collaboration with the Instructional Innovation Award and participation in the Curricular Issues Miniconference, will continue, and new ways to align the journal with activities of the Institute and its regional organizations will be explored.

A key goal under the category of "fine-tuning" relates to improving customer service, and in particular reducing variance in the review process, both in lead time and quality. While the median time from submission to decision is approximately 62 days (based on submissions over the last two years), decision

times are variable, with over 25 percent of submissions taking at least 90 days from submission to decision. Though lead times are still well below what one experiences with many other journals, we can do better. My goal will be to see decision times longer than 75 days become the exception without compromising the rigor of the review process. Given the journal's focus on innovation, getting qualified manuscripts from submission to print as quickly as possible, while simultaneously improving the quality of submissions through constructive feedback is not only critical but will make the journal more attractive to potential authors. To accomplish this will require my taking an active role in overseeing the review process, communicating clear expectations to AEs, and, as previously mentioned, expanding the team of AEs. I am confident that given the team I have we can make significant improvements in the review process.

In terms of new initiatives, my primary goal is to expand the reach of the journal. Currently, approximately 80 percent of journal submissions come from within the U.S., and typically from within business schools (based on submissions over the last two years). *DSJIE* provides a medium for shared learning among educators in the realm of decision science. The application of decision sciences does not, however, take place only within the U.S., nor does it occur only within business. Business education outside the U.S. is growing rapidly, and learning environments and norms are as diverse as the business problems, concepts, and issues that educators around the world must address. This presents a significant opportunity not only to increase the number of submissions to the journal from overseas, but also to showcase culturally new ways to teach existing issues or highlight issues that U.S.-based educators may not be familiar with or may tend to overlook. The application of the decision sciences also occurs outside DSI's traditional discipline areas of operations/supply chain management, information systems, and management science, and in decision-making domains outside business schools. Reach-

ing out to educators in other business disciplines such as entrepreneurship, and to those in academic environments such as healthcare administration and engineering management will increase the number of submissions and create opportunities to share innovations that originate outside the traditional domains of DSI but are relevant to the Institute's members.

In Conclusion

DSJIE is an important and integral part of the work of the Institute. It also plays a critical role in shaping practice in management education. With the help of the editorial team, reviewers, authors, and you, the members of DSI and readers of its publications, I am confident that we can not only reinforce the journal's reputation as a leader in management

learning and education, but also make it the journal of choice for management educators across the globe and decision-making domains. I look forward to the challenge ahead and to working with the leadership of DSI to move the journal to the next level. While there will no doubt be growing pains in the coming months, Chetan Sankar and I have already begun a transition process. We will endeavor to achieve a seamless transfer of the editorial role. In the meantime, please be patient, and do not hesitate to offer your thoughts on how to improve the journal.

Endnotes

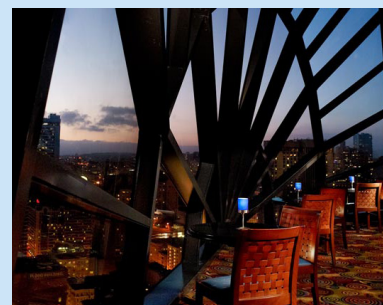
1. *Management Learning and Education*
2. *Academy of Management Learning and Education, Management Learning, Journal of Management Education*

3. 'Case studies' that describe experiences with issues such as new approaches to pedagogy, delivery, and assessment will be accepted in the category of Conceptual Research.

References

- Arbaugh, J. B. (2008). From the editor: Starting the long march to legitimacy. *Academy of Management Learning and Education*, 7(1), 5-8.
- Rynes, S. L., Brown, K. G. (2011). Where are we in the "Long march to legitimacy?" Assessing scholarship in management learning and education. *Academy of Management Learning and Education*, 10(4), 561-582. ■

Join us at the San Francisco Marriott Marquis for DSI's 2012 annual meeting!



The Marriott Marquis is conveniently located in downtown San Francisco, steps away from the Moscone Convention Center, Union Square, and many other top attractions.

Focused Issue on “Responsible Purchasing and Supply Practices”

Submission Deadline:
August 31, 2012

Focused Issue Co-Senior Editors:

Christopher Seow (Royal Docks Business School, University of East London and Cass Business School, City University, UK)

Joseph Sarkis (Clark University, USA)

Martin Lockström (China Europe International Business School, Shanghai, China).

Motivation

There is a growing consensus that organisations should not only be managed efficiently, but also behave responsibly. The adoption of the general notion of corporate social and environmental responsibility has become well established within the global business community over the past decade. Environmental responsibility can be defined as actions that seek to limit, ameliorate, or prevent damage to the existing natural environment caused from a company's activities. It may also include efforts to improve the quality or quantity of environmental resources. The wider issue of corporate social responsibility includes a diverse range of areas, including compliance, governance, and impacts on developing markets.

A fundamental, yet less explored aspect of responsibility is responsible purchasing and supply. This deals broadly with business-supplier relationships and is integral to innovation and success—be it through market efficiencies, responses to change or innovation, or the introduction of technological, social and institutional processes, including new business models.

While the rhetoric around responsible purchasing and supply for sus-

tainable development may be well developed, research into this aspect is, at best, at an exploratory stage. Investigation into this area requires new knowledge—and possibly departures from existing assumptions—and its integration into established business models, processes and routines. At the extreme, it may involve the reconfiguration of established business thinking and development of new business models that redraw businesses' traditional supplier and sourcing relationships.

In line with the policy of *DSJ*, we welcome submissions which analyze the problem of interest using any appropriate methodological research tool(s). In addition, papers that focus on developed or emergent economies and new or established industries are also of interest. Suggested themes for contributed papers are:

- Sustainable Procurement
- Supply-Chain Related Agency Problems
- Stakeholder Roles and Relationships in Responsible Sourcing
- Social Considerations in Ethical Business
- Roles of Ethics in Developing Customer/Stakeholder Loyalty
- Responsible Purchasing and Supply for Increased Competitiveness
- Monitoring and Safeguarding Compliance
- Issues of Governance in Sustainable Procurement
- Impact of Developing and Emerging Markets on Sustainability
- Buyer-Supplier Relationships
- Behavioral and Corporate Citizenship

This list is obviously non-exhaustive and hence, we also welcome other research related to the theme of the focused issue.

Review Process and Deadlines

Manuscripts for the focused issue should be submitted by carefully reviewing the guidelines available at decisionssciencesjournal.org/authors.asp. All authors submitting a manuscript (all submissions must be through mc.manuscriptcentral.com/dsj) should indicate that it is for a focused issue on “Responsible Purchasing and Supply Practices.”

The anticipated deadlines for this focused issue are:

- **August 31, 2012**
Submission deadline for initial submissions
- **December 15, 2012**
First-round decisions on all submitted manuscripts
- **March 1, 2013**
Submission deadline for invited revisions
- **June 30, 2013**
Final decisions ■

Congratulations to Newly Elected 2012-2013 Decision Sciences Institute Officers



PRESIDENT-ELECT

Maling Ebrahimpour is dean and professor of management at the College of Business, University of South Florida St Petersburg. He holds a PHD and MS/POM from the University of Nebraska-Lincoln; an MBA in MS/Marketing from the University of Nebraska-Kearney; and a BS in cost accounting from the Iranian Institute of Accounting. He is the author of articles in *IEEE Transactions on Engineering Management*, *International Journal of Operations and Productions Management*, *International Journal of Quality and Reliability Management*, *International Journal of Production Economics*, *International Journal of Production Research*, *Journal of Operations Management*, among others. He is also a member of the American Society for Quality, INFORMS, and Production/Operations Management Society.



TREASURER

M. Johnny Rungtusanatham is a professor in the Department of Management Sciences, Fisher College of Business, The Ohio State University. He holds a PhD in operations management and quality management from the University of Minnesota and a BS in economics and management from Birmingham-Southern College. He is the co-author of *Operations Management: Contemporary Concepts and Cases* (with R. G. Schroeder & S. M. Goldstein, McGraw-Hill, 2010) and *Fondamenti di Operations Management* (with C. Forza & F. Salvador, Libreria Projecto, 2004); and of the following teaching cases: *Early Supplier Integration in the Design of the Skid-Steer Loader* (with F. Salvador, National Association of Purchasing Managers, 2001); *eBAGS: Managing Growth* (with T. Laseter & E. Rabinovich, University of Virginia Darden Business Publishing, 2005); and *DCH Logistics Plan for La Cafetiere* (Li & Fung Institute of Supply Chain Management and Logistics, Chinese University of Hong Kong, 2009). He is the author of articles in *Academy of Management Review*, *Decision Sciences*, *Decision Sciences Journal of Innovative Education*, *Journal of Operations Management*, *Journal of Supply Chain Management*, and *Production and Operations Management*. He is also a member of APICS, The Association for Operations Management; INFORMS; Institute for Supply Management; and Production/Operations Management Society.

AT-LARGE VICE PRESIDENTS



Constantin Blome is GSK Biologicals Chair in Sourcing and Procurement at the Louvain School of Management, Universite Catholique de Louvain. He holds a PhD and MSc from Technical University of Berlin, Germany, and a BS from University of Bielefeld, Germany. He is the author of articles in *International Journal of Production Economics*, *International Journal of Production Research*, and *Journal of Supply Chain Management*. He is also a member of

the Academy of Management, Institute for Supply Management, and Production/Operations Management Society.



M. "Mo" Adam Mahmood is Mayfield Endowed Professor in the Department of Information and Decision Sciences, University of Texas at El Paso. He holds a PhD in management information systems from Texas Tech University, an MBA from California State University, and a BS from the University of California/Dacca University. He is the editor of *Contemporary Issues in End User Computing* (Idea Group Publishing, 2009) and *Advanced Topics in End User Computing* (Vol. V, Idea Publishing, 2006), *Measuring Information Technology Investment Payoff: Contemporary Approaches* (with E. J. Szewczak, Idea Group Publishing, 1998) and *Strategic Information Technology Management: Prospective on Organizational Growth and Competitive Advantage* (with R. D. Banker & R. J. Kauffman, Idea Group Publishing, 1993). He is the author of articles in *Decision Sciences*, *European Journal of Information Systems*, *IEEE Transactions on Engineering Management*, *Information and Management*, *International Journal of Electronic Commerce*, and *MIS Quarterly*. He is also a member of the Association for Information Systems.



Brooke Saladin is an associate professor of management in the School of Business, Wake Forest University. He holds a PhD in operations management from The Ohio State University, an MBA in finance from Bowling Green State University, and a BS in finance from The Ohio State University. He is the author of articles in *Business Horizons*, *Decision Sciences Journal of Innovative Education*, *International Journal of Operations and Productions Management*, *International Journal of Production Research*, *Journal of Operations Management*, and *Omega*. He is also a member of APICS, The Association for Operations Management, Phi Kappa Phi, Production/Operations Management Society.



Minoo Tehrani is a professor and director of the International Business Major at Gabelli School of Business, Roger Williams University. She holds a PhD in business administration and strategy and international management from Arizona State University; an MS in world resource management (Argi-Business) from the College of Engineering, Arizona State University; and a BS in petroleum geology from Michigan Tech University and Pahlavi University. She is the author of "Strategic Management in International Sport: Future Trends and Challenges," in Ming Li (Ed.) *International Sport Management* (with S. Walker, Human Kinetics, 2011) and of articles in *Organization Management Journal*, *Organizational Research Methods*, *The Journal of Business and Economic Studies*, and *Journal of American Academy of Business*. She is also a member of the Asia-Pacific DSI Region and Pan Pacific Business Association.



*Asia-Pacific Regionally Elected
Vice President*

Russell K.H. Ching is associate dean for the undergraduate program at the College of Business Administration, California State University, Sacramento. He holds a PhD in computer information systems and quantitative analysis from the University of Arkansas; an MSBA in management information systems from California State University, Sacramento; and a BSBA in marketing from the University of Hawaii at Manoa. He is the author of articles in *Journal of Computer Information Systems*, *Journal of the Operational Research Society*, *Service Industries Journal*, *Total Quality Management and Business Excellence*, *International Journal of Electronic Business*, *Journal of Global Information Management*, among others. He is also a member of the International Consortium for Electronic Business.



*European Regionally Elected
Vice President*

Gyula Vastag is a professor in the Department of Management, School of Management, University of Pannonia and is also affiliated with Corvinus University of Budapest. He holds PhD and Doctor of Sciences (DSc) degrees from the Hungarian Academy of Sciences and MSc degrees from Corvinus University of Budapest. He is the co-author of *ISO 14000: Assessing Its Impact on Corporate Effectiveness and Efficiency* (with S. Melnyk, R. Calantone, R. Handfield, R. L. Tummala, T. Hinds, R. Sroufe, & F. Montabon, National Association of Purchasing Management, 1999) and co-editor of *Global Manufacturing Practices: A Worldwide Survey of Practices in Production Planning and Control* (with D. Whybark, Elsevier, 1993). He is the author of articles in *International Journal of Production Economics*, *Journal of Operations Management*, *Production and Operations Management*, *European Journal of Operational Research*, *International Journal of Production Research*, and *Omega—International Journal of Management Science*.



*Midwest Regionally Elected
Vice President*

Janet L. Hartley is a professor and director of the Supply Chain Management Institute, Department of Management, College of Business, Bowling Green State University. She holds a PhD in operations management and MBA from the University of Cincinnati, and a BS in chemical engineering from the Missouri University of Science and Technology. She is the co-author (with Swink, Melnyk, & Cooper) of *Managing Operations Across the Supply Chain* (McGraw-Hill, Irwin, 2011) and of articles in *Business Horizons*, *IEEE Transactions on Engineering Management*, *International Journal of Operations and Productions Management*, *Journal of Operations Management*, *Journal of Supply Chain Management*, and *Omega*. She is also a member of the Academy of Management; APICS, The Association for Operations Management; American Society for Quality; Institute for Supply Management; and Production/Operations Management Society.



*Northeast Regionally Elected
Vice President*

Joy Field is an associate professor in the Department of Operations Management, Carroll School of Management, Boston College. She holds a PhD in operations management, an MS in statistics, an MBA, and a BS in mechanical engineering, all from the University of Minnesota. She is the author of articles in *Academy of Management Journal*, *Decision Sciences*, *European Journal of Operational Research*, *International Journal of Operations and Productions Management*, *Journal of Operations Management*, *Manufacturing and Service Operations Management*, among others. She is also a member of INFORMS and Production/Operations Management Society. ■

PRESIDENT'S LETTER, from page 1

from me. I congratulate the incoming officers and members of the Board of Directors. They will find that the outgoing officers have left the Institute in an excellent, healthy, and vibrant state. My tenure as president was a highly satisfying experience, thanks to an outstanding slate of members constituting the Board of Directors and a remarkable team of volunteer-members who worked hard through various ad hoc, constitutional, and standing committees. These leaders, along with the dedicated staff of the Deci-

sion Sciences Institute under the guidance of Executive Director Carol Latta, form a formidable human capital of our Institute.

During the presidency of Keong Leong of University of Nevada Las Vegas, the Development Committee chaired by Tom Jones of the University of Arkansas at Fayetteville undertook a detailed study of the position of the Decision Sciences Institute in the industry of associations. To do this, the committee deployed Porter's Five Forces model. Informed by this study, I constituted an ad hoc committee to examine the role of our Institute in the evolution of the disci-

pline of decision sciences and entrusted it, again, to Tom Jones, along with Bill Carper of the University of West Florida. The committee drew inspiration from Wickham Skinner's memorable presentation at the annual meeting of the Institute in October 2010 in San Diego, which was subsequently published as, "Decision Sciences and the Decision Sciences Institute," in the January 2011 issue of *Decision Line*. If you missed Skinner's presentation, you would do well to read this thought-provoking article. The

See **PRESIDENT'S LETTER**, page 47

ANNOUNCEMENTS

(see more information on related conferences and publications at <http://www.decisionsciences.org>)

Institute Meetings

■ **The 43rd Annual Meeting of the Institute** will be held November 17-20, 2012, at the San Francisco Marriott Marquis in San Francisco, CA. Submission deadlines: refereed papers and competitions: **April 15, 2012**; abstracts and proposals, **May 15, 2012**. For more information, contact Program Chair Thomas Choi at thomas.choi@asu.edu.

■ **The Asia-Pacific Region** will hold its next meeting July 22-26, 2012, at The Le Meridien Chiang Mai Hotel, Chiang Mai, Thailand. Submission deadline has been extended to **April 15, 2012**.

www.apdsi2012.com

■ **The European Region** will hold its 3rd annual conference June 24-27, 2012, in Istanbul, Turkey, at Istanbul Kemerburgaz University. Submission deadline has passed.

www.edsi2012-kemerburgaz.com/

■ **The 6th Annual Meeting of the Indian Subcontinent** will be held in Hyderabad, India, December 27-29, 2012, at IBS. Call for papers will be announced soon.

www.ibshyderabad.org/conference/ISDSI-IBS

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

■ **The Midwest Region** will hold its 2012 Annual Meeting on April 12-14, 2012, in Grand Rapids, MI. Submission deadline has passed.

www.pom.edu/mwdsi/

■ **The Northeast Region** held its annual meeting March 21-23, 2012, at the Hyatt Regency Newport Hotel and Spa in Newport, RI.

www.nedsi.org/

■ **The Southeast Region** held its 2012 meeting February 29-March 2 in Columbia, SC, at the Hilton Columbia Center.

www.sedsi.org

■ **The Southwest Region** held its 2012 Annual Meeting on February 29-March 3, 2012, in New Orleans at the New Orleans Sheraton.

www.swdsi.org

■ **The Western Region** will hold its 2012 Annual Meeting on April 3-6, 2012, at the Hilton Waikoloa Village on Big Island, HI. Submission deadline has passed.

www.wdsinet.org

Call for Papers

Conferences

■ The first International Conference on Innovation and Entrepreneurship: Theory and Practice Relevant to China will be held July 9-10, 2012, at Wuhan University in Wuhan, China. This conference is jointly organized by Lancaster China Management Centre/Institute of Entrepreneurship and Enterprise Development of Lancaster University Management School and the China National Research Centre for Industry-University-Research Collaboration/Economics and Management School of Wuhan University. Submission deadline is **May 6, 2012**.

<http://www.lums.lancs.ac.uk/research/centres/ChinaCentre/>

<http://ems.whu.edu.cn/eic/>

■ **The International Conference on Information Society (i-Society 2012)**, technically co-sponsored by IEEE UK/RI Computer Chapter, will be held in London, England June 25-28, 2012. Submission deadline has passed.

■ **The 22nd International Conference on the Pacific Rim Management**, organized by the Association for Chinese Management Educators (ACME), will be held at the University of the West in Rosemead, CA. Submission deadline is **April 15, 2012**.

www.myacme.org

■ **The 2012 International Conference of the System Dynamics Society** will be held in St. Gallen, Switzerland, July 22-26, 2012. The conference will focus on

"Model-based Management." Submission deadline has passed.

<http://conference.systemdynamics.org/>

■ **The 12th International Conference on Electronic Business (ICEB2012)** will be held October 12-16, 2012, in Xi'an, China, the birthplace of Chinese civilization. Submission deadline is **May 12, 2012**.

<http://orsc.edu.cn/iceb2012/>

Publications

■ *Decision Sciences Journal* is publishing a focused issue on "Responsible Purchasing and Supply Practices." Initial submission deadline is **August 31, 2012**. See page 28 of this newsletter for more information.

■ APICS Educational and Research Foundation seeks applications for a research fellowship which supports doctoral dissertation research on Operations Management. The fellowship amount is \$2,500. Submission deadline is **May 31, 2012**.

www.apics.org/Education/ERFoundation/Competitions/plossl.htm

■ *The International Journal of Electronic Business (IJEB)* is planning a special issue on "Business Strategies and Innovation Models for Interactive Digital Media Enterprises." Online submission deadline is **July 1, 2012**. For more information:

www.icebnet.org/author/

■ *The European Journal of Operational Research* is planning a special issue on Eco-Efficient Based Green Supply Chain Management. Submission deadline is **August 31, 2012**. For more information:

www.journals.elsevier.com/european-journal-of-operational-research/call-for-papers/special-issue-on-eco-efficient-based-green-supply-chain-management/

More conferences and calls for papers are listed on our website:
www.decisionsciences.org/conferences/default.asp

2012 Program Chair's Message

THOMAS Y. CHOI, Arizona State University

Globalization—Working Together and Celebrating Our Differences



Choi

Hello. Greetings from sunny Arizona. The cacti are blooming in vivid colors, and that usually serves as a reminder that the deadline for submissions for the DSI meeting for the year is ap-

proaching. We do look forward to seeing you all in San Francisco in November.

April 15th is the extended deadline for refereed papers and competitions; abstracts and proposals are due **May 15th**.

As many of you already know, we have been working on implementing a new conference management system (CMS). It has been a slow going; we are still working out the issues as we go. But the good news is that it is up and we are making progress. We appreciate your patience and, unfortunately, we may need more patience as we move forward. If you run into a problem with using the new CMS, we do have a designated technology person to contact. His name is Steve Ostrom

and he can be reached at sostrom05@gmail.com.

We want to give you a heads-up for a new initiative we are trying out this year. That is the "Track Caucuses." This initiative is largely designed to provide some continuity from this year to next year. You will meet like-minded scholars there that share common research interests. Please keep your eyes open for this event. The track chairs of this year and next year have been asked to come and lead the caucus. We intend to provide food.

In addition, the 2012 DSI Annual Meeting will feature exciting plenary talks by such leading professionals and academics as **Stuart Kauffman** ("Beyond Entailing Laws": The

Illusion in our Habit of Control and the Promise of a Habit of Enablement"); **Jeffrey K. Liker** ("The Myth of Top Down Decision Making: Distributed Problem Solving at Toyota"); and **Jack Meredith** ("OM Journal Research vis-à-vis Managerial Decisions: Where Are We?"). For more details, see the conference website at www.decisionsciences.org/Annual-meeting. ■

Submission Deadlines:

Refereed Papers and Competitions
April 15, 2012

Abstracts and Proposals
May 15, 2012

www.decisionsciences.org

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2012 New Faculty Development Consortium

Covering teaching, research, publishing, and other professional development issues

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 17, 2012**, 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 e-mail providing the information listed on the DSI annual meeting website under NFDC along with your current vita to the coordinator listed below. To be eligible for participation, your application must be received by the end of the day on **Monday, October 1, 2012**. 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 2012 Annual Meeting, there will no additional fees for participating in this consortium. ■

Application for 2012 New Faculty Development Consortium November 17, 2012 • San Francisco, California

Send in this form and a current copy of your vita to Janet Hartley (see below).
Application deadline: **October 1, 2012**.

Name: _____

Current institution and year of appointment: _____

Mailing address: _____

Year doctorate earned & Doctoral institution: _____

Phone | Fax | E-mail: _____

Research interests: _____

Teaching interests: _____

Major concerns as a new faculty member and/or topics you would like to hear discussed _____

Have you attended a previous DSI Doctoral Student Consortium? ☐ yes ☐ no

If so, when? _____

New Faculty Development Consortium Coordinators:



Janet Hartley
College of Business
Bowling Green State Univ
419-372-8645
jhartle@bgsu.edu



Jay Kim
School of Management
Boston University
616-353-9749
jkimjr@bu.edu

2012 Doctoral Dissertation Competition

Searching for the best 2011 dissertation in the decision sciences

The Decision Sciences Institute (DSI) and McGraw-Hill/Irwin are proud to be co-sponsors of the Elwood S. Buffa Doctoral Dissertation Competition. This competition identifies and recognizes outstanding doctoral dissertation research, completed in the calendar year 2011, in the development of theory for the decision sciences, the development of methodology for the decision sciences, and/or the application of theory or methodology in the decision sciences.

Eligibility

To be eligible for consideration, a submission must meet the following criteria:

1. The doctoral dissertation has to have been accepted by the degree-granting institution within the 2011 calendar year (i.e., between January 1, 2011, and December 31, 2011).
2. Finalists for the Elwood S. Buffa Doctoral Dissertation Competition must register and attend the 2012 Annual Meeting of the Decision Sciences Institute in order to be eligible to win.

Submission Requirements

1. Letter of Introduction

A nominating letter is required from the dissertation advisor. This nominating letter:

- Introduces the doctoral student, the dissertation advisor supervising the dissertation, and the degree-granting institution;
 - Argues for the worthiness of the doctoral dissertation; and
 - Provides contact information for both the doctoral student and the dissertation advisor.
2. Executive Summary of the Doctoral Dissertation Submission

Content

An executive summary is required with the following suggested sections:

- Describes and justifies the importance of the theoretical / pragmatic problem that the doctoral dissertation addresses,
- Delineates the research questions that stem from the theoretical / pragmatic problem,
- Explains the methods being used in sufficient detail for referees with no a priori exposure to the doctoral dissertation to evaluate methodological rigor,
- Discusses the major findings in terms of its contributions to science and / or to practice, and
- Highlights future research opportunities stemming from this doctoral dissertation, and the limitations of the work.

In preparing the Executive Summary, please feel free to refer the reader to specific tables, figures, sections, etc., of the actual doctoral dissertation by including the following pointer: [Please see ____, page __ of the doctoral dissertation].

Format

The Executive Summary must adhere to the following formatting guidelines:

- Does not exceed a maximum of 10 double-spaced, 8.5x11, pages with 1-inch margins.
- Includes a header with two pieces of information: (i) the most relevant discipline within which the doctoral dissertation falls and (ii) the dominant method(s) used in the conduct of the doctoral dissertation research.

- Have a readable font size (10 to 12).

Submission Procedure

The Nominating Letter, the Executive Summary, and the dissertation should be submitted as three separate PDF e-mail attachments to Rich Metters (see e-mail below).

Please name the Nominating Letter attachment as LAST_NAME_FIRST NAME-Nominating Letter.

Please name the Executive Summary as LAST_NAME_FIRST NAME-Executive Summary.

Please name the dissertation as LAST_NAME_FIRST NAME-Dissertation.

Submission Window

All submissions must be received by **May 15, 2012**, to be eligible for the competition. ■



Rich Metters
Information and Operations
Management Department
Mays Business School
Texas A&M University
979.845.1148
rmetters@mays.tamu.edu



2012 Doctoral Student Consortium

Building the foundation for a successful career

Co-sponsored by McGraw Hill/Irwin, Alpha Delta Iota, Emerald Group Publishing, and the Decision Sciences Institute

DSI's 30th annual Doctoral Student Consortium is an engaging, interactive professional experience designed to help participants successfully launch their academic careers. The Consortium will take place on Saturday, November 17, 2012, at the 2012 DSI Annual Meeting in San Francisco, California.

Who Should Attend?

The Doctoral Consortium is offered to individuals who are well into their doctoral studies. The Consortium welcomes students from all subject areas within the decision sciences. A variety of students with backgrounds in operations and supply chain management, management information systems, management science, strategy, organizational behavior, marketing, accounting, and other areas will increase the vitality of the sessions. The program will focus on career goals, research strategies, teaching effectiveness, job search issues, placement services, manuscript reviewing, and promotion and tenure. Students who are interested in addressing these subjects in a participative, interactive way will enjoy and benefit from the Consortium.

Why Should You Attend?

There are several important reasons why you should attend.

1. **Networking.** Getting a job, finding collaborators, and gaining advantages in the career you are about to enter are all related to "who you know." The consortium provides an opportunity for you to meet and get to know some of the leading

researchers and educators in the field.

2. **Skill development.** Excellent research and teaching require practical skills in addition to content knowledge. You will learn from veterans who will share their secrets to success.
3. **Effective research strategies.** Advice and counsel from accomplished researchers in your field can help you develop an effective strategy for moving from your dissertation to a planned research program. The Consortium's Research Collaborative provides a forum for discussing your research ideas with leading researchers and peers who will provide you with valuable feedback and insights.
4. **Learn about DSI.** Take advantage of this unique opportunity to "test-drive" DSI, learn about its people, its processes (such as placement services), and everything it has to offer you.
5. **Fun!** Come socialize with your current and future colleagues in a city that offers an exciting blend of cultural attractions and landmarks and just happens to be one of the top travel destinations in the world.

Program Content

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

- **Teaching Effectiveness.** Harvey Brightman will return to the Doctoral Consortium for another post-retirement workshop in 2012. His sessions are simply not to be missed—even experienced faculty members sit in on these dynamic and inspiring sessions.
- **Research Collaboration.** This open and interactive forum will feature guidance from tenured faculty mentors to help you develop a strategic research plan to advance your career and tenure goals. Working in small breakout groups and with the advice and guidance of the accomplished faculty mentors, you will identify your areas of expertise, target appropriate journals, find suitable co-authors, and plan a mix of publications.
- **Meet the Editors and Academic Reviewing.** Editors from journals in the decision sciences and related fields will describe the missions of their publications and will discuss how to craft strong manuscript submissions, how to improve the chances of getting a journal article accepted, and how to respond to reviews. You will also learn about how to constructively review manuscripts.
- **Job Search Seminar.** Should I target my job search on research-oriented schools? Teaching schools? Private? Public? What's the best way to sell myself? What are the ingredients of a good job interview? This session will help participants answer these questions through insights drawn from a panel of faculty experts.

- **The Changing Nature of Academia-Dean's Panel.** Deans play a significant role in setting the direction for their respective colleges and have the latitude to allocate financial and other resources to support research, teaching, and service. Deans, however, face significant challenges as state funding and associated university budgets are shrinking in the face of global economic pressures. How do these challenges affect incoming junior faculty? What are the deans looking for in new hires? Are the criteria for selection and faculty retention shifting? What does it take to make promotion and tenure? Is the ability to obtain funding for your research becoming increasingly important? What are the evaluation criteria, especially in light of demands by accreditation bodies? How do research, teaching, and service get rewarded?

Join Us

The Doctoral 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 2012- 2013, 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 Consortium. Those wishing to be included should submit:

1. A current curriculum vita, including contact information (e-mail in particular), your major field (operations management, supply chain management, MIS, management science, strategy, and so on), the title of your dissertation proposal or the title of a current research paper.
2. Interested students are encouraged to apply early if they wish to ensure themselves space in the Consortium. Materials should be emailed to Xenophon Koufteros or Shawnee K. Vickery, Doctoral Consortium Co-coordinators at XKoufteros@mays.

tamu.edu or vickery@msu.edu by July 27, 2012. Those who apply by this date and meet the criteria listed above will be accepted for participation. Applications received after July 27th will receive consideration on a space-available basis.

Participants must pay the regular student registration fee for the annual meeting, but there will be no additional charge for the Consortium. This fee includes the luncheon and reception on Saturday, the networking luncheon on Sunday, and the CD-ROM of the 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:



Xenophon Koufteros
Associate Professor
Jenna & Calvin Professor in
Business Administration
Department of Information
& Operations Management
Mays Business School
320J Wehner Building
Texas A&M University
College Station, TX 77843-4217
xkoufteros@mays.tamu.edu
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Shawnee K. Vickery
Professor of Operations and
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Demmer Legacy Fellow
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Business
Michigan State University
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vickery@msu.edu
517-432-6441

2012 Instructional Innovation Award Competition

Recognizing outstanding contributions that advance instructional approaches within the decision sciences

Co-sponsored by Alpha Delta Iota, Prentice Hall, and DSI



Sriram Narayanan,
Instructional
Innovation Award
Coordinator

The advancement and promotion of innovative teaching and pedagogy in the decision sciences are key elements of the mission of the Decision Sciences Institute. At the President's Luncheon during the 2012 Annual Meeting, the 34th presentation of

this prestigious award, co-sponsored by Alpha Iota Delta (the national honorary in the decision sciences), Prentice Hall, and the Institute, will be made.

The Instructional Innovation Award is presented to recognize outstanding creative instructional approaches within the decision sciences. Its focus is innovation in college or university-level teaching, either quantitative systems and/or behavioral methodology in its own right, or within or across functional/disciplinary areas such as finance, marketing, management information systems, operations, and human resources.

The award brings national recognition for the winner's institution and a cash prize of \$1,500 to be split among the authors of the winning submission. Authors of each of the remaining finalist entries share \$750. Author(s) of the finalists will be invited to submit a revised version of their papers for possible publication in the *Decision Sciences Journal of Innovative Education*.

Submissions not selected for the final round of the competition will be considered for presentation in a regular session associated with the conference's Innovative Education track. Therefore,

competition participants should not submit a condensed version of their submission to a regular track. Please do not resubmit previous finalist entries.

All submissions must adhere to the following guidelines and must be received no later than April 1, 2012.

Instructions

Applications must be submitted in electronic form using instructions on the DSI annual meeting website via www.decisionsciences.org. A tentative summary of instructions appears below; however, applicants should consult the website instructions before submitting. Submissions will be electronically submitted using the conference website.

Electronic Submission Notes

- 1. Number of documents and their format:** The electronic submission must consist of one document, in PDF format, completely contained in one file. Graphics and images may be integrated into this one document, but no separate or attached files of any kind are permitted. No audio, video, or other multimedia of any form can be included. Nothing may be separately submitted by any other means, including disks, videotapes, notebooks, etc.
- 2. Anonymity:** Include no applicant names, school names, websites, or other identifying information in your document. This information is captured separately on the electronic submission form. Applicants not adhering to this policy will be ineligible for consideration.

Document Format

- 1. Length:** Your one electronically submitted document can be no more than 30 total pages when formatted for printing.
- 2. Title Page:** On the first page, provide the title of the submission. Number all pages in your submission.
- 3. Abstract/Innovation Summary:** On the second page, explain why your submission provides a new innovative approach to teaching. This will be more detailed than the abstract entered on the conference website. In the first round of reviews, the abstract/ innovation summary will be used to narrow down the list of entries. Therefore, it is critical that you draft an excellent summary.
- 4. Detail Section:** Provide detail about your submission, with the following headings:
 - a. Introduction:**
 - Topic or problem toward which your approach is focused.
 - Level of students toward which our approach is focused.
 - Number of students with whom the approach has been used.
 - Major educational objectives of your approach.
 - Innovative and unique features of your approach.
 - b. Relevant Literature:** Appropriate literature supporting and/or motivating your innovative approach.
 - c. Innovation:** Unique features of your approach and how your approach contributes to student learning.

d. *Implementation*: Explain:

- How you structured the material or content.
- How you designed the explanation and illustration of the material or content.
- How its use makes learning more effective.
- An evaluation plan that includes both a strategy for monitoring the approach and for evaluating its effectiveness.

e. *Effectiveness and specific benefits of your approach to the learning process*: Indicate:

- How your major educational objectives were met.
- Benefits derived from the presentation.
- Students' reactions to the presentation.
- Results of the evaluation of the effectiveness or benefits derived.

AACSB stresses the use of outcomes assessment, therefore it is essential to include measures of the success of the approach, which may include, but should not be limited to, instructor or course evaluations.

f. *Transferability and Implications for Educators*: Explain how this innovation could be used by other institutions, professors, or courses.

g. *References*: You may include in appendices:

- Experiential exercises, handouts, etc. (if any), that are part of your innovative approach and explain where they fit in.
- Any other discussion or material that you feel is essential to an understanding of your submission.

The total length of your electronically submitted document, including appendices, must not exceed 30 pages. The text must be double-spaced, using 11-12 point

characters, and a minimum of one-inch margins.

Statement of Endorsement

In addition to your document, send a letter via e-mail to the competition coordinator (address and e-mail given below) from your department chair, or dean (or equivalent) attesting to the submission's value.

Evaluation

The materials will be evaluated by the Institute's Innovative Education Committee. All submissions will be blind reviewed. Therefore, it is important that all references to the author(s) and institutional affiliation are entered only on the electronic submission form and do not appear anywhere in the submitted document itself.

The submissions will be evaluated in two phases. In Phase 1 the Committee members will read the submissions and select up to three as finalists. All submissions will be evaluated for (1) content, (2) supporting literature, (3) innovation, (4) implementation, (5) effectiveness of the approach, and (6) transferability to other institutions, professors, courses, etc. Consideration will be given to the clarity of the presentation. In Phase 2, the finalists will make an oral presentation at the annual meeting. Both the written submission and oral presentation will be considered in the final voting for the award.

All applicants, including the finalists, will be notified by June 15, 2012. Finalists must attend the Instructional Innovation Award Competition Session at the annual meeting in San Francisco to be eligible to win. At that session, each finalist will:

1. Present a review or summary of the submission.
2. Conduct an in-depth presentation or a discussion of a specific component of the submission (selected by the finalist).
3. Respond to questions from the judges and the audience.

You don't have to constrain your presentation to use of slides alone. Please strive to use an effective method of presenting your instructional innovation so that the audiences are able to understand the significance of your contribution in a limited time period.

This session has two purposes: (1) to provide an avenue for the Institute's members to see and discuss innovative approaches to education which could be used in their classes, and (2) to enable the authors of the innovative packages to "bring their approaches to life" and add another dimension to the evaluation process.

The Committee invites your participation in this competition to recognize excellence in innovative instruction. Please remember that all submissions must be received by **April 1, 2012**.

Applications may be submitted by email with the required materials to:

Sriram Narayanan
Assistant Professor
Department of Supply
Chain Management
Michigan State University
Narayanan@bus.msu.edu
517-432-6432 ■

Theme-Based Showcase Session—Africa

by Adegoke Oke, Arizona State University



Adegoke Oke,
Coordinator

DSI's theme-based session on Africa at the DSI 2012 meeting is an interactive panel-led discussion that will be focused on highlighting the research challenges and opportunities in the African continent. Despite the stagnant growth in Western

economies, Africa continues to enjoy robust growth. Yet, academics and practitioners in the West, especially in the U.S., know little about Africa, and have a lot of misconceptions about operating there. In line with the theme of the 2012 conference "Globalization: Working Together and Celebrating our Differences," this

session will bring together academics and practitioners from different cultures and with diverse experience in operating and doing research in Africa.

Specifically, some of the issues that this interactive panel-based session will address include the following:

1. What are the challenges and opportunities for decision sciences researchers in Africa?
2. Doing research in Africa
 - Learning by doing—what can we learn from the China experience in terms of doing research in an emerging market?
 - What are potential research issues and topics?
 - What are the opportunities and challenges?

- Data availability and access issues
- Potential partners/collaborations
- How to go about it

3. Africa—"the dark continent?" Or the next location for low-cost manufacturing/commodity manufacturing operations?

For more information, contact Africa Theme-based Showcase Session Coordinator:

Adegoke Oke
Dept of Supply Chain Management
W.P. Carey School of Business
Arizona State University
Tempe, AZ 85287-4706
480-965-3105
480-965-8629
adegoke.oke@asu.edu ■

Theme-Based Showcase Session—Australia

by Danny Samson, University of Melbourne



Danny Samson,
Coordinator

This session will present some of the economic and business/managerial challenges and opportunities, and research questions, faced by academics and organisations in Australia. Australia is a large island continent with only 23 million people

and first-world living standards; it also has small domestic markets and low population density. While it once had the highest living standards in the world based on agriculture, Australia now earns its way based on its mining industry.

For decades Australia has struggled to remain viable as a manufacturing base, and the current trajectory is highly problematic. For example, its automotive sector is a third in size of what it was and is seem-

ingly below efficient scale. The difficulty of competing internationally from a "far-away" high-cost base with a small domestic market poses unique challenges embodied in the question "How can we compete?"

On the more positive side, Australia's first-world infrastructure and governance saw this continent move with sound resilience through the global financial crisis. The economy has experienced solid and stable growth, and is envied by many in terms of economic performance and standard of living, despite its high-cost base.

This session will include presentations by academics and business executives, then a panel discussion with the audience.

Australia is currently heavily dependent on its exports of natural resources to China and Japan. Some key challenges include:

1. How can its enterprises use innovation to create higher levels of value

adding and self sufficiency?

2. Can the competitiveness of the dwindling manufacturing sector be raised?
3. How can levels of entrepreneurship be encouraged?
4. How can we as researchers and educators maximize our contribution to dealing with these challenges?
5. How can researchers/educators and business executives work together to improve outcomes?
6. How can we overcome our high-cost structure to compete globally?
7. Can we transform our economy and society to be more environmentally sustainable?
8. What research should be done to support a population policy?

For questions and comments on this session, contact Danny Samson, University of Melbourne, d.samson@unimelb.edu.au ■

2012 Best Teaching Case Competition

by Kaushik Sengupta, Hofstra University



Kaushik Sengupta
Coordinator

Inviting all case-writers!

The Decision Sciences Institute has a tradition of promoting case-based teaching and supporting the development of teaching cases. We eagerly invite case writers in all DSI disciplines to submit their new and engaging teaching cases to the 2012 Best Teaching Case Competition.

Authors of three finalist cases, selected by a panel of case experts, will present their case studies and analysis at a regular session at the 43rd Annual Meeting of the Decision Sciences Institute to be held in San Francisco. The panel of judges will then select the winner from among the finalists, based both on the written material and the presentation.

The winning case will be announced at the awards luncheon, where the au-

thors will receive a cash award. The Case Studies Award will be awarded based primarily on the following criteria:

- **Worthy Focus.** Does the case address an important and timely business or managerial issue?
- **Learning Challenge.** Does the case engage the student in an appropriate and intellectually challenging way?
- **Clarity.** Does the case present the facts, data, and decision(s) to be made in a clear and concise way, consistent with its focus and objectives?
- **Professional Appearance.** Does the case and teaching note present a well written and complete teaching package?
- **Potential for Use.** Is the case and teaching note likely to receive widespread and effective use?
- **Comprehensive Analysis.** Does the case encompass the right combination of qualitative and/or quantitative issues as appropriate for the case?

- **Course/Concepts Linkages.** Are the theoretical linkages in the case appropriate to the course and the topic?
- **Well-defined Pedagogical Note.** Does the teaching note provide adequate guidance regarding how to teach the case, position the case in the course, and outline key learning points?

Cases not selected as finalists may be published as abstracts in the Proceedings of the 2012 Annual Meeting.

The submission deadline is **April 1, 2012**. Cases, with the associated teaching note, should be submitted electronically directly to the competition coordinator, Kaushik Sengupta. Please feel free to contact him with any questions.

Kaushik Sengupta
Zarb School of Business
Hofstra University
Hempstead, NY 11549
516-463-7825

Kaushik.sengupta@hofstra.edu ■

Join Us in San Francisco in 2012!



CALL FOR PAPERS

3rd Annual Conference of the European Decision Sciences Institute

June 24-27, 2012 - İstanbul, Turkey

hosted by Istanbul Kemerburgaz University



The role of international business is becoming increasingly more prominent in the economic development and prosperity of every country. Businesses are more and more aware that sustainability and success in the global arena depends on their ability to achieve and maintain effective integration of global business activities. Business decisions, in order to support global integration in all facets of business life, require not only technical but also social and intercultural competence and innovative thinking as firms today have to master advanced technologies, face fierce competition, and embrace social and cultural diversity to a much greater extent than before.

The conference fosters interdisciplinary research. We invite contributions from all disciplines relevant to decision making and decision processes. Participants from the academic community, business and industry, as well as the public sector, are warmly invited to contribute to the conference. Potential topics include *but are not limited to*:

- Strategic decision making in global supply chain management
- Supply chain operations management
- Behavioral aspects of operations management
- Operational risk and disaster management
- Financial risk management
- New trends in entrepreneurship
- Innovations in information technology applications
- Global investment decision making
- Innovative applications in modeling and decision techniques
- Information economics for the 21st century and beyond
- Performance and revenue management
- Industry sector-specific decision making & strategy formulation
- Aviation Management

Best Paper Competition

Sponsored by **Alpha Iota Delta,**
The International Honor Society in
the Decision and Information Systems



Categories:

- Best Theoretical/Empirical Research Paper
- Best Application Paper
- Best Student Paper

The best paper in each category will receive \$ 150, and will be reviewed for possible publication in the Decision Sciences Journal or the Decision Sciences Journal of Innovative Education.

SEE CONFERENCE WEBSITE FOR MORE INFORMATION: www.edsi2012-kemerburgaz.com

SUBMISSION OF CONTRIBUTIONS

Deadline for Abstract/Paper Submission: **February 15, 2012**
Notification of Acceptance: **March 30, 2012**
Full Manuscripts of Accepted Abstracts Deadline: **April, 30 2012**

CONFERENCE REGISTRATION

Registration + DSI Membership Fee from July 2012 to June 2013

Registration Fee **195 Euros (until April 30, 2012)**
Late Registration Fee **235 Euros (after April 30, 2012)**
Membership Fee ranges from US\$40 to US\$160 (See website for details)

Registration Fee includes
Lunches and coffee breaks
Welcome reception
Conference bag and proceedings

Optional Activities
Gala Dinner **60 Euros**
City Tour (June 24, 2012) **35 Euros**
Hyundai Assan Plant Tour (June 28, 2012)* **10 Euros**

**The plant tour will be held after the last day of the conference*

Local Program Committee

Istanbul Kemerburgaz University
Prof. Sukran N. Atadeniz (Conference Chair)
Prof. Emre Alkin
Assoc. Prof. Guner Gursoy
Assist. Prof. H. Gokhan Akay
Assist. Prof. Saadet Cetinkaya
Assist. Prof. Atilla Cifter

Bogazici University

Assist. Prof. Yavuz Acar

International Program Steering Committee

Prof. Jan Arlbjorn
University of Southern Denmark, Denmark
Prof. Constantin Blome
Université Catholique de Louvain, Belgium
Prof. Bartholomew MacCarthy
The University of Nottingham, UK
Prof. Carmela Di Mauro
University of Catania, Italy
Prof. Marc Sachon
University of Navarra, Spain
Prof. Gyula Vastag
Covinus University of Budapest, Hungary



Sustaining DSI Future with Our Past—Treasurer's Report

Shaw K. Chen, University of Rhode Island

As treasurer of the Decision Sciences Institute (DSI), I am very pleased to present this exposé of the organization's financial status to all DSI members. The economic environment has been quite challenging in recent years, and the impacts toward higher education institutes have been significant. As a result, the DSI organization has also experienced the full intensity of the enormous economic downturn. However, there is considerable good financial news to report, especially the income from investments and regional revenues. The impact of this affirmative advance is reflected in an impressive increase in the DSI's net assets, and will provide DSI comfortable financial safety backing for innovative endeavors to enhance quality and services in the years ahead.

The Budget Process

First of all, allow me to brief members on the DSI budget process. The draft of the annual budget is prepared by the executive director, who submits it to the DSI Board in April. The Board is comprised of the president, past president, president-elect, at-large vice presidents, regional vice presidents, secretary, treasurer, and the executive director. The DSI fiscal year ends on June 30, after which our account-

ing firm reviews our books and procedures and prepares an audit and summary report on the past fiscal year. The Board reviews and discusses this audit report during DSI's November meeting.

DSI Cash and Cash Equivalents and Investments

More than 90% of DSI's assets are in the categories of "Cash and Cash Equivalents" and "Investments." Cash and cash equivalents are the most liquid assets of DSI. DSI Investments are comprised of the assets of the DSI's invests in various stocks and bonds such as Vanguard GNMA Fund, Vanguard Inter-Term Bond Index Vanguard Inflation Protected, Vanguard Total Stock Market Index Admiral, and Vanguard Total International Index. These investments vary as to their level of liquidity with differing requirements for notice prior to redemption or withdrawal.

Financial Highlights (As of 6/30/2011)

1. The Institute has a change in net assets (since July 1, 2010) of \$222,813, of which \$55,630 belongs to the regions.

2. The Institute's net assets balance is \$928,948. This amount is cumulative and includes combined net assets balances for the regions of \$301,194. The majority of the Home Office's most significant financial activity is related to the Institute's Annual Meeting and takes place in the months of November and December. The majority of the regions' financial activity is conference-related and is reported at year-end.

3. The Institute's investment portfolio is recovering well from the significant unrealized losses it experienced during the economic downturn experienced in the U.S. economy that began in September 2008—most notably in the Total Stock Market Index Fund. Between July 1, 2010 and June 30, 2011, the Institute's total portfolio experienced total unrealized gain and investment income of \$85,086. The Institute's investment portfolio balance as of 6/30/11 is \$544,635. ■

Table 1. DSI Net Assets 2008-2011.

	Change 2010-2011	As of 6/30/11	As of 6/30/10	As of 6/30/09	As of 6/30/08
Net Assets of DSI	\$222,813.00	\$928,948.00	\$706,135.00	\$628,973.00	\$648,385.00
Net Assets of DSI (Excludes Regions)	\$167,183.00	\$627,757.00	\$460,574.00	\$387,441.00	\$374,330.00
Regional Assets	\$ 55,630.00	\$301,191.00	\$245,561.00	\$241,532.00	\$274,055.00

2011 Independent Auditors' Report

To the Members of the Decision Sciences Institute, Inc.

I have audited the accompanying statements of financial position of Decision Sciences Institute, Inc. (the "Institute") as of June 30, 2011 and 2010, and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the Institute's management. My responsibility is to express an opinion on these financial statements based on my audits.

I conducted my audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that I plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on

a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. I believe that my audits provide a reasonable basis for my opinion.

In my opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Decision Sciences Institute, Inc. at June 30, 2011 and 2010, and the changes in its net assets and its cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

My audit was made for the purpose of forming an opinion on the basic financial statements taken as a whole. The combining schedules included in Schedules 1 and 2 are presented for purposes of additional analysis and are not a required part of the basic financial statements. The combining information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in my opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

James Dykhouse, CPA
August 24, 2010

STATEMENTS OF FINANCIAL POSITION June 30, 2010 and 2009

Assets	2011	2010
Current assets:		
Cash and cash equivalents	\$413,837	313,588
Investments	544,635	459,548
Accounts receivable, less allowance for doubtful accounts of \$14,000 in 2011 and \$11,000 in 2010	65,204	33,599
Prepaid expenses	1,841	2,104
Deferred charges	23,598	23,048
Equipment, less accumulated depreciation of \$91,229 in 2011 and \$158,534 in 2010	<u>6,727</u>	<u>10,765</u>
	<u>\$ 1,055,842</u>	<u>\$ 842,652</u>
Liabilities and Net Assets		
Liabilities—current:		
Accounts payable	\$36,834	41,799
Accrued vacation expenses	24,324	23,962
Deferred revenue:		
Convention deposits	6,935	10,645
Membership dues	<u>83,126</u>	<u>84,074</u>
Total current liabilities	151,219	160,480
Net assets—unrestricted	<u>904,623</u>	<u>682,172</u>
	<u>\$1,055,842</u>	<u>\$ 842,652</u>

See accompanying notes to financial statements.

NOTE, from page 46

- Level 1: Quoted prices in active markets for identical assets of liabilities.
- Level 2: Other significant observable inputs not quoted on active markets, but corroborated by market data.
- Level 3: Significant unobservable inputs for the asset that are supported by little or no market activity and that are significant to the fair value of the underlying asset.

The following table summarized the Institute's financial instruments measured at fair value on a recurring basis in accordance with ASC 820 as of June 30, 2011, and 2010:

	Total	Level 1	Level 2	Level 3
AS OF JUNE 30, 2011:				
Publicly traded securities	\$544,635	\$544,635	-	-
AS OF JUNE 30, 2010:				
Publicly traded securities	\$459,548	459,548	-	-

Financial Statements and Schedules

STATEMENTS OF ACTIVITIES Years ended June 30, 2011 and 2010

	2011	2010
Revenue:		
Membership	\$ 243,424	\$ 241,530
Convention	546,116	533,180
Publications	79,428	82,058
Advertising	7,991	8,978
Investment and interest income	13,548	11,782
Realized, unrealized gains (losses) on investments	71,593	35,809
Contributed support from affiliate	11,000	11,000
Other	<u>16,067</u>	<u>1,640</u>
Total unrestricted revenue	<u>\$ 989,167</u>	<u>\$ 926,077</u>
Expenses:		
Program Services:		
Member services	262,071	281,475
Convention	380,083	422,201
Publications	42,036	57,346
Placement	<u>32,223</u>	<u>34,650</u>
Total program services	716,413	795,672
Management and general—supportive services	<u>50,303</u>	<u>53,243</u>
Total unrestricted expenses	766,716	848,915
Change in net assets	222,451	77,162
Net assets at beginning of year	<u>682,172</u>	<u>605,010</u>
Net assets at end of year	<u>\$ 904,623</u>	<u>\$ 682,172</u>

See accompanying notes to financial statements.

STATEMENTS OF CASH FLOWS Years ended June 30, 2011 and 2010

	2011	2010
Cash flows from operating activities		
Change in net assets	\$222,451	\$ 77,162
Adjustment to reconcile change in net assets to net cash provided by operating activities		
Depreciation	4,969	8,206
Unrealized (gains) losses from investments	(71,593)	(35,809)
(Increase) in accounts receivable	(31,605)	(2,216)
Decrease in prepaid expenses	263	785
(Increase) decrease in deferred charges	(550)	12,391
(Decrease) in accounts payable	(4,965)	(16,092)
Increase in accrued vacation expense	362	—
Increase (decrease) in deferred revenue:		
Convention deposits	(3,710)	2,645
Membership dues	<u>(948)</u>	<u>(13,502)</u>
Net cash provided by operating activities	114,674	33,570
Cash flows from investing activities:		
Purchase of equipment	(932)	(1,718)
Purchase of investment securities	<u>(13,493)</u>	<u>(11,135)</u>
Net cash (used in) investing activities	(14,425)	(12,853)
Increase in cash and cash equivalents	100,249	20,717
Cash and cash equivalents at beginning of year	<u>313,588</u>	<u>292,871</u>
Cash and cash equivalents at end of year	<u>\$ 413,837</u>	<u>313,588</u>

See accompanying notes to financial statements.

Financial Statements and Schedules

SCHEDULE 1: COMBINING SCHEDULE OF REVENUE, EXPENSES, AND CHANGES IN NET ASSETS INFORMATION Year ended June 30, 2011

	Home Office	Northeast DSI	Southeast DSI	Midwest DSI	Southwest DSI	Western DSI	Asia DSI	Europe DSI	Mexico DSI	India sc DSI	Total
Revenue:											
Membership	\$241,099	-	-	-	80	-	2,245	-	-	-	243,424
Convention	393,922	40,399	22,729	7,000	5,375	66,390	-	10,301	-	-	546,116
Publications	79,428	-	-	-	-	-	-	-	-	-	79,428
Advertising	7,641	350	-	-	-	-	-	-	-	-	7,991
Investment and interest income	13,548	-	-	-	-	-	-	-	-	-	13,548
Realized and unrealized losses on investments	44,729	2,837	5,121	4,266	5,450	8,980	210	-	-	-	71,593
Contributed support from affiliate	11,000	-	-	-	-	-	-	-	-	-	11,000
Other	<u>3,832</u>	<u>4,484</u>	<u>5,500</u>	<u>2,251</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>16,067</u>
	795,199	48,070	33,350	13,517	10,905	75,370	2,455	10,301	-	-	989,167
Expenses:											
Membership services	258,093	393	661	393	397	429	526	393	393	393	262,071
Convention	247,726	35,317	29,117	8,934	3,140	48,985	-	6,864	-	-	380,083
Publications	40,036	-	-	-	-	2,000	-	-	-	-	42,036
Placement	32,223	-	-	-	-	-	-	-	-	-	32,223
Supportive services	<u>50,303</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>50,303</u>
	628,381	35,710	29,778	9,327	3,537	51,414	526	7,257	393	393	766,716
Change in net assets	166,818	12,360	3,572	4,190	7,368	23,956	1,929	3,044	(393)	(393)	222,451
Net assets, beginning of year	<u>436,611</u>	<u>22,920</u>	<u>50,731</u>	<u>41,662</u>	<u>52,215</u>	<u>80,123</u>	<u>1,184</u>	<u>(530)</u>	<u>(1,747)</u>	<u>(997)</u>	<u>682,172</u>
Net assets, end of year	<u>\$603,429</u>	<u>35,280</u>	<u>54,303</u>	<u>45,852</u>	<u>59,583</u>	<u>104,079</u>	<u>3,113</u>	<u>2,514</u>	<u>(2,140)</u>	<u>(1,390)</u>	<u>904,623</u>
	(1)										

(1) Home Office net assets differ from the Internal Financial Statements by the amount of accrued vacation expense \$24,324.
See accompanying independent auditor's report.

SCHEDULE 1: COMBINING SCHEDULE OF REVENUE, EXPENSES, AND CHANGES IN NET ASSETS INFORMATION Year ended June 30, 2010

	Home Office	Northeast DSI	Southeast DSI	Midwest DSI	Southwest DSI	Western DSI	Asia DSI	Europe DSI	Mexico DSI	India sc DSI	Total
Revenue:											
Membership	\$241,630	-	-	-	-	-	-	-	-	-	241,630
Convention	390,816	38,278	27,960	21,767	7,289	47,070	-	-	-	-	533,180
Publications	82,058	-	-	-	-	-	-	-	-	-	82,058
Advertising	8,978	-	-	-	-	-	-	-	-	-	8,978
Investment and interest income	11,769	-	13	-	-	-	-	-	-	-	11,782
Realized and unrealized losses on investments	19,629	1,745	3,309	2,514	3,195	5,322	95	-	-	-	35,809
Contributed support from affiliate	11,000	-	-	-	-	-	-	-	-	-	11,000
Other	<u>1,640</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,640</u>
	767,520	40,023	31,282	24,281	10,484	52,392	95	-	-	-	926,077
Expenses:											
Membership services	272,242	1,310	1,187	530	530	3,498	588	530	530	530	281,475
Convention	278,907	45,933	29,254	16,899	2,712	48,496	-	-	-	-	422,201
Publications	55,346	-	-	-	-	2,000	-	-	-	-	57,346
Placement	34,650	-	-	-	-	-	-	-	-	-	34,650
Supportive services	<u>53,243</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>53,243</u>
	694,388	47,243	30,441	17,429	3,242	53,994	588	530	530	530	848,915
Change in net assets	73,132	(7,220)	841	6,852	7,242	(1,602)	(493)	(530)	(530)	(530)	77,162
Net assets, beginning of year	<u>363,479</u>	<u>30,140</u>	<u>49,890</u>	<u>34,810</u>	<u>44,973</u>	<u>81,725</u>	<u>1,677</u>	<u>-</u>	<u>(1,217)</u>	<u>(467)</u>	<u>605,010</u>
Net assets, end of year	<u>\$436,611</u>	<u>22,920</u>	<u>50,731</u>	<u>41,662</u>	<u>52,215</u>	<u>80,123</u>	<u>1,184</u>	<u>(530)</u>	<u>(1,747)</u>	<u>(997)</u>	<u>682,172</u>
	(1)										

(1) Home Office net assets differ from the Internal Financial Statements by the amount of accrued vacation expense \$23,962.
See accompanying independent auditor's report.

Notes to Financial Statements (June 30, 2011 and 2010)

(1) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) Nature of Business

Decision Sciences Institute, Inc. (the "Institute"), founded in 1969, is a not-for-profit professional organization consisting principally of researchers, managers, educators, and students interested in decision-making techniques and processes in private and public organizations.

(b) Principles of Combination

The financial statements include the combined operations of the Institute and regional organizations. For the fiscal years ended June 30, 2011, and 2010, the accounting transactions of the regions were handled through Decision Sciences Institute, Inc. All material interregion balances and transactions have been eliminated.

(c) Basis of Accounting

Assets and liabilities and revenue and ex-

penses are recognized on the accrual basis of accounting.

(d) Basis of Presentation

The Institute's net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the Institute and changes therein are classified and reported as follows:

Unrestricted net assets: Net assets that are not subject to donor-imposed stipulations.

Temporarily restricted net assets: Net assets subject to donor-imposed stipulations that may or will be met either by actions of the Institute and/or the passage of time.

Permanently restricted net assets: Net assets subject to donor-imposed stipulations that they be maintained permanently by the Institute. Generally, the donors of these assets permit the Institute to use all or part of the

income earned on related investments for general or specific purposes.

As of June 30, 2011, and 2010, all net assets of the Institute are unrestricted.

(e) Cash Equivalents

Cash equivalents consist primarily of short-term cash investments and certificates of deposit with maturities of 90 days or less. For purposes of the statement of cash flows, the Institute considers all short-term, interest-bearing deposits with maturities of three months or less to be cash equivalents.

(f) Investments

Investments are carried at fair value as determined by readily available quoted market prices.

A summary of investments with cost and unrealized appreciation at June 30, 2010, and 2009 is presented below:

	2010		2009	
	Cost	Fair Value	Cost	Fair Value
Money market fund	\$ 55,235	55,235	\$ 55,193	55,193
Bond mutual funds	172,765	183,259	164,604	173,183
Common stock mutual funds	282,215	306,141	276,925	231,172
Total	\$ 510,215	544,635	\$ 496,722	459,548

(g) Deferred Charges and Deferred Revenue

Deferred charges and deferred revenue, relating to conventions and membership dues, are charged to expense or recognized as revenue in the corresponding period of the activity.

(h) Contributed Support from Affiliate

Georgia State University (the "University") provided office space to the Institute in the amount of \$8,000 and administrative support totaling \$3,000 in both 2011 and 2010. These amounts have been reflected in the accompanying financial statements. The Institute makes payments to the University for any other supporting services received.

(i) Equipment

Equipment is carried at cost. Depreciation is computed using the straight-line method over the estimated useful lives of the related assets. When assets are retired or otherwise disposed of, the cost and related accumulated depreciation are removed from the accounts and any resulting gain or loss is recognized in income for the period. The cost of maintenance and repairs is charged to income as incurred; significant renewals and betterments are capitalized. Depreciation expense is \$4,969 and \$8,206 for 2011 and 2010, respectively.

(j) Use of Estimates

Management has made certain estimates and assumptions relating to the reporting of assets and liabilities and the disclosure of contingent assets and liabilities to prepare the financial statements in conformity with gen-

erally accepted accounting principles. Actual results could differ from those estimates.

(2) INCOME TAXES

The Institute qualifies for tax-exempt status under Section 501(c)(3) of the Internal Revenue Code (the Code) as a charitable organization, whereby only unrelated business income, as defined by Section 512 (a)(1) of the Code, is subject to Federal income tax.

(3) PENSION PLAN

All eligible employees of the Institute are participants in the Georgia State University Retirement Benefits Program. Participants in this benefit program must contribute 5% of their annual salaries to either the Georgia State University Retirement Plan (the "Plan") or the Teachers Retirement System (the "System"), a multiemployer, cost sharing public employee retirement system. The University makes contributions to the Plan or the System, based on actuarially computed funding requirements. The Institute makes payments to the University based on the University's estimation of the cost allocated to the Institute's participating employees. Payments to the University for the Plan totaled \$12,680 in 2011 and \$11,976 in 2010.

(4) RELATED-PARTY TRANSACTIONS

The Institute's board of directors has approved payments to an information technology company to provide information technology functions for the Institute. One of the Institute's board of directors' members

is a significant shareholder in this company. Total payments to this company amounted to \$11,000 and \$45,474 during the years ended June 30, 2011 and 2010, respectively.

(5) FAIR VALUE MEASUREMENTS

The Institute has adopted the provisions of Statement of Financial Accounting Standards Board (FASB) Accounting Standards Codification ASC 820, *Fair Value Measurement and Disclosures*, for financial assets and liabilities. Under ASC 820, fair value is based on the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. In order to increase consistency and comparability in fair value measurements, ASC 820 establishes a fair value hierarchy that prioritizes observable and unobservable inputs used to measure fair value into three broad levels. These levels, in order of highest priority to lowest priority, are described as follows:

See **NOTES**, page 43

(see more listings at www.decisionsciences.org/placement/market.asp)

■ **CHAired FACULTY POSITION IN SUSTAINABILITY.** INSEAD, the global business school with campuses in Europe (France), Asia (Singapore) and the Middle East (Abu Dhabi), has an opening for a Chaired Position in Sustainability.

We are looking for a mid-career or senior faculty member. The person should have a strong research agenda and a proven track record in sustainability. He or she is expected to develop both our research as well as our teaching activities on the broad subject of sustainability (MBA, EMBA, Executive Education, and PhD). Given that INSEAD is a Business School, it is expected that

the chairperson will have a keen interest in sustainability issues with relevance to the business world, e.g., letting the research agenda be fed by business-relevant problems, as well as communicating research findings to the business community through publications, teaching and other forms of dissemination.

The expectation is that the person will join one of our academic areas (e.g. Technology and Operations Management, Strategy, Economics and Political Science) and perhaps teach in those while focusing research on sustainability. We are open about which academic area should host this chair.

INSEAD has already developed a solid knowledge base in sub-areas of sustainability given the strong interest from its business partners, alumni and current students. Faculty members broadly interested in sustainability are gathered in a research center in an effort to foster synergies and interdisciplinary work. The chairperson will be expected to play a central role in the further development of these initiatives.

For further information, please contact Professor Luk N. Van Wassenhove, Chair of the Search Committee at luk.van-wassenhove@insead.edu. Please send CV and other relevant materials before May 1st, 2012.

PRESIDENT'S LETTER, from page 30

Jones-Carper ad hoc committee made a number of recommendations that go to the heart of improving the efficiencies of member services. The Board of Directors has made a commitment to implement strategies to improve the operational effectiveness of the Institute. For instance, in my letter in January 2012, I had written about the decision by the Board of Directors to adopt a conference implementation system developed by All Academic, Inc. of Eugene, Oregon. This system has now been inaugurated and paper submissions are coming in for the annual meeting to be held in San Francisco in November 2012.

The Board of Directors has further refined the processes for the development of Specific Interest Groups (SIGs). These groups represent communities of DSI members who have an interest in advancing a specific area of knowledge, learning, or technology, and may communicate, meet, and organize conference sessions to share ideas, solutions, and/or conduct research. The activities of SIGs may evolve to be quite independent of the seasonality of annual meetings. It is hoped that SIGs will attract new members to the Institute and will generate new areas of interest, such as disaster management, health care

management, dealing with terrorism, management of national debt, etc. Calls for SIG Proposals will be forthcoming in future issues of *Decision Line*.

The Board of Directors has been desirous of organizing a World Congress in collaboration with other like-minded associations. Kwei Tang of the National Cheng-chi University, Taiwan, discussed this idea with Barbara Flynn of Indiana University at length. Barbara, who is one of our past presidents, has agreed to champion this initiative and investigate the possibility of such collaboration in various parts of the globe, including China and Brazil.

The membership of the Institute increased during 2011. The attendance at the last annual meeting increased 12.5 percent over the previous year. For this we are grateful to Ken Boyer of Ohio State University, who instituted a number of program innovations. I have no doubt that the future of our Institute is secure at all levels. For instance, at the annual meeting of the Southeast DSI regional subdivision held in Columbia, SC, during February 29 through March 2, 2012, I was impressed to observe that of the 163 attendees, 14 percent were students! New vigor is coming to the organization in the form of highly committed and motivated professionals. The European subdivision,

too, is helping the Institute to expand its global reach through the subcontinent. After the first and the second annual meetings held in Barcelona, Spain, and Wiesbaden, Germany, respectively, the third annual meeting is scheduled to be held in Istanbul, Turkey, during June 24 through 27, 2012.

The *Decision Sciences Journal* continues to do us proud. Its impact factor published by the ISI Web of Knowledge places it at the second rank in the Operations/Supply Chain Management pool, and at the fourth rank in the Information Systems/Technology pool. The importance our Institute gives to teaching and learning is emphatically articulated by the rise of the *Decision Sciences Journal of Innovative Education*. This journal has matured into a four-issue per year journal. Our newsletter, *Decision Line*, too, is getting considerable respect. Now that it has become a 'commendable' Cabell periodical and is listed in EbscoHost, you have all the more reason to use it as your communication channel. Send us your essays and become a thought leader in and for the Decision Sciences Institute! ■

Krishna S. Shri

OFFICERS' NOMINATIONS

The Institute's 2011-12 Nominating Committee invites your suggestions for nominees to be considered for the offices of President-Elect, Secretary, and Vice Presidents elected at-large to serve on the Institute's Board of Directors, beginning in 2013.

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 Indian Subcontinent, Southeast, Southwest, and Western 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
Collins, Roger 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
Ebrahimpour, Maling, Univ. of South Florida-St. Petersburg
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
Ghosh, Soumen, Georgia Tech
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 & State Univ.
Raiffa, Howard, Harvard Univ.
Rakes, Terry R., Virginia Polytechnic Institute & 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
Schniederjans, 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.
Smunt, Timothy, Univ. of Wisconsin-Madison
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
Ward, Peter T., Ohio State Univ.
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

INSTITUTE CALENDAR

APRIL 2012

April 3 - 6

The **Western Region** will hold its 2012 annual meeting on Big Island, Hawaii. Deadline has passed.

www.wdsinet.org

April 12 -14

The **Midwest Region** will hold its annual meeting in Grand Rapids, Michigan.

www.pom.edu/mwdsi

April 15

Submission deadline for refereed papers and competitions to the **2012 DSI Annual Meeting**.

www.decisionsciences.org/annualmeeting/

MAY 2012

May 15

Submission deadline for abstracts and proposals to the **2012 DSI Annual Meeting**.

www.decisionsciences.org/annualmeeting/

JUNE 2012

June 24 - 27

The **European Region** will hold its annual meeting at Istanbul Kemerburgaz University in Istanbul, Turkey. Submission deadline: February 15, 2012.

www.ebs.edu/smi/edsi-home.html

JULY 2012

July 22 - 26

The **Asia-Pacific Region** will hold its 2012 annual meeting at the Le Meridien Chiang Mai Hotel, Chiang Mai, Thailand.

www.apdsi.org

AUGUST 2012

August 31

Submission deadline for focused issue of *Decision Sciences Journal*. See page 28 of this newsletter for more information.

NOVEMBER

November 17 - 20

42nd Annual Meeting of the Decision Sciences Institute, to be held in San Francisco

www.decisionsciences.org/annualmeeting/

DECEMBER

December 27 - 29

The 6th Conference of the **Indian Subcontinent Decision Sciences Institute** will be held in Hyderabad, India.

www.ibshyderabad.org/conference/

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