Congratulations to Newly Elected DSI Officers

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The ballot tabulation was audited and verified by DATAMATX, Inc., Atlanta, GA. See page 34 for more information.

PRESIDENT’S LETTER

Recognizing the Accomplishments of the 2008-09 DSI Board

This has been an eventful year in the global community. From where I sat in China, it was a first-hand observation of the earthquake in Sichuan Province, then the Beijing Olympics, but continually, the massive industrial and infrastructural developments in this country. Especially when it came to projects led by the government, there was a clear evidence of operations...
This is the last issue to be published during Professor Norma Harrison’s presidency. In her farewell letter, she provides a review of an exciting year of advancement. It has been a very exciting year and the future looks brighter yet. During her tenure at the helm of the Institute, she built on the strong roots of DSI and the organization became stronger. Our future continues to look bright as Ram Narasimhan of Michigan State University takes over the mantle.

This issue brings you a conversation between Charles P. Bonini of Stanford University and Vincent Yu of Missouri University of Science and Technology. They discuss Professor Bonini’s contributions to decision sciences, the evolution of our Institute, and Professor Bonini’s perspectives on its future. We hope that these insights will be of value to our readers.

In the International Issues feature column, Linda Brennan of Swinburne University of Technology discusses the prevailing trend of internationalization of business schools and its strategic management. She describes various reasons for this trend, barriers the process encounters, the need for planning the process, and assessment of efficacy of the process. She stresses the need for sustained effort.

In the Research Issues feature column, John Davies and Vicky Mabin of Victoria University of Wellington in New Zealand introduce us to the Theory of Constraints (TOC). They point out that this literature “has reached a sufficient level of maturity and provides benefits in terms of results and thinking process.” They urge the readers to integrate TOC thinking processes into their own disciplines.

In the Ecommerce feature column, J.P. Shim of Mississippi State University and Jeongwon Yang of Kyungpook National University in Korea examine why Wikipedia is not more widely accepted in Korea and China. They discuss various factors that affect adoption of knowledge-sharing technologies and apply them to this specific issue. This article stresses the need for the understanding of cultural differences, users’ behavioral patterns, and overcoming the first mover’s advantage in knowledge-sharing service market.

In the Deans’ Perspective feature column, in the article, “Making Ethical Decisions,” Joseph Gilbert of University of Nevada Las Vegas provides a fresh look at how we might teach ethics to our students, noting how few professors there are with advanced degrees in business ethics. He examines what philosophy and religion offer to the teaching of ethics, while recognizing that those trained in these disciplines may not have real world or academic knowledge of business. He supports teaching of ethical in the context of various business disciplines as well.

Krishna S. Dhir is the Henry Gund Professor of Management at Berry College in Mount Berry, Georgia. He earned his PhD from the University of Colorado at Boulder, MBA from the University of Hawaii, MS in chemical engineering from Michigan State University, and a BTech from the Indian Institute of Technology – Bombay. He has published in numerous journals, including Applied Mathematical Modeling, Corporate Communications: An International Journal, Decision Sciences, IEEE Transactions on Engineering Management, International Journal of the Sociology of Language, and Journal of Information and Optimization Sciences. He has received various DSI awards, including Best Theoretical/Empirical Research Paper Award at the 1993 Annual Meeting in Washington, DC, and Best Application Paper Award at the 1999 International Meeting in Athens, Greece. The Penn State Harrisburg awarded him its 2001 James A. Jordan Jr. Award and 2000 Provost’s Award, both for Teaching Excellence.

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Erratum
In the January 2009 Decision Line (v40n1), an award-winning paper by Professor John Wellington (Indiana University - Purdue University of Fort Wayne) was inadvertently omitted from the list of 2008 Distinguished Track Papers. We apologize for the error and include the missing information below.

2008 Distinguished Track Paper for Statistics and Decision Analysis

Sensitivity Analysis of the MSAE Regression Result: Post-optimality Analysis of the LHS Coefficients

John F. Wellington, Indiana University - Purdue University of Fort Wayne
Wen-Bin ‘Vincent’ Yu of Missouri University of Science and Technology recently interviewed Professor Charles P. Bonini of Stanford University. They talked about Dr. Bonini’s long association with the Decision Sciences Institute, his views on emerging areas of decision sciences and evolution of the Institute, his current interests, and his advice to budding decision scientists. [Krishna S. Dhir, Editor]

**A Conversation with…**

**Charles Pius Bonini**

by Wen-Bin ‘Vincent’ Yu, Missouri University of Science and Technology

Yu: How did your association with the Decision Sciences Institute develop?

Bonini: My association with the Decision Sciences Institute began about 36 years ago. Back then it was called AIDS (American Institute for Decision Sciences). One of my doctoral students and I had done some research involving probabilities and decision analysis. I noted that Western AIDS was scheduled to meet in southern California. We submitted a paper and attended the meeting. I met the local AIDS folks as well as the home office ones. I got involved in the regional association and that led to involvement at the national AIDS. Next I began attending national meetings and met many colleagues of whom I knew from reading their books and articles. At the Institute I got to know them on a personal basis. I got elected as a director (now called vice president). I was involved in organizing various programs of the Institute and served as a reviewer for the Decision Sciences journal. I was fortunate to be elected president in 1977-78. I continue to be active in the organization.

Yu: How is data mining different from traditional data analysis? Is it simply a sugar coded name for data analysis?

Bonini: To some extent “data mining” is a buzz word. New terms are constantly coming out and get big play. Much of data mining is what was formerly referred to as regression analysis, experimental design, etc. But I think there are some new dimensions. For one thing, there are some new techniques that have been developed such as classification trees. In addition, neural nets are being used to analyze data. Software for this is rela-
Yu: What do you enjoy doing these days?

Bonini: I really enjoy teaching at both the MBA and executive levels. I put a lot of time and effort into it. And I have coauthored a number of textbooks, of which I am proud. I now teach a course on data mining. As indicated above, much of that is relatively new, so I had to study the subject matter and develop the teaching notes. In the early days, I developed software programs to support coursework. For example, many years ago I coded a linear programming algorithm that my students used until better commercial alternatives became available. I also did some research, especially in the early years.

Yu: What has been the influence of the Decision Sciences Institute on your career?

Bonini: The Decision Sciences Institute was very important to my career. Through DSI I got to know leading academics in various universities. This enabled me to keep abreast of what was going on in the field. And, since I was a book author, I was able to get feedback and insights for revisions in my texts. I have made many very good friends at this Institute.

Yu: What factors or trends contributed to the development of Decision Sciences Institute?

Bonini: I see two factors having contributed to the Institute’s development. The first is that the whole area of decision analysis (decision making under uncertainty) was relatively new when the Institute was first formed. The existing professional societies were not giving this subject area much attention. But it was important and represented the central focus of Institute’s activities, especially in the context of how it was incorporated into the curriculum in business schools.

The second factor is related to the growth and improvement of business education in the U.S. About the time when the Institute was started, the academic side of business education was increasing in importance. Prior to this business education was considered largely a “trade school” type of education. But then business schools began to do significant research. And the Institute provided a very good forum for faculty to present their new research and collaborate with colleagues. The entire spectrum of quantitative techniques became a significant part of management education. This also extended to executive education in management.

Yu: How do you see Decision Sciences Institute evolving? How would you like it to evolve?

Bonini: DSI has become much broader in its focus. It is not simply about quantitative tools, but about decision analysis broadly defined. If one looks at the current national program, the sessions are about health care systems, about supply chains, about social responsibility, and so on. We have become an organization that allows our faculty colleagues to present their research on a great variety of topics. In many ways this is good and draws many faculty to the annual and regional meetings. But it does have a down side since attendance at these widely varied sessions tends to be sparse. I think the evolution of DSI is good. The whole field is evolving. The focus used to be on the methodology—the tools and techniques. I now see more emphasis on a wider variety of application areas.

Yu: What is the future likely to be for those who are just starting their academic career today?

Bonini: I think the future is “rosy” for folks just starting out. Management education has achieved good status in academia. The academic standards are high. There is good collegiality within the decision sciences field. It will take hard work, but success has its rewards, especially in terms of personal satisfaction.

Yu: I am a faculty member at the Missouri University of Science and Technology, which is known for its engineering programs. We started a business school not very long ago. What advice do you have for interactions with engineering school faculty?

Bonini: I am not sure how the connection between engineering schools and business schools works in general. At Stanford University we have a good connection. One of my coauthors, Warren Hausman, is a professor in the Industrial Engineering Department (called Management Science and Engineering), and many of my business school colleagues have joint research with engineering school faculty. Also, we have courses that combine management and engineering perspective—new product development, for example.

Yu: How do you strike a balance between teaching and research?

Bonini: Keeping a good balance is important. Research is now much more valued than when I started teaching almost 50 years ago. One needs to do reasonable

See Bonini, page 8

Professor Bonini

is William R. Timken Professor of Management Science Emeritus at Stanford University and is renowned for his work in decision analysis, optimization models, queuing and processing systems, simulation, and data mining. He has been associated with the Decision Sciences Institute for about four decades, and served as its president in 1977-78. He has been elected Fellow of the Institute and was awarded its Distinguished Service Award—now named after Dennis E. Grawoig—in 1989.

Professor Bonini received his undergraduate education at the College of the Holy Cross. He received his MS and PhD degrees at Carnegie Mellon University. In 1958 he joined the faculty at Stanford University. Over the ensuing years he has taught Decision Analysis, Modeling and Simulation, Management Information Systems, and Data Mining, in Stanford University’s MBA, Doctoral, and Sloan programs. He has authored or coauthored a number of text books on these subjects, including nine editions of Quantitative Analysis for Management.

Over the six-year period from 1987 to 1993 he served as associate dean of Stanford University’s Graduate School of Business and Director of its MBA Program. In 1999 he received the Robert T Davis award for extraordinary contributions to the School.
Internationalization? You Gotta Be Serious!
by Linda Brennan, Swinburne University of Technology, Hawthorn, Victoria, Australia

Increasingly, universities find themselves placing ‘internationalization’ in their missions and vision statements. Examples abound of statements relating to the global citizen, international status and ranking, international research, partnerships and so on. For many, however, internationalization is more often related to attracting international students in order to increase revenue flows.

However, internationalization is more than increasing numbers of students. As the ‘market’ for education and research is becoming globalized, the trend is now towards the establishment and development of international partnerships that work at enabling both teaching and research in the higher educational context. Partnerships are increasingly important because of the sheer number of potential opportunities when considering a global marketplace. There are millions of higher education providers who all purport at some level to teach high-quality courses and to conduct knowledge generating research. How to choose from among them?

While the number of potential opportunities is myriad, an important base point is ‘Why bother with internationalization at all?’ Internationalization is expensive in terms of the time, effort, and money spent and has few clearly identifiable benefits at a local level—most benefits accrue to the host country at a national level. Further, international collaboration, be it student mobility or research collaboration is likely to be challenging as one wades through the complexities of national and international government policies and procedures. Finding your way through international bureaucracy is not a task for the faint hearted or ill-informed!

So, why should internationalization be pursued? A primary reason is that in a global marketplace, no one wants to be seen as ‘second class’—reputation is paramount in the educational market when there are so few tangibles to sell. Reputation can be established through advocacy and ambassadorship. These come about through having international ‘others’ aware of your reputation. Unless you have massive advertising budgets, the way they become aware is either through international journals (assuming they are reading the same ones that you write in), or through international relationships and alliances. In the latter case, the attachment to your ‘brand’ is likely to be more emotional and persuasive as the familiarity is increased by being personalized.

In a global marketplace, a successful ‘brand’ requires global brand equity. This can be gradually built up over time by establishing relationships with other global players with similar ‘brand attributes’ and thus leveraging off each others brands in different geographic markets. Brand equity is important to business schools because prospective students, alumni donors, research funding partners, and faculty (both prospective and existing) all require reassurance that the investment they are making is a sound one.

Beyond brand equity building, an investment in internationalization also benefits staff and students through knowledge transfer, the development of an internationally enabled workforce, increased trade opportunities, increased international networks and relationships, among other outcomes. Further benefits of internationalization are a greater capacity to compete in the global arena,
enhanced opportunities for research collaboration, a more cosmopolitan faculty and student profile, and an ability for graduates to take their place on the world stage—after all, many students will end up working for multinational corporations. International collegial relations enhance reputation and research opportunities.

An ambitious goal as an outcome of internationalization is ‘world peace,’ which may be generated as a result of greater understanding of different cultures and the challenges faced by others in a rapidly globalizing world.

However, world peace may be a little way off as there are many barriers to internationalization for universities and business schools. One of the major barriers to internationalization was referred to above. The complexity and scope of opportunities is often beyond the capacity of a regional community college to resource and manage. Another barrier is that of the time it takes to establish and manage an international program of any kind. Not the least of which is deciding what it means to be ‘international’ at all. For example, will internationalization incorporate teaching and research or simply teaching? Will it involve international experiences for students and staff or simply students?

A further barrier is that of ‘it is not my job.’ Who should be responsible for the production of global citizens? Should this be a university at all? Should not the governments of the day (who are, after all, the major beneficiaries) be the entity that legislates, resources, and manages the production of global citizens? The costs involved are often of such a large scale that it is preferable to devolve them to someone else. The entity which is the last in line of this devolution of costs may be the least able to support the expense of internationalization.

Yet another barrier is that in most English-speaking regions, internationalization is seen as an optional extra. Business students do not need to develop language skills as the language of ‘business’ is most often English. This limits the motivation for both staff and students to invest any time in learning about international issues. While there may be some token efforts to embrace diversity and intercultural competencies, these are most often positioned within an international, not international framework. A quick review of international marketing textbooks will find that international sometimes means the next country not the next continent. If staff are writing in such limited contexts in support of their teaching, what hope is there for their international research efforts?

Despite the barriers to internationalization, it remains a key priority for a university (or business school) wanting to take their place on the world stage. It is no longer an optional extra to be decided when and if resources become available. The world of education is globalizing. From this perspective, only globally relevant brands will be the leaders of the future. So, how to ensure that you are one of the global brands?

Firstly, internationalization should be a key component of any strategic planning or goal-setting process. The plan should be fully integrated with any other plans that exist within the organization and should be appropriately resourced. Importantly, someone senior within the organization should be responsible for the implementation of any activities resulting from the plan. Ideally, the university will be completely on board with the most senior officers of the university able to clearly articulate the value of internationalization. However, at the very least, the dean of the business school should undertake to champion internationalization.

The business school should have its own internationalization plan that is properly resourced. The costs of internationalization should be clearly recognized and a strategic decision made as to its value within the organization. The value is not always going to equate to a tangible ‘return on investment’ in any economic sense. Hence, there is a need to ensure that internationalization activities are adequately resourced even when times are tough. Annual budget cycles being what they are, internationalization can often be left off the agenda; simply because people do not understand the long-term strategic value. Once again, someone senior in the business school must be accountable for internationalization activities.

Using the ‘if you don’t measure it, it doesn’t get done’ axiom, the internationalization plan should have measurable performance indicators. These are likely to be output or input measures rather than outcome measures. Outcomes are potentially at too great a distance to be measured in the traditional sense of the word. However, some measures should be developed which will be suitable proxies for the outcomes you seek. Internationalization performance should be recognized and rewarded. Rewards in this context do not have to be monetary. Rewards can be as simple as allowing the activity to occur as part of someone’s normal duties. Much internationalization zeal is lost in the need to constantly find ‘spare’ time and energy to participate. Recognition can be as simple as an award for internationalization (a certificate to hang on the wall costs very little).

If you are starting from the beginning, ‘appropriate resourcing’ is relative to your capacity to invest. In this sense, you might consider conducting a self-assessed audit of your internationalization activities. There are many online survey tools that will even do basic analyses of the data collected. The fact of asking the questions is as important as having the answers. By asking the question, staff are made aware that the issue is something they are personally responsible for and they make changes to their behaviors so that they can answer more positively the next time. Of course, if the activity is beyond the scope of an individual, there needs to be more investment by the business school or university.

The number and type of partnerships entered into should be closely monitored for ‘span of control’ elements. Credit transfer agreements are readily available but are they really strategic? Will they be able to be leveraged for access to markets and research opportunities? Are they targeted or simply opportunistic? A proactive approach is required in addition to ensuring that any relationships which are established can be managed...
appropriately. Partnerships should be assigned ‘champions’ to ensure that the relationship is managed and maintained over time. Too often, relationships are started by enthusiastic individuals who then leave the organization, and the relationship is left to flounder. This in turn decreases the reputation of the university as the partnership dissolves, at best amicably and at worst acrimoniously. Relationship succession planning with international partners is very important. Keeping the relationship records up to date is equally important—knowing that you already divorced that partner for non-performance is very useful information for the next enthusiastic seeker of new horizons! Accepting that not all partnerships work in your best interests is also an important step in negotiating opposite relationships. However, you do need to develop criteria for assessment of relationships and performance indicators that are transparent to all. Once again, monitoring of performance is necessary.

A multiplicity of factors will need to be considered—each of these factors may be unique to the partner and the outcomes you seek.

Because enthusiastic individuals are required for internationalization to ‘work,’ mechanisms need to be established that enhance opportunities. For example, short-term staff exchanges, small research grants, rewarding international collaboration, and so on. Motivating the individual to contribute to the internationalization agenda is important to successful outcomes for the business school or university. Internationalization does not ‘just happen.’ Those universities with global reputations have ‘invested’ much time and effort, usually over many years, to get where they are today. It all starts with small steps, but you have to be very serious about which steps you take in which direction.

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**Letter to the Editor**

**March 20, 2009**

Thanks for publishing “Web-Based Instruction Improves Teaching” (Decision Line, Jan. 2009, pp. 4-6). Many of us have been following the web-based homework debate with interest, and I am grateful to Jay Heizer and Barry Render for providing an advanced copy of the article and a demo of the Prentice Hall Grade Assist (PHGA) for my adoption in 2008. That said, after one semester with PHGA, I reverted to writing and grading my own homework questions out of a concern that I was trading richness of student thinking for personal convenience. Despite the many advantages, I don’t see a way to immerse students in an environment of open-ended homework and activities using a web-based system.

Why open-ended? There’s a mathematics education literature spanning the last 20 years on the value of open-ended questions in homework and assessment. Elizabeth Badger and Brenda Thomas wrote in 1992, “Open-ended questions are not multiple-choice questions without options. They are not questions that demand a single correct response. Nor are they questions where any response is acceptable. Rather, open-ended questions address the essential concepts, processes, and skills that go beyond the specifics of instruction to define a subject area. In general, they require complex thinking and yield multiple solutions” (Badger & Thomas, 1992).

Researchers found that open-ended problems encourage deeper student learning, instill more student confidence, and give more conceptual (less mechanical, procedural) understanding that is more readily applied in unfamiliar situations. Much of this research applies to quantitative college subjects, like Operations Management.

When the benefits of web-based homework are measured by exam performance—that is, a metric based on similar “closed” questions—it is not surprising that automating the practice of such problems results in improvement. The question is this: how deeply do the students retain the material, say, five years from now? It’s an open question.

I invite anyone interested in this literature (and examples of open-ended questions) to browse a survey essay at http://blsciblogs.baruch.cuny.edu/millhiser/teaching.

**Will Millhiser, Department of Management, Baruch College, New York City**

**Reference**

In this issue, Professor John Davies and Associate Professor Vicky Mabin discuss the Theory of Constraints (TOC), an approach that has been around for some time and has gone through some significant changes. However, while a powerful ‘tool,’ it is still unknown to many and often misunderstood. In this paper, Davies and Mabin explain the TOC and show how it can be of value in solving many problems. [Miles G. Nicholls, Feature Editor]

Theory of Constraints

by John Davies and Vicky Mabin, Victoria University of Wellington, New Zealand

The Chambers dictionary defines emerge as “To rise out of anything; To reappear after being concealed; To come into view.” The notion of coming into view is a helpful one, as often the new disciplines have been around for a little while before they come into our view. New ideas/methods emerge—as if from nothing. They are often presented with a brashness—fitting considering their youth—but often unwelcome to the established order. The newcomer can pose several threats: threats to established ways of seeing and doing, of established curricula and established levels of support for current policies, procedures, actions, and methods. The advantages of the newcomers are often overstated, and justifiably called into question by the ‘old guard.’

However, there comes a time with all these newcomers where we need to take a fresh look—allow the newcomer to ‘come into view’ and be reassessed in an objective way to see how it may be incorporated into the established bodies of knowledge. The ‘emerging’ disciplines can be seen to have something in common with the metamorphosis of a caterpillar into a butterfly—they are often perceived as unwanted upstarts initially, but in time, emerge into well-rounded, very attractive additions to the array of models already in existence.

The field now known as the Theory of Constraints (TOC) is a case in point. TOC began as a production scheduling aid, developed by Eliyahu Goldratt in the late 1970s (Gardiner et al., 1994). It was termed ‘optimised production timetable,’ and was quickly developed into a software package commonly known as OPT (optimised production technology). Ten years later it had become known as TOC and had shed its computer package like an old skin, embracing the more potent field of human behavior. For it was the failures caused by the expectations associated with a turnkey package that led Goldratt and others to realize that what was needed was to convince people to change their ways, rather than tailor the package to simply automate their old policies and procedures—changes to their thinking and actions were needed if the potential gains were to be realized.

Conceptualized as a philosophy of continuous improvement and described in the best seller novel The Goal (Goldratt & Cox, 1984), TOC encompassed a systematic approach to organizational problem solving in the form of “5 focusing steps,” first providing a means of identifying the constraining factors preventing a company from achieving its goal through “breaking” the constraints and repeating the process of improvement. Companies that adopted this way...
of thinking were able to realize some remarkable gains, even after other improvement methods such as Just-in-Time and TQM had been applied (Mabin & Balderstone, 2000; Mabin & Balderstone, 2003). Recent controlled experiments in real plants within a manufacturing organization have demonstrated the improvements achievable with TOC’s Five Focusing Steps in combination with Lean and Six Sigma, over those two methods in isolation (Pirasteh & Farah, 2006).

Several general approaches or ‘standard solutions’ for typical applications in addition to production have since been developed, such as distribution (supply chains), marketing and sales, performance measurement and projects. Examples of published case studies include radical reduction of hospital wait times (Umble & Umble, 2006) and the Edelman Award-winning application of Critical Chain project management to aircraft repair at Warner Robins (Srinivasan et al., 2007).

Alongside this emergence and growing acceptance of TOC for production, processes, and projects, has been its infusion into managerial practice, into academic courses and into the literature. Major car companies are now reportedly using TOC, while universities around the globe use The Goal as a textbook and include TOC in some form in courses.

Moreover, over time the TOC field has grown to include not just guidelines for what to do but also how to think differently. Efforts to codify the ‘thinking’ that led to such improvements has provided a set of logic tools collectively known as the TOC Thinking Processes (TPs) which aid the decision making process for any intervention (Scheinkopf, 1999).

In much the same way as the ‘5 focusing steps’ address identifying and managing any constraints on improving performance, the TPs also focus on factors that are currently preventing a system from achieving its goals. The original suite of TPs comprises five logic diagrams (four trees and a ‘cloud’): Current Reality Tree (CRT), Evaporating Cloud (EC), Future Reality Tree (FRT), Pre requisite Tree (PRT), Transition Tree (TT), and a set of logic rules, the Categories of Legitimate Reservation (CLR).

The TPs first identify problematic symptoms which provide evidence that the system is not performing as well as desired. The TP tools then provide specific structures and guidelines for diagnosing and analyzing the underlying causes of problematic symptoms in order to determine what needs to be changed (via the CRT and EC), devising a strategy to address these causes (the EC and FRT), culminating in detailed plans to lead the implementation (PRT and TT). Doubts and ‘resistance’ to change are examined along the way, the solution and plans being modified to incorporate those reality checks provided by people’s doubts, harnessing the intuitive and creative powers of those intimately involved with and affected by the problem and the proposals (Mabin et al., 2001).

How can, and do, users benefit? Our recent review of the TP literature (Kim et al., 2008) suggests that reported usage of TOC methods and processes reflects the field’s emergence and growing acceptance in the operations management—and general management—academic and practitioner community.

Indeed, the TPs can be used together for major organisational change, and on their own or in various combinations for everyday problems. The EC process designed for conflicts, dilemmas, and trade-offs, is ideal for re-examining traditional and seemingly inevitable trade-offs that we have come to think of as being inevitable trade-offs, such as the EOQ (Jackson et al., 1994; Mabin et al., forthcoming). The Negative Branch process—a spinoff of the FRT—is ideal for examining and preventing potential harmful side effects of proposals, while the PRT is ideal for achieving ambitions targets, especially in a team environment.

The review found that over three quarters of peer-reviewed papers (92/114) sought to explain or demonstrate TP tools used individually or in combination with others. Interestingly, well over one third of papers (38/92) involved only one TP tool. A related finding was that the tool most frequently used is the EC process, most often by itself, to address conflict in many different forms and guises. Few papers sought to demonstrate the full TP analysis; indeed, barely one eighth of applications papers (12/92) used the full set of tools. The variety of combinations-in-use implies that the application of TP tools can be regarded as situational and selective, and that different combinations of tools and logic diagrams may find acceptance amongst users.

It is not surprising that full TP analyses are not often published—the full set of TPs take a fair time to work through, especially constructing the trees—depicting current and future reality, and detailing prerequisites and transitions required. Each thinking tool demands conceptual rigour and understanding of the problem situation, but they do provide a good overall picture; indeed we have elsewhere shown that the tools and methods of TOC can be viewed as a methodological set of complementary hard and soft tools and methods that contribute to all phases of problem solving and decision making (Mingers & Brocklesby, 1997), and they share the ontological and epistemological characteristics and assumptions of extant OR/MS methodologies with which we are more familiar (Davies et al., 2005).

The suite of TP tools and methods now comprise more than the basic set described above—as a web search can quickly reveal—each aiming to provide improvements in terms of building better or faster logic tree representations. There are also debates on the relative efficacy of the tools, which seems a healthy development as TOC gains greater acceptance generally and reaches a more mature stage where such debate can take place. However, there is much in common between the various TOC methods, and between them and OR/MS. The TOC methods can add clarity, comprehensiveness and a well-articulated rationale for the management of change, extending and formalizing good practice, and as such they enhance the more standard OR/MS methods. Additionally, many TOC methods are invaluable on their own for everyday managerial and personal decisions.

What are the challenges and opportunities for integrating a new discipline into the mainstream of education and management? There are many ways one can incorporate TOC into the regular
decision-making curricula, as well as into finance, production/operations, marketing, accounting, quantitative methods, strategy—in fact it would be difficult to find a field within DSI where TOC could not have relevance. One doesn’t have to attempt to cover the whole field of TOC, nor even to teach the whole set of TPs—the EC process is easily taught on its own, and the Five Focusing Steps have just as much relevance to service and personal contexts as to manufacturing. In many cases, it could be that just including some readings and suggesting students may try to apply these concepts is sufficient to get started—for example, asking students to try applying the Five Focusing Steps to a standard Linear Programming assignment is a low-risk approach I have used which was surprisingly successful in terms of learning for both students and instructor (Mabin & Gibson, 1998).

The field has reached a sufficient level of maturity, and provides benefits in terms of results and thinking processes, such that it warrants an additional look. While the lessons I learned from The Goal will forever stay with me and have proven to be of benefit to me, my clients, and my students on countless occasions, I have come to value enormously the set of TOC ‘thinking processes.’ They help us discover ‘how to think’ differently, and I would encourage you to integrate them into your various disciplines.

| Analysis | What to Change? | What core conflict is responsible for the undesirable effects observed? Is the core conflict really the core conflict? | Evaporating Cloud (EC) process |
| Strategy | What to Change To? | What assumption(s) are we going to challenge? What key change (‘injection’) will we introduce to eliminate the core conflict? How can we ensure that this starting injection will lead to all the desired effects without creating negative side effects? (negative branches) | Current Reality Tree (CRT) |
| Tactics | How to Cause the Change to Happen? | In what order do we need to achieve the planned changes, what blocks their implementation, and what must be done in what order, to overcome the obstacles? What actions must we take to implement the Prerequisite Tree? | Prerequisite Tree (PRT) |

| Problem Identification |
| Constructing the Solution |
| Designing the Implementation |

Table 1: The TOC Road Map.

References


See RESEARCH, page 15
A bout $1 trillion is spent on R&D in electronics, computing, and telcomm companies worldwide. The U.S. spends about one-third of that amount, according to The Economist (January 3, 2009). But while R&D in the U.S. and Europe grew by less than 2 percent between the years 2001 and 2006, the R&D committed to by China grew by 23 percent. Apparently, the most significant growth has been seen in South Korea, where Samsung, in 2007, spent more on research and development than IBM. This column in Decision Line has occasionally addressed technology issues in Southeast Asia, so one might conclude that countries like South Korea and China would embrace any new technology with fervor. However, this month’s column points out that not every technology is perceived to be useful by users in all countries. The authors Shim and Yang make an interesting argument about why countries that are so avidly pursuing new technologies may not adopt a resource such as Wikipedia. If you ever wondered about how people in other countries organize their knowledge and search for information, then read on. [Kenneth E. Kendall, Feature Editor]

Why Is Wikipedia Not More Widely Accepted in Korea and China? Factors Affecting Knowledge-Sharing Adoption

by J. P. Shim, Mississippi State University; and Jeongwon Yang, Kyungpook National University and Mississippi State University

In spring 2008, Jimmy Wales, a U.S. Internet entrepreneur and the founder of Wikipedia, had an interview with Chosun Ilbo (translation: Korean Daily News), one of the major newspapers with a daily circulation of over 2.2 million, regarding his philosophy of management of Wiki-pedia. The Chosun Ilbo reporter inquired an interesting question on reasons of Wikipedia’s unsuccessfulness in Korea. He answered that one of the major reasons is another rival in Korea, Jisik iN (translation: Knowledge iN). Jisik iN is organized by questions and answers, where any user can post question and provide answers. For example, the total number of questions registered in Jisik iN of Naver reached almost 80 million as of summer 2008. The current condition of Wikipedia in Korea is quite different from that of Jisik iN. The total number of registered articles in Korea’s Wikipedia totaled about 69,000 (as of July 2008), equivalent to 3 percent of the total Wikipedia articles written in English.

A similar instance occurred in China when Baidu Baike (a collaborative online encyclopedia provided by Chinese search engine, Baidu) triumphed the Chinese Wikipedia. About 50,000 new articles have been added every month since October 2005, totaling approximately 1.2 million articles on Baike Baidu as of July 2008. Tables 1 and 2 show the current status of Wikipedia and knowledge-sharing services in several countries.

There has been a virtual explosion in knowledge-sharing services over the past decade. Knowledge sharing of resources has been found to be important in the business world, in addition to the educa-
tional field. These numerous companies and organizations are increasingly relying on knowledge to survive, ‘enabling’ knowledge creation and knowledge sharing, while simultaneously attempting to retain as much of their knowledge assets as possible.

There exists a large amount of knowledge-sharing services across the globe and these services include everything from Wikipedia, Jisik iN, Baidu Baike, Knol of Google, Yahoo! Answers to classroom style lectures. Moreover, these knowledge-sharing services have become more advanced technologically, as the demands for these services render them to be more valuable in the competitive market.

Our research question is posed as “Why isn’t Wikipedia is not as widely accepted in Korea and China, despite the early adoptive behavior of the Koreans and the Chinese of the new and emerging ICT?” This brings up a valid point as to why, despite the lack of empirical evidence, is the notion still embraced that being the first to enter a market always advantageous?

In general, language barriers and the lack of native language-written contents could be obstacles for Wikipedia in Korea and China. However, the language barrier issues alone do not clarify the weakness of Wikipedia in Korea and China, since Wikipedia had already provided independent services written in Korean and Chinese. Interestingly, other web services, such as Google, do not mirror success stories in the two countries similar to that of Wikipedia. The following presents the current status of knowledge-sharing services and explains factors affecting their adoption.

Current Status of Knowledge Sharing Services

“You want to get an answer? Look for the answer in Jisik iN (translation: Knol wege iN).” This simple phrase is just an advertising slogan of Jisik iN on Naver’s Web site (Korean’s search engine), but it clearly demonstrates the change of how knowledge can be created and trans-

<table>
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<tr>
<th>Region</th>
<th>North America</th>
<th>Asia</th>
<th>Europe</th>
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<tbody>
<tr>
<td>Language</td>
<td>English</td>
<td>Korean</td>
<td>Chinese</td>
</tr>
<tr>
<td># of Articles (Million)</td>
<td>2.6</td>
<td>0.076</td>
<td>0.21</td>
</tr>
<tr>
<td># of Users (Million)</td>
<td>8.07</td>
<td>0.048</td>
<td>0.52</td>
</tr>
<tr>
<td>Ranking</td>
<td>1</td>
<td>28</td>
<td>12</td>
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Table 1: Current status of Wikipedia in several countries (as of July 2008).

<table>
<thead>
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<th>Region</th>
<th>Asia</th>
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<th>Europe</th>
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<tr>
<td>Language</td>
<td>Korean</td>
<td>Chinese</td>
<td>English</td>
</tr>
<tr>
<td>Service</td>
<td>Jisik iN</td>
<td>Baidu Baike</td>
<td>Wikipedia</td>
</tr>
<tr>
<td># of Articles (Million)</td>
<td>80 (2007. 11)</td>
<td>1.28</td>
<td>2.6</td>
</tr>
<tr>
<td>Service Type</td>
<td>*</td>
<td>**</td>
<td>**</td>
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</tbody>
</table>

Service Type: * Portal-Based Q&A Service on General Areas
| ** Online Encyclopedia of Wiki Technology on General Areas
| *** Expert-Answering Service on Specific Areas
| **** Online Encyclopedia of Wiki Technology Focused on Specific Areas


Table 2: Current status of knowledge-sharing services in several countries (as of July 2008).
ferred within Web 2.0 society. Before Web 2.0, knowledge was thought to be an idea attainable only by experts. However, after the advent of Web 2.0, the concept of knowledge has broadened to include the most valuable asset of users’ expertise and connection—social networking elements, such as users’ personal experiences and discussion groups.

Nowadays, all users can potentially become specialists on the Web by sharing their experience with others via online communities (Shim & Guo, 2009). These significant changes are encouraged by knowledge-sharing services such as Jisik iN, Yahoo! Answers, and many wiki-technology online encyclopedias represented by Wikipedia. Knowledge-sharing services are built on the concept of knowledge networking, which is a powerful combination of knowledge management and networks.

The rapid growth of Web 2.0 has greatly increased the ability to share knowledge. Numerous Web 2.0 communities involved in knowledge sharing have actually had an abundance of knowledge given. According to the Corporate-Eye website (http://www.corporate-eye.com), other programs, in addition to Wikipedia, include Scribd, Knol of Google, DocStoc, Squidoo, Ascend, and PDFGeni. Moreover, Cgair, an agricultural group, has recently been focused on sharing knowledge with less developed countries in order to give them the tools necessary to grow the crops needed for their survival. As the Internet continues to grow at a significant rate, knowledge sharing will allow important knowledge to be quickly disseminated.

Factors Affecting Adoption

There are several factors affecting ICT adoption. Adopting knowledge-sharing services site is no exception in this regard. The first factor involves human-computer interaction. Jisik iN is organized by questions and answers in which any Korean user can post questions and provide answers. Pertaining to Baidu Baike, it is easy for Chinese people to use it, compared to Wikipedia. The specific (technical) search language method of Wikipedia is not usually understood by more Chinese people, given the sensitive phrases and information being blocked.

Language barriers and the lack of native language-written contents could be obstacles for Wikipedia in Korea and China. However, the language barriers cannot explain the weakness of Wikipedia enough, since Wikipedia already provided independent services written in Korean and Chinese in early 2000s. There are some considerations, such as mistrust of the cultural knowledge and simple national pride for the failure of Wikipedia in Korea and China.

A second factor affecting ICT adoption is behavioral. Most Asian enterprises and consumers are culturally similar in their penchant for fashion, brand-name retail items, and novelty purchases. The Korean consumers’ behavioral patterns are those of “early adopters” of technology, which is critical when it comes to penetration and adoption of new tech gadgets (Shim et al., 2007). Also, the design and contents are a couple of important factors affecting the adoption of knowledge-sharing services. The question is how the design and contents correspond to users appropriately.

One of the reasons attributed to Wikipedia’s unsuccessful attempts to launch in Korea can be revealed when one observes the design and contents of Jisik iN. The site corresponds to the needs of Korean consumers, through knowledge sharing, in addition to users’ behavioral patterns.

A third factor affecting ICT adoption involves user’s loyalty to first-movers. Users generally rationalize the decision to remain with the first brand encountered as long as the users’ needs are satisfactorily met, unless they are presented with improved services or products. The first-mover company advantage is the concept that being first in the market gives it a competitive edge with a new product or service. By allowing users to have first exposure to the service, the first-movers have an advantage of preemption of input factors, thereby gaining control of the resources. Given that the first-mover companies in the market, as pioneers, have to invest more in R&D and educating the market, there can be two obvious drawbacks to being the first-mover: cost and risk.

The first company in a particular market will not be able to benefit from knowledge of successes and mistakes of others. The second or third mover to the market can be successful, but being first can generate free publicity and valuable brand recognition so that users are generally locked in and/or tied to the first mover service (Rangan & Adner, 2001). In this regard, the Korean users experienced the success with its first-mover service, Jisik iN, compared to its competitor and second-mover service, Wikipedia.

Conclusion

While sharing knowledge was believed originally to be a major problem with the belief of scarcity of information, numerous Web 2.0 communities involved in knowledge sharing have actually had an abundance of knowledge sharing. Currently, knowledge sharing can be used in various fields such as in universities, corporations, government, and healthcare settings (Kendall, 2008).

Several aspects of cultural differences, technological infrastructure, behavioral patterns, design, and contents play a role in determining the users’ adoption or rejection of ICT. Also, more crucial than a first-mover entering the market is for companies to understand better the customers’ needs, while innovating and evolving the products or services to become the dominant design. The knowledge-sharing service is no exception in this regard.

As mentioned earlier, Wikipedia’s struggles in Korea and China show clear evidence that understanding of cultural differences, user’s behavioral patterns, and overcoming the first mover’s advantage in knowledge-sharing service can be key factors affecting on adoption of Wikipedia in both countries. In the
competitive environment, knowledge sharing is very critical for individuals and organizations to utilize as a means to gain competitive advantage.

References


Making Ethical Decisions

by Joseph Gilbert, University of Nevada Las Vegas

Whenever I tell someone that I teach Business Ethics, I get one of three responses:

“We certainly need more of that!”

“Isn’t that an oxymoron?”

“You can’t teach ethics, can you?”

From Enron to Bear Stearns, and from Bernie Ebbers to Bernie Madoff, it is not hard to make the case that more ethics in business would be a good thing. Since ethics is the study of social values and the rules that follow from them, and many decisions in business involve social values, it can be argued that business ethics is not an oxymoron. The third question presents a somewhat more complex problem. If ethics is about social (or interpersonal) values, and it seems clear that business decision makers, whether students or practitioners, do have some social values, what is there to teach?

In this essay, I would like to explore the issue of making ethical decisions. More specifically, I wish to concentrate on ethical decision making in business. Ethics (or, morality . . . the words will be used interchangeably) is a field of study like history or accounting. It is a part of the study of philosophy. While the term “ethics” is often used loosely to describe anything from etiquette to law, it is in fact one of the sub-disciplines within philosophy, and has been recognized as such at least since the time of Aristotle and Plato, who lived and wrote in Athens well over 2,000 years ago. Philosophy is a discipline that does not accept authority as a final answer for the questions that it studies. Both by induction and deduction (logic, like ethics, is a sub-discipline of philosophy). When a philosopher says that truth telling is required by the natural law, he might justify this statement by surveying the practices of various tribes, social groups, religions and civilizations, and noting that all of those surveyed put a high value on truth-telling. By induction, the philosopher might conclude that all of these different examples of human organizations with their varying value systems, share a common value of truth-telling, and therefore it is natural to humans to value truth-telling. A philosopher might also approach this from a different direction. Since humans appear to be social by nature, and social interaction cannot occur successfully if lying has equal value with truth-telling, one might deduce that truth-telling has high value for humans.

Two other important fields of human endeavor (besides philosophy) concern themselves with basic values: law and religion. While they concern themselves with basic values, and reach many of the same conclusions as ethics, neither is the same as philosophy or ethics. Thus, to determine whether a decision is ethical, it is not conclusive to say that the decision is approved by religion (God, God’s spokesperson, or the written word of God) or by law (the Constitution, legislative code, previous court cases, an attorney). While people who are genuinely motivated by religion often behave in ways that are quite consistent with ethics, there are some problems with using religion as the sole or main source of value judgments. As John Rawls (2001) explains at length, some societies include people with different sources for their basic value judgments (various religions, philosophies and legal doctrines). I was raised Boston Irish Catholic. This group believes, among many other things, that
God made alcohol for a purpose, and it would be good, at least on occasion, to drink to that proposition. My wife was raised Southern Baptist in Alabama. This group believes that the devil made alcohol, and it is accordingly to be shunned always and everywhere. Both groups are religious, members of both groups often do good things for their families, their neighbors, and society. However, the values of these two groups on the use of alcohol greatly diverge. Is it ethical to work for a company that makes or markets alcoholic beverages? To sponsor a cocktail hour prior to a dinner honoring the company’s top salespeople? Hmmm!

Ethics is also not the same as law. If it were, those legislators who make our laws would also and simultaneously be making our moral code. For many of us, this is a somewhat problematic notion. I teach in Nevada, where prostitution is legal in some counties but not in others. It is troublesome to think that the morality of prostitution changes depending on the crossing of a county line. Gambling is legal in Nevada, but illegal in the neighboring state of Utah. Again, does morality change upon crossing a state line? Technically, it is illegal to drive 46 miles per hour in a 45 mile per hour zone, but even a traffic officer is unlikely to judge this to be unethical. Nonetheless government ethics commissions and company ethics committees are often staffed with attorneys. Executives charged with wrong-doing often say something like “I didn’t do anything wrong—ask my lawyer!”

Returning to our earlier question, how can one teach ethics? Now that we know what ethics is and is not, it is possible to suggest an answer to this question. A teacher can make students aware that some of their actions have ethical implications. Not all students (or teachers) are aware of this in every case. Finance professors sometimes see the decision to conduct layoffs as a positive one, because it usually results in decreased expenses and an increased stock price. While this perspective is true, it is not complete. Anyone who has been laid off (terminated in spite of satisfactory or even superior performance) knows that something of value has been taken away, and that the cause for this action does not seem justified. In other words, they have been treated unfairly, and fairness is a part of ethics, so they have been treated unethically. There are undoubtedly times when layoffs are the only alternative to bankruptcy, and when managers have an ethical duty to take such actions. Even at these times, though, managers need to be aware that their decision does have ethical implications.

An executive who decides to offer mortgage loans to individuals without the requirement of verifying the borrower’s income, or to offer mortgage loans that equal the current value of the home is making a decision with ethical implications. The executive is loaning other people’s money, and has an ethical duty to do so carefully. At the time of this writing, it does not seem necessary to elaborate on the bad things that can happen to individuals and institutions as a result of such decisions! If the executive who approved the offering of such loans thought only of the short-term profits to be derived when the loans were packaged and re-sold, she missed the ethical implications of her decision.

The second component of teaching ethics is to offer the thoughts and wisdom of philosophers who have thought long and deeply about this subject. Plato and Aristotle wrote over 2,300 years ago. Their writings are still read and pondered. Most of us would probably feel great satisfaction if anyone reads or ponders our writing 50 years from now. Perhaps there is a reason why some writings continue to be studied and considered for many generations. Most philosophers who have written classic works on ethics wrote before the existence of large companies. As a result, we cannot read them to find specific answers to specific problems faced in today’s business world. However, there are two kinds of topics that do provide help in thinking through managerial decisions today that have ethical implications.

One set of topics on which philosophers have written involves basic human values. Individual freedom, the rights and duties of individuals toward one another, the value of truth-telling, and the right to privacy are among topics that managers face in their decisions today. All of these topics have been discussed by philosophers in ways that can and do provoke relevant thoughts for contemporary managers. The second set of topics involves what is sometimes called political philosophy. By what right do governments constrain individual freedoms, the basis for taxation, the need for and appropriate level of government regulation, and the duties of public officials and private executives all are topics considered in political philosophy. Interestingly, the Greek philosophers including Aristotle and Plato saw political philosophy as a part of ethics—ethics writ large.

Companies that lobby for additional laws might consider Jeremy Bentham, a British philosopher who maintained that all laws are harmful, because constraining of individual liberty. He recognized the need for some laws in order to obtain the greatest happiness for the greatest number of people, but felt that law making should be minimized. A company dealing with unions might consider Karl Marx’s view that workers create value and capitalists (bosses and owners) appropriate that value for themselves. What is a fair wage for workers or executives? Bosses designing privacy policies and drug-testing procedures might consider the thinking of such philosophers as John Stuart Mill or Isaiah Berlin on individual liberty.

The first article that I ever published was titled “Teaching Business Ethics: Who, What, Where, When and Why” (Gilbert, 1992). The questions are still valid. There is a long-standing, unresolved debate as to whether it is better to teach business ethics in a single, specialized course or to integrate business ethics into many different business courses throughout the curriculum. There are exceedingly few professors with advanced degrees in business ethics. Some schools have tried using professors from philosophy departments to teach business ethics. Unfortunately, most philosophy professors have no real-world
or academic knowledge of business. Religious colleges sometimes assign the teaching of business ethics to clergy. The distinctions between religion and ethics discussed above tend to become blurred or even ignored in this situation. There is also a problem with the dissemination approach, in that the faculty of a typical business school have little or no exposure to the discipline of philosophy and its sub-discipline of ethics. The personal degree of ethical awareness also varies within a group of business school faculty, just as it would within a medical or law school faculty.

Perhaps, as is the case with so many things, the best answer lies somewhere toward the middle. Specialized business ethics classes make sense whenever qualified faculty are available to teach them. Ethical considerations can be introduced (the first component of teaching business ethics) even by professors without formal training in philosophy. Accounting professors can discuss falsified financial reporting or tax dodges; supply chain professors can discuss responsibility for the wrong-doing of subcontractors; management professors can discuss pay equity.

Business professionals do make decisions that have ethical implications. Those of us who prepare students to be business professionals might do well to heed the folks who tell me, when I say I teach business ethics, “We certainly do need more of that!”

References

The Dean’s Perspective brings together essays that explore issues in academic leadership in business schools. Edited by Dr. Krishna Dhir, a former dean at Berry College, articles were first published in Decision Line (July 2003 - January 2008) and have been arranged in thematic sections (e.g., Faculty Development, Issues In Teaching, Stakeholder Engagement) so that current and future deans will find it a handy resource for guidance and inspiration.

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Investment Decisions
by Peter T. Ittig, PhD

There has been fascination with the relationship between the conscious and subconscious parts of the human mind since before the time of Sigmund Freud and his exploration of the “Id.” In recent years, considerable research results have accumulated about precisely how the human brain functions, the physical locations of various activities in the brain, how it makes decisions, and how the subconscious parts influence the decision-making process. The subconscious parts of the brain appear to be much older (from an evolutionary perspective). Those parts probably evolved to suit the needs of other animals as well as early humans over millions of years. Those parts interact with the cerebral cortex, the newer and highly developed part of the human brain where analytical decisions are made (as well as the processing of language and mathematics). For one perspective on the influence of the subconscious on decisions, see the book Gut Feelings: The Intelligence of the Unconscious, by Gerd Gigerenzer, reviewed in the January 2008 issue of Decision Line (http://www.decisionsciences.org/decisionline/Vol39/39_1/dsi_dl39_1books.pdf).

Also see the book Blink, by Malcolm Gladwell, which is based, in part, on the research of Gigerenzer. Both Gigerenzer and Gladwell argue that the intuitive or subconscious part of the human brain is not only very fast in suggesting decisions, but often just as good or better than more analytical alternatives!

In a new book, Jason Zweig strenuously disagrees about the wisdom of using the suggestions of the subconscious, at least with regard to decisions about money. Jason Zweig is the author of the “Intelligent Investor” column in The Wall Street Journal. He has also been a writer for Money magazine, a feature editor for Forbes magazine, as well as a guest columnist for Time magazine and for CNN.com. In his book Your Money & Your Brain, Zweig reviews the research on the relationship between the conscious and subconscious parts of the brain in making decisions about investments. The book recently came out in paperback. A disadvantage of the paperback version is that the figures have bad numbers. An advantage, of course, is that it is much cheaper than the hardcover version.

Zweig concludes that the subconscious (he calls it the “reflexive” brain) is likely to give you quick but wrong investment decisions and needs to be kept on a leash. Zweig believes that the subconscious or intuitive side of the brain

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is a feature editor of Decision Line. His PhD is from Cornell University. Dr. Ittig has held faculty posts with the State University of New York at Buffalo, New York University and the University of Massachusetts Boston. He was a systems analyst with the Research Analysis Corporation and he worked as a faculty fellow with the U.S. Public Health Service.

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Your Money & Your Brain
by Jason Zweig
Simon & Schuster, paperback edition
September 2008
352 pages
Paperback list $15.00
http://www.simonandschuster.com/
is hazardous to your wealth. The subconscious has the sensitivity and quick response one would expect of a predator reacting to anything that moves, and it is capable of inducing powerful feelings of fear and anticipation. However, the subconscious produces those reactions not only when you see a bear moving in the woods, but also when you see the markets move on your TV or computer screen. The subconscious is probably better suited to fast responses to threats and opportunities facing the animals it evolved to serve. Zweig further concludes that, while the conscious part of the brain (he calls it the “reflective” brain) is much slower and demands much more mental effort, it is far better suited to tasks concerning money. However, the subconscious is not only very fast, but it is quite powerful and can be difficult to ignore. The influence appears to take place through emotion, intuition, and through the automated release of chemicals that cause the anticipation of pleasure or pain. Zweig extensively cites the literature on research into what he calls the new field of “Neuroeconomics” to support his views. Some portions of the book report insights that may be helpful to those struggling to deal with the terrible investment climate of 2008.

One interesting issue concerns the impressive pattern recognition and forecasting capability of the human brain. Unfortunately, it produces lots of false positives, identifying patterns where none exist and projecting them into the future. This is a particular problem when dealing with markets that display a substantial amount of randomness. Zweig reports that if an event happens twice, the “reflective” brain anticipates that it will happen again. “Three is a trend” that is projected into the future! These projections heavily discount the past in a kind of exponential smoothing routine with a high value of the alpha smoothing parameter. Further, the “reflective” brain is much more sensitive to the size of a possible reward rather than the probability of occurrence. Probabilities, and numbers generally, are handled in the slower “reflective” brain. Even an occasional reward will induce subconscious anticipation of more when similar precursors are present and will encourage the behavior that produced the reward. This response is useful in training dogs, but in people it helps to explain the popularity of slot machines. It also helps to explain why so many investors buy stocks after the market has been rising for a while and then sell their stocks after the market suffers a period of decline (the opposite of sensible behavior). Investors often have difficulty accepting their inability to predict the markets and have difficulty maintaining a diversified portfolio of stocks, bonds, and cash. The “reflective” part of your brain may react badly when one component of your diversified portfolio declines, as is likely. However, as Zweig notes, “Selling your investments every time they take a sudden drop… will just make you poor and jittery.”

The author suggests that the “reflective” brain be kept out of investment decisions by setting up rational decision rules at times when you are not being subjected to waves of panic or other emotional signals. This may be automated to some extent, as by setting an asset allocation for your portfolio and then rebalancing once or twice a year. The act of rebalancing forces you to sell some of the assets that have risen in value and purchase those that have fallen. In choosing your asset allocation, Zweig suggests that you not trust the schemes that claim to help you to identify your risk tolerance. He believes that your risk tolerance is sensitive to context and that you become much more sensitive to risk when markets are falling, as many of us noticed in 2008. We tend to be much more tolerant of risk when markets are rising.

There are appendices that offer some relatively conventional financial planning advice including: Use mutual funds with low expense ratios and low turnover rates, use index funds. The argument for using index funds is very strong as the financial markets really are quite efficient, as we tell our MBA students. Prices set by free markets are essentially impossible to predict in the short term.

This is an excellent book on a branch of decision sciences that is not usually taught in business schools. It is also highly entertaining. I recommend it. I particularly enjoyed the chapter on “Happiness” that explains why people who pass age 65 (having recently crossed that boundary myself) tend to be more satisfied than younger folks. Zweig quotes Robert Browning on this topic:

Grow old along with me!

The best is yet to be,
The last of life, for which the first was made.

I expect to turn over the Bookshelf feature to someone else shortly (suggestions and nominations are invited). It has been an honor and a privilege to carry this responsibility for my colleagues in SEDSI. Best wishes to all. ■

SEDSI, from page 21

fidder. (Both sets of documents are now posted on our website.) Among his many other contributions, he served on the strategic planning committee for regions at the Institute level. Carper is one who effectively acts and follows through on his ideas and suggestions for SEDSI and is truly deserving of this award.

The 3rd Annual SEDSI Invitational Golf Tournament was held prior to the conference at Rivertowne Country Club in Mt. Pleasant, S.C. The winning team included Barry Pfitzner and Steven Lang, both from Randolph-Macon College, and Carey Cole of James Madison University. This tournament has become a popular pre-conference event which welcomes golfers of all levels; next year we look forward to an even greater turnout in Wilmington, N.C!

Next year our meeting will be held February 17-19 at the Hilton Wilmington Riverside in Wilmington, N.C. Please join us for a great meeting! Remember that we welcome participants from all regions, and Wilmington is a great place to be in February. So, we look forward to seeing you there! For more information, please see our website at http://www.sedsi.org/ ■

Decision Line, March 2009
Happenings in the Southeast Region
by Christina McCart, Roanoake College

The 39th annual meeting of Southeast DSI was held in historic Charleston from February 16th to 18th. With over 175 participants, 140 accepted papers/panels/ tutorials/workshops, and student paper competitions at all levels, it was truly a success by any measure. Many thanks to Program Chair Wesley M. Jones, Jr. of The Citadel who did an outstanding job pulling it all together.

This year’s student paper competition, organized and led by Joan Donohue of the University of South Carolina, had a number of papers submitted at all levels. Students were judged on both their papers and their presentations, so judges were diligently evaluating students right up until the awards were presented. Taking first place in the PhD competition was Andy Arnette of Virginia Tech (“Extending the Vector Analytical Hierarchy Process Clustering Algorithm to Create More Coherent Subgroups”). The MBA competition was won by Josh Wolf of Frostburg State University (“Expectations of Today’s Job Seekers: Do They Value the Job or Their Wallet?”). At the undergraduate level, first place was awarded to Drew Griffin of Liberty University (“General Motors: An Exploratory Analysis”).

One of the highlights of our meeting was a tour of the Wando Terminal – Port of Charleston. With over 3,800 continuous feet of berth space, 10 container cranes and 242.3 acres of container storage space, Wando Terminal has received worldwide recognition for its innovative design and overall productivity. It was quite interesting to see such a facility at work and learn about its operations and just how much 9/11 has changed those operations.

Another highlight of the meeting for the officers and program committee was the officers’ reception, which was held on the campus of The Citadel and hosted by Lieutenant General John W. Rosa, President; Brigadier General Samuel H. Hines, Jr., Provost; Colonel Ronald F. Green, Dean; and Colonel Mark A. Bebensee, Associate Dean. They not only treated us to plenty of fine food and drinks, but we also had the pleasure of being entertained by the Citadel Chorale.

Our meeting ended with our closing luncheon, which was presided over by the SEDSI president, Amit Shah of Frostburg State University. Awards were presented for two best papers in their tracks. In the Accounting, Ethics and Law track, Ed Showalter of Randolph Macon College received the outstanding paper award for “The Corporate Character Ethical Value Matrix: Theory and Measure Development.” The outstanding paper award in the Agriculture Economics and Finance track was presented to Lonnie Bryant of the College of Charleston for his paper “Mutual Fund Complex Decisions to Purchase Mutual Funds: Insider Insights.”

The final and most prestigious award presented was the SEDSI Distinguished Service Award. Last year’s recipient, Hope Baker of Kennesaw State University presented the award to William B. Carper of the University of West Florida. Carper has been an active member of SEDSI since the early 1970s. He served as president for two years; during his time as president and past-president, he was instrumental in updating our constitution and by-laws and in developing a handbook for of-
Hagan Brings Art to the Western Region

Much of social networking among the members of our Institute takes place at the annual meetings where we invariably make new friends and get together with ones we have known a long time. With over a thousand individuals milling around, we may sometimes stereotype individuals by the areas in which they do research or teach, or even the roles they play in the organization of the Institute and its activities. Of course, each individual in our Institute is so much more than a researcher or a teacher. Our collective interests go beyond the academics. Among us creativity abounds. Among us are individuals who play musical instruments both alone and in a band, sing songs and cut music albums, engage in wildlife preservation and ecological conservation, study herpetology, write fiction and off-Broadway plays, climb mountains, write poetry, research animal behavior, and create works of art in many different mediums. Often those active in the regions, where we meet in relatively smaller gatherings, know of and see such works of their colleagues at much greater proximity than at the Institute annual meetings.

Many of us who are members of the Western Decision Sciences Institute are well acquainted with an outstanding artist among us, Alfred J. Hagan, Jr., Emeritus Professor of Economics at Pepperdine University. His paintings are best described in his own words (see below). He has been juried into the prestigious Pacific Art Group, and his last one-man show was at the Norris Theatre Upstairs Gallery in Rancho Palos Verdes from March 16th through April 14th this year. (If you are reading the print version of this issue, please do not miss the color version on the Decision Line website—Al’s paintings are best appreciated in color.)

Al received his PhD at the University of Texas, MBA at Indiana University, and BS from the University of Maine. Before joining Pepperdine University, he taught at California State University – Fullerton, American Graduate School of International Management, The University of Texas – Permian Basin, and Arizona State University.

Artist’s Statement
by Alfred J. Hagan, Jr.

In my painting, I look for subjects that allow me to bring strong light and color to the scenes in ways that will cause the viewer to recall that image or similar images they have known.

I grew up in the northeast of England near where Winslow Homer did his fantastic watercolors of life in the fishing villages on Northumberland’s stormy coast. As an only child, it was natural for me to spend my free time drawing and painting. I was influenced by the dramatic colors and scenes of the pirate books illustrated by Howard Pyle, N. C. Wyeth, and others of the Brandywine School. After coming to America, I won a position in the New York City High School of Industrial Arts, which gave me an introduction to the world of commercial art. I also had the occasional drawing lesson at the Art Students League through teachers who taught at both schools. Unfortunately, I never used any of this training until these past five years in California and, largely, through the influence of my teacher, Lee Kim, and my fellow students in the Palos Verdes Art Center.

Since coming to California nearly 30 years ago, I continue to marvel at the strong light and color shown in the striking California landscapes, especially those of the coastal areas. On a visit to an art museum in Vancouver, British Columbia, I saw the works of the Canadian Group of Seven. Their works on exhibit,
particularly those of Tom Thomson and Lawren Harris, inspired me to begin painting again. While looking for inspiration among local artists, I found the plein air painters of California, particularly the work of Edgar Payne, to be exactly what I was looking for. I gave up my long-delayed return to watercolor and set out to learn to paint in oil.

My paintings are almost all in oil now. They are typically representational, with emphasis on strong perspective and color and value contrast to evoke in the viewer the same feeling the scene presented to me. I particularly enjoy dramatizing the intensity, temperature, and value of colors to enhance that effect.

My work outside of art has always provided opportunities to travel. Thus, the paintings here are from three sources: California, England, and Argentina. The California scenes reflect the long fascination I have had for southwest missions. I have been able to represent the missions of San Juan Capistrano, San Juan Bautista, San Miguel, San Carlos Borromeo, and Santa Ynez with more yet to come. The English scenes represent the area where I grew up—from Bamburgh to the river Tyne. The Argentine work shows both urban and remote areas with scenes from Buenos Aires to a view of the bottom of the Americas, the Mount Fitz Roy Park area in Patagonia.

My work in oils, to date, has been almost entirely studio based. I now feel the need to get out of the studio and into the countryside to build the techniques necessary for plein air work. So, if you see me out painting, stop and say hello. ■

(ahagan@pepperdine.edu)

LEGEND
1. Cafe Abril, Buenos Aires
2. Tyneside Metro Bridge
3. San Diego Mission
4. St. Aidans
5. Bambrugh Grocery
6. Carmel Library
7. San Juan Capistrano
8. Buenos Aires Street Scene
9. Tango Viejo
Regions Add Value to the DSI Experience
by Karen L. Fowler, Past Western Regional Vice President, Hasan School of Business, Colorado State University-Pueblo

As the DSI Board begins a new year, many of us have completed our Board service and new Board members will take up the reins of guiding DSI into the future. Congratulations to the new and continuing officers! I know I speak for all of us recently stepping off the Board when I say it has been an honor to serve DSI and we are grateful to those who elected us to our respective positions. Each of us followed a unique path to reach the Board level, be it through the various offices held in our respective regions or affiliations, or as non-regionally affiliated DSI members. For the most part, however, my observation is that the role of the regions and geographical affiliations remain a strong incentive leading to participation in DSI at the national and international levels. Many DSI officers and program chairs have travelled the road which originated in their respective regions. The desire to remain connected to one’s initial region is so strong that many DSI members have remained active in their original regions even though they have resided geographically in alternate regions for years. The fellowship, collegiality, and genuine friendships forged in regional memberships last a lifetime and involve not only DSI members but their families as well. Given current travel budget restraints, regions have a renewed opportunity to plan affordable, regional DSI meetings to recruit new members and engage them in activities leading to national participation. On behalf of the DSI Regional Activities Committee, past and present, we encourage all DSI members to extend an invitation to colleagues in your region to join our DSI family.

Announcing DSI’s New Journal
Supply Chain Management Research (SCMR)

The Board of Directors of the Decision Sciences Institute is pleased to announce a new journal, Supply Chain Management Research (SCMR), in the broad interdisciplinary area of supply chain management, to be published by John Wiley & Sons. Ram Narasimhan (Michigan State University) and Soumen Ghosh (Georgia Tech) will be the founding co-editors-in-chief. The primary motivation for DSI to start this journal is the fact that other than a few related practitioner-oriented journals, there is currently no top-tier, scholarly journal dedicated entirely to supply chain management. The volume of research and researchers in supply chain management is growing rapidly, this new journal will fulfill the need for a premier outlet for publishing high quality, scholarly research in the supply chain management domain.

The mission of SCMR is to be the premier scholarly research journal in the cross-disciplinary area of supply chain management. To pursue this mission, SCMR will publish papers of the highest quality that make a significant and substantial contribution to advancing the knowledge frontier in the field of supply chain management. Papers suitable for publication in SCMR must demonstrate:

- Methodological rigor expected from high-quality scholarly research,
- Conceptual, theoretical, and analytical soundness,
- Significant contribution towards creating new knowledge or extending existing knowledge and theories.

SCMR will seek to publish at least four issues a year. All submissions will be double-blind refereed. The editorial board will follow the department structure, with each key area having a departmental editor. The editorial philosophy of SCMR is such that empirical, conceptual as well as analytical papers will be suitable for submission to the journal. Further elaboration of the editorial policy and review system are currently being finalized. The details of the journal including the editorial board will be published on the DSI website soon. Paper submissions in electronic form will be accepted after August 31, 2009. Please direct your inquiries to one of the co-editors-in-chief.

Ram Narasimhan
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Soumen Ghosh
Operations Management Group
College of Management
Georgia Institute of Technology
Atlanta, GA 30308, USA
sghosh@gatech.edu
Institute Meetings
The 40th Annual Meeting of the Institute will be held November 14-17, 2009, at the New Orleans Marriott Hotel in New Orleans, Louisiana. Submission deadline is April 1, 2009. Contact Program Chair Maling Ebrahimpour, Roger Williams University, mebrahimpour@rwu.edu.

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

The 2009 International DSI Meeting will be held June 24-27, 2009, in Nancy, France. Paper submission deadline was February 1, 2009. Contact Program Chair Minoo Tehrani, Roger Williams University, Bristol, Rhode Island, USA, mtehrani@rwu.edu.

http://internationaldsi.org/

The Asia Pacific Region will hold its 2009 Annual Meeting on July 4-8, 2009, on the campus of the China Europe International Business School (CEIBS) in Shanghai, The People’s Republic of China. Submission deadline was February 28, 2009. Program co-chairs are Tom Callarman and Norma Harrison, CEIBS.

www.ceibs.edu/dsi2009/index.html

http://www.apdsi.org

The Indian Subcontinent Region held its second annual conference at the Indian Institute of Technology, Bombay, January 3-5, 2009. For more information, contact Jatinder N. D. (Jeet) Gupta, The University of Alabama in Huntsville, gupta@uah.edu.

The Mexico Region is still planning its next annual meeting. For more information, contact Antonio Rios, Instituto Tecnologico de Monterrey, antonio.rios@itesm.mx.

The Midwest Region will hold its 2009 Annual Meeting on April 16-18, 2009, at the Marcum Conference Center and Miami Inn in Oxford, Ohio. Submission deadline was February 13, 2009. For more information, contact William “Rocky” Newman, Miami University, newmanw@muohio.edu.

http://www.fsb.muohio.edu/mwdsi2009/

The Northeast Region held its 2009 Annual Meeting on April 1-3, 2009, at Mohegian Sun in Uncasville, Connecticut. For more information contact Program Chair Kenneth J. Sousa, Bryant University, at nedsi09@bryant.edu.

http://www.nedsi09.org/

The Southeast Region will hold its 2010 Annual Meeting on February 17-19, at the Hilton Wilmington Riverside in Wilmington, North Carolina. Submission deadline is September 18, 2009. For further information contact Program Chair Quinton J. Nottingham, Pamplin College of Business, Virginia Tech, 1007 Pamplin Hall, Blacksburg, VA, 24061, notti@vt.edu, (540) 231-7843, Fax: (540) 231-3752.

http://www.sedsi.org

The Southwest Region held its 2009 (30th) Annual Meeting on February 24-28, 2009, at the Renaissance Hotel, Oklahoma City, Oklahoma, USA. For more information, contact Kai S. Koong, University of Texas – Pan American, koongk@utpa.edu and drks2002@yahoo.com.

http://www.swdsi.org

The Western Region held its 2009 (38th) Annual Meeting on April 7-11, 2009, at the Hilton Kauai Beach Resort in Kauai, Hawaii. For further information contact Nafissee Heiat, Montana State University-Billings, wdsi@msubillings.edu.

http://www.wdsinet.org

Call for Papers

Conferences
The 1st International Conference of Accounting, Business, Leadership and Information Management (ICABLIM 2009) will be held August 7-9, 2009, in Beijing, China, at the Beijing Friendship Hotel. The theme of the conference is “Leading to Global Frontiers.” Coordinating the conference is Lee Yao, chief editor of the International Journal of Accounting and Information Management. Submission deadline was March 9, 2009.

http://www.icablim.org/index.html

The 2009 International Conference on Industrial Globalization and Technology Innovation (ICIGTI) will be held August 19-21, 2009, in Xian, China. Submission deadline is June 09, 2009.

http://icigti.org

The 3rd International Conference on Operations and Supply Chain Management will be held from July 28 to August 3, 2009, in China. In addition to plenary sessions by invited speakers (Profs. Barbra Flynn, Vicki Smith-Daniels, Aleda Roth, Vinod Singhal, Chris Voss) and parallel sessions, the program will feature (1) factory visits and city tours in Wuhan, (2) study tour along the Yangtze River to the famous Three Gorges Project, one of the biggest hydropower-complex projects in the world. Submission deadline was March 30, 2009.

http://lf-scml.baf.cuhk.edu.hk/icoscm

Publications


http://decisionsciencessjournal.org/index.cfm

International Journal of Business and Systems Research seeks papers for a special issue on “Healthcare IS Topics.” Guest Editors are Marion G. Sobol, Cox School of Business, Southern Methodist University (msobol@mail.cox.smu.edu) and Edmund L. Prater, College of Business, University of Texas at Arlington (eprater@uta.edu). Submission deadline is July 1, 2009.

http://www.inderscience.com/ijbssr

ANNOUNCEMENTS, see page 38
Since its inception in 1969, the Decision Sciences Institute (DSI) has provided a forum for disseminating knowledge and advancing the science and practice of decision making in organizations. In November 2009, we will celebrate 40 years of success as a premier society for decision-making professionals. DSI supports the advancement of high-quality research and sponsors an annual meeting for discussing new developments and generating new ideas in a cordial and affable environment that is conducive to the development of long-lasting fellowship and friendship. It is our hope that the 2009 DSI Annual Meeting will build on the success of the last 40 years and pave the way for another 40 years of fellowship and progress in the practice of decision making.

The Decision Sciences Institute’s 2009 Annual Meeting theme is “Celebrating 40 Years of Fellowship, Learning & Advancing the Practice of Decision Making.” We invite basic, applied, theory, and case study research in the field of decision making, as well as proposals for panel discussions, symposia, workshops, and tutorials dealing with research or pedagogical issues. This meeting will include invited sessions featuring highly respected researchers, educators, and practitioners who will share their knowledge and experience on decision making practices. The sessions will be organized into 26 tracks and various miniconferences. The meeting will also feature professional activities focused on curricular issues, technology in the classroom, grantsmanship, and faculty development programs for doctoral students, new and senior faculty.

We invite you to join us in New Orleans, Louisiana, for the 2009 DSI Annual Meeting to be held at the Marriott New Orleans from November 14 to 17. Detailed information on the hotel and meeting event activities in New Orleans is available on the meeting website http://www.decisionsciences.org/annualmeeting/

If you have any questions, suggestions, or requests, feel free to email Program Chair Maling Ebrahimpour at dsi2009@rwu.edu.

2009 Track Chairs

Accounting: Assurance and Public Accountability
Richard L. Jenson, Utah State University
Mehmet C. Kocakülâh, University of Southern Indiana

Business Ethics and Leadership
Shirley Hopkins, California State University, Chico
Barbara Withers, University of San Diego

Business in East Asia
Shaw K. Chen, University of Rhode Island

Case Studies
Rik Berry, University of Arkansas - Fort Smith
Lynn Ruggieri, Roger Williams University

DSS/AI/Expert Systems
Silvana Trimi, University of Nebraska - Lincoln

E-Commerce
Binshan Lin, Louisiana State University, Shreveport

Fellows
Linda Sprague, Rollins College

Finance/Financial Management
Luis Eduardo Rivera Solis, Dowling College

Health Care Management
Neset Hikmet, Nicholls State University

Hospitality Management
G. Keong Leong, University of Nevada-Las Vegas
Natasa Christodoulidou, California State University, Dominguez Hills

2009 Program Chair’s Message

MALING EBRAHIMPOUR, Roger Williams University

Celebrating 40 Years of Fellowship, Learning and Advancing the Practice of Decision Making
2009 Doctoral Dissertation Competition

 searching for the best 2008 dissertation in the decision sciences

co-sponsored by mcgraw-hill/irwin and the decision sciences institute

mcgraw-hill/irwin and the decision sciences institute are co-sponsoring the elwood s. buffa doctoral dissertation competition. the purpose of the competition is to identify and recognize outstanding doctoral research in the development of theory and/or applications of decision sciences completed during 2008. a monetary award of $1,500 will be presented at the 2009 annual meeting. submission deadline was april 1, 2009.

the dissertation must deal with the development of methodology for, and/or application of, decision sciences. this could include analytical or empirical based research.

the dissertation must have been accepted by the degree-granting institution within the 2008 calendar year. it is not necessary for the degree to have been awarded by the end of 2008. also, the dissertation may not have been submitted previously to a decision sciences institute dissertation competition.

the following are the requirements:

1. a nominating letter on university letterhead stationery submitted by the student’s major professor. this letter introduces the student, the supervisor of the dissertation, and the degree-granting institution. it also certifies the acceptance of the dissertation by the institution within the required time frame. all contact information for both the author and the major professor should also be stated in the letter. this letter should be emailed as a pdf file to fsahin@utk.edu. call this file “last name-nomination” where last name is the student’s last name. (for example, if the student’s name was kong, the file should be called “kong-nomination”)

2. a separate statement by the major professor about why the dissertation deserves special recognition. this letter should be emailed as a pdf file to the e-mail address given above. please call this file “last name-recommendation,” where last name is the student’s last name.

3. a summary of the dissertation. this five-to-ten page double-spaced overview should include a description of the problem, the methodology, and the major findings and conclusions. at the top of the first page, the dissertation’s major and minor fields should be identified. major fields typically are accounting, economics, finance, information systems, organizational behavior, design, and theory, operations management, supply chain management, and strategy/policy. minor fields are often simulation, optimization, service sector, quality, quantitative analysis, artificial intelligence, expert systems, experimental design, and so on. the summary should include a 250-word abstract. this letter should be emailed as a pdf file to the e-mail address given above. call this file “last name-summary” where last name is the student’s last name.

4. three copies of a complete dissertation in hard copy format should be mailed to the following address:

funda sahin
department of marketing and logistics
college of business administration
the university of tennessee
317 stokely management center
knoxville, tn 37996-0530

important: because of the blind-review process, it is essential that the author, degree-granting institution, and supervising professor not be identified within the contents of items 2, 3, and 4 above. all acknowledgments or other references that would identify the author, institution, or professors must be removed from the dissertation and all accompanying documents except the nominating letter. the coordinator will change the names of files before they are distributed to the reviewers so that the names of files are not identifiable with a particular student.

in all email communications, make sure that the doctoral student’s full name appears somewhere in the email message.

elwood s. buffa doctoral dissertation competition coordinator
funda sahin
department of marketing & logistics
college of business administration
university of tennessee
fsahin@utk.edu
2009 Doctoral Student Consortium

Creating successful career paths for students
Co-sponsored by McGraw Hill/Irwin, Alpha Delta Iota and DSI

DSI’s 27th annual Doctoral Student Consortium is an engaging, interactive professional experience designed to help participants successfully launch their academic careers. We are pleased to have the sponsorship of McGraw Hill/Irwin and Alpha Delta Iota for this important event. The Consortium will take place on Saturday, November 14, 2009, at the 2009 DSI Annual Meeting in New Orleans.

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 management, management information systems, management science, strategy, organizational behavior, marketing, finance, accounting, and other areas will increase the vitality of the sessions. The program will focus on career goals, job search issues, research strategies, effective teaching, manuscript reviewing, and promotion and tenure, among others. Students who are interested in addressing these subjects in a participative, interactive way will enjoy and benefit from the Consortium.

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

2. Skill development. Learn from veterans. Excellent teaching and research require practical skills in addition to content knowledge. Veterans will share their secrets to success.

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

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

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

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

Teaching Effectiveness. Harvey Brightman will return to the Doctoral Consortium for another post-retirement workshop in 2009. His sessions are simply not to be missed. Even experienced faculty members sit in on these dynamic and inspiring sessions.

Mapping Out a Research Plan. Tenured faculty mentors help participants to develop a strategic research plan for moving from the dissertation to a planned research program that will put them on a strong trajectory for tenure.

While in New Orleans for the annual meeting, you might consider taking a cruise down the Mississippi River in a riverboat.
Working in small groups, with the advice and guidance of a faculty mentor, participants will identify their areas of expertise, target appropriate journals, profile suitable co-authors, and plan a mix of publications.

**Being a Professor.** Professor Ira Horowitz, a DSI Fellow and past president, will share his insight and secret for success as a professor in academia.

**Writing and Reviewing Manuscripts.** 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. Participants will also learn about how to be a constructive reviewer of manuscripts.

**Planning the Job Search.** Should you target your job search on research-oriented schools? Teaching schools? Private? Public? What’s the best way to market yourself? What makes a good job interview? This session will help participants answer these questions through insights drawn from a panel of faculty experts.

**Balancing It All.** How do you balance the demands of teaching, research and service, and manage to ‘have a life’?

**Join Us**

The Doctoral Student Consortium does more than prepare individual students, it creates a community of colleagues you’ll know throughout your career. Please plan to attend the Consortium and also encourage your student colleagues to participate in this important program. Although many participants will be entering the job market for 2010-2011, others will appreciate the opportunity to get a better understanding of an academic career and how to approach the job market the following year.

**Application Process**

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

1. A current curriculum vita, including contact information (e-mail in particular), your major field (accounting, finance, marketing, management, operations management, MIS, management science, strategy, and so on), the title of your dissertation proposal or the title of a current research paper.
2. A letter of recommendation from your dean, doctoral program director, department chair, or dissertation chair. The letter should attest to the applicant’s qualifications and good progress in the doctoral program. Interested students are encouraged to apply early if they wish to ensure themselves space in the Consortium. Materials should be sent to Rhonda Aull Hyde, Doctoral Consortium Coordinator, by October 1, 2009. Those who apply by this date and meet the criteria listed above will be accepted for participation. Applications received after October 1st 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 and the networking luncheon on Sunday. 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 badge, and an introduction to the larger DSI community at the breakfast and plenary session.

**Doctoral Student Consortium Coordinator**

Rhonda Aull Hyde  
Operations Research Program  
210 Townsend Hall  
University of Delaware  
Newark, DE 19716  
rhyde@udel.edu  
302-831-1324

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**Regional Best Paper Award Winners**

- Larry Meile, Boston College
- Susan Bosco, Roger Williams University
- Laura Forker, University of Massachusetts Dartmouth
- Manouchehr Tabatabaei, Georgia Southern University

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**Quality and Productivity**

- Lawrie Corbett, Victoria University of Wellington, New Zealand
- Laura Forker, University of Massachusetts Dartmouth

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**Social Issues in Information Technology**

- Michael B. Knight, University of Wisconsin - Green Bay

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**Statistics and Decision Analysis**

- Atsuto Nishio, Takushoku University

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**Strategy and Policy**

- Karen L. Fowler, Colorado State University-Pueblo

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**Supply Chain Management**

- Mahour Mellat-Parast, University of North Carolina at Pembroke
- Ismail Sila, University of Saskatchewan

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**Innovative Education**

- Steven Yourstone, University of New Mexico

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**International Business**

- Minoo Tehrani, Roger Williams University

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**Knowledge Management**

- Adela S.M. Lau, The Hong Kong Polytechnic University
- Navid Sabbaghi, Illinois Institute of Technology

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**Manufacturing Management and Practice**

- Rupak Rauniar, University of St. Thomas

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**Marketing: Theory Applications and Practice**

- Fahri Karakaya, University of Massachusetts
- Alberto Rubio, Roger Williams University

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**MS/OR: Techniques, Models and Applications**

- Greg Frazier, University of Texas at Arlington

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**Organizational Behavior/Organizational Theory**

- Susan Bosco, Roger Williams University
- Robert A. Dengler, Roosevelt University

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**Project Management and New Product Development**

- Manouchehr Tabatabaei, Georgia Southern University

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**Information Security**

- Janet Renwick, University of Arkansas, Fort Smith
- Bryan Foltz, The University of Tennessee at Martin

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**Regional Best Paper Award Winners**

- Larry Meile, Boston College

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**Service Management**

- Evan Duggan, University of the West Indies

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**Social Issues in Information Technology**

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**Strategy and Policy**

- Karen L. Fowler, Colorado State University-Pueblo

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**Supply Chain Management**

- Mahour Mellat-Parast, University of North Carolina at Pembroke
- Ismail Sila, University of Saskatchewan
The New Faculty Development Consortium is for faculty in the beginning years of their academic careers who would like to learn more about teaching, research, publishing, and other professional development issues. Attendance at the consortium is by application, and is limited to faculty members who have earned their doctoral degrees in a business discipline and are in the first three years of their post-doctoral teaching careers within business schools or equivalent.

The consortium will last a full day on Saturday, November 14, 2009. It will include interactive and panel sessions with faculty at varying stages of their careers and at a variety of institutions, as well as opportunities for interaction and networking with more experienced colleagues. The content of the sessions offered is intended to provide insight into the challenges and opportunities in today’s rapidly changing higher education environment. Topics may include, but will not be limited to, the following:

- What it means to be a faculty member today
- Tenure and promotion policies at different types of schools
- Becoming an excellent teacher and how to document it
- Becoming an excellent researcher in various types of environments
- The role of service
- Building an academic portfolio
- Career path strategies and professional development
- Academic ethics
- Future trends in the academy

To apply for the 2009 New Faculty Development Consortium, please complete the application form (see below or online via the DSI Annual Meeting web pages) and send it with a copy of your current vita to the NFDC Co-Coordinator. All applications must be received by October 1, 2009. Participation is limited to the first 50 qualified applicants. More specific information will be provided to those participants who are accepted for the Consortium. Each participant will be expected to register for the Institute’s 2009 Annual Meeting in New Orleans. No additional fees are charged for the New Faculty Development Consortium.

New Faculty Development Consortium Coordinator
Vijay R. Kannan
Jon M. Huntsman School of Business
Utah State University
v.kannan@usu.edu

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Application for New Faculty Development Consortium
November 14, 2009 • New Orleans, Louisiana

Send in this form and a current copy of your vita to the Coordinator (see above). Application deadline: Oct. 1, 2009.

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? ________________________________
2009 Case Studies Award & Workshop
Disseminating new ideas in case studies topics

The Decision Sciences Institute has a tradition of promoting case-based teaching and the development of new instructional case studies. The Best Case Studies Award will be awarded based primarily on the following criteria and metrics.

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 teaching note provide a complete analysis of the qualitative and quantitative issues raised in the case? Are the theoretical linkages appropriate to the course and the topic?

Well-defined Pedagogy. Does the teaching note provide adequate guidance regarding how to teach the case, position the case in the course, and outline key learning points?

The top three contestants, selected by a panel of case experts, will present their case studies and analysis at a regular session at the 40th Annual Meeting of the Decision Sciences Institute to be held in New Orleans. The case study must be presented at this regular session to be eligible to win the Best Case Studies Award. The panel of judges will then select the winner from among the finalists, based both on the written material and the presentation. The winner will be announced at the Awards luncheon.

Cases not selected as finalists may be presented at the Annual Case Writer’s Workshop to be held at the 2009 Annual Meeting (see below).

35th Annual Case Workshop

The 35th Annual Case Workshop for members engaged in developing new instructional cases will be held at the 2009 DSI Annual Meeting in New Orleans. Members are invited to submit completed case studies along with an appropriate instructor’s note to the DSI program chair.

The format this year will include critiques of the individual cases by case writers in appropriate fields. The purpose of these discussions is to help the case writer further develop their case studies so that they can be shared with other faculty using the case method.

Attendance at the Case Writers’ Workshop is open to all conference attendees. Submission deadline was April 1, 2009.

Best Case Studies Award Competition Coordinator
M. Johnny Rungtusanatham
Carlson School of Management
University of Minnesota
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Bourbon Street in New Orleans is the French Quarter’s liveliest thoroughfare, where you’ll find the rhythmic sounds of jazz, country western, Dixieland and sultry blues in the air, and everything from shopping to music to Cajun food. (New Orleans photos courtesy of the New Orleans Metropolitan Convention and Visitors Bureau).
2009 DSI Annual Meeting

2009 Professional Activities

Curricular Issues Miniconference

The Curricular Issues Miniconference provides a forum to learn from those at the forefront of curriculum innovation and improvement, and to share experiences and lessons. Separate tracks on undergraduate, masters, and doctoral programs will offer ideas and insights for those responsible for designing, teaching, and administering business education programs.

André M. Everett, University of Otago, aeverett@business.otago.ac.nz

Doctoral Student Consortium

The Doctoral Student Consortium provides a unique opportunity for doctoral students from across the U.S. and world to interact with one another and with distinguished scholars in a one-day program devoted to career development. Attendance at this consortium is by invitation based on application. All students who meet the criteria will be accepted.

Rhonda Hyde, University of Delaware, rhyde@udel.edu

Doctoral Studies Miniconference

Doctoral education is at the core of academic and scholarly development. However, very little attention has been given to the promotion, dissemination, and sharing of research that specifically deals with issues of doctoral education in curricular areas such as information systems, decision sciences, operations research and management, information technology, and information science. This miniconference will provide an opportunity for researchers to discuss new ideas on research conducted, or future opportunities for research, in doctoral studies related (but not limited) to the key curricular areas noted above. The Doctoral Studies Miniconference seeks original papers, research drafts, works in progress, and panel discussion proposals on these topics.

Paul Mangiameli, University of Rhode Island, mangia@uri.edu

Miniconference on Making Statistics More Effective in Schools and Business

The mission of MSMESB (Making Statistics More Effective in Schools and Business) is to improve the teaching and practice of statistics in schools and business. More specifically, MSMESB focuses on improving the teaching of statistics and statistical thinking, on cross-disciplinary research, on continuous improvement in business and education, and on interaction between academia and industry. We aim to encourage interaction between business faculty and others involved in teaching business statistics with professionals from industry and government, with publishers, and with software vendors. A miniconference was held at the Baltimore meetings in 2008 and that activity has lead to the establishment of a similar activity for New Orleans. The miniconference is a one-day event that will take place on Monday during the DSI Annual Meeting. We invite DSI members to submit papers and/or suggest session topics for this event, which will be organized in collaboration with the Statistics & Decision Analysis track.

Robert Andrews, Virginia Commonwealth University, randrews@vcu.edu; Keith Ord, Georgetown University, ordk@georgetown.edu; and John McKenzie, Babson College, mckenzie@babson.edu

Miniconference on Successful Grantsmanship

Securing external research grants can significantly enhance research projects. A day-long event to be held on Saturday, November 14, 2009, the Miniconference on Successful Grantsmanship is intended to help develop interest among DSI members in obtaining external research grants and to sharpen skills in writing grant proposals so that endeavors may be more fruitful. You are invited to hear expert panelists and network with like-minded researchers.

Kristie Seawright, Brigham Young University, Kristie_Seawright@byu.edu

New Faculty Development Consortium

The New Faculty Development Consortium deals with research, teaching, publishing, and other professional development issues for faculty who are beginning their academic careers. Attendance at this consortium is by application and is open to faculty members who have a Ph.D. degree and are in the first two years of their teaching career.

Vijay R. Kannan, Jon M. Huntsman School of Business, Utah State University, vkannan@usu.edu

Professional and Faculty Development Program

The Professional and Faculty Development Program is for Institute members in all stages of their careers, with the goal of helping them current in their fields. The content of the program is designed to provide insight into the challenges and opportunities in today’s rapidly changing environment. We would welcome submissions of proposals that address changing needs of faculty development through professional life cycle. Submission deadline is May 1, 2009.

Krishna S. Dhir, Berry College, kdhir@berry.edu

2009 ACTIVITIES, see next page
2009 Competitions

For a listing of past DSI award winners, see www.decisionsciences.org/hallfame.htm.

Elwood S. Buffa Doctoral Dissertation Award Competition
The purpose of the Doctoral Dissertation Award Competition is to select and recognize the best dissertations written in the past year in the decision sciences area. The Elwood S. Buffa Dissertation Award, accompanied by a $1,500 prize, will be presented at the annual meeting. Applicants for this award should submit three (3) hardcopies of their dissertation in the required format directly to the Doctoral Dissertation Award Competition Coordinator by April 1, 2009. For more information concerning this competition, please contact the coordinator.

Christine Kydd, University of Delaware, kyddc@lerner.udel.edu

Best Paper Awards Competition
Best Paper Awards will be presented at the 2009 Annual Meeting. Categories include Best Theoretical/Empirical Research Paper, Best Application Paper, and Best Interdisciplinary Paper. At the discretion of the program chair and track chairs, outstanding scholarship also may be recognized through a distinguished paper award in a given track. Reviewers will be asked to nominate outstanding paper submissions for these awards. Nominations will then be reviewed by a Best Paper Awards review committee which will make award recommendations.

Dwight Smith-Daniels, Wright State University, dwight.smith-daniels@wright.edu

Best Case Studies Award Competition
The Case Studies Workshop serves an active role in the dissemination of new ideas with respect to case studies topics. Cases may be methodological in nature (i.e., crafted to support the learning of a specific technical skill) or integrative (i.e., designed to foster the integration of scientific approaches and analyses with real-world decision making).

M. Johnny Rungtusanatham, University of Minnesota - Twin Cities, rung0002@umn.edu

Best Student Paper Award
An award for the best student paper will be presented at the 2009 Annual Meeting. The competition is open only to student-authored papers without faculty co-authors. Reviewers will be asked to nominate outstanding paper submissions for this award. Nominations will then be reviewed by a Best Student Paper Award review committee that will make award recommendations. This is a great opportunity for students to receive recognition for their research.

Kathryn M. Zuckweiler, University of Nebraska at Kearney, zuckweilerkm@unk.edu

Elwood S. Buffa Doctoral Dissertation Award Competition

Instructional Innovation Award Competition
The Instructional Innovation Award Competition seeks to recognize outstanding contributions that advance instructional approaches within the decision sciences. The focus of this award is on innovation in college- or university-level teaching. Three finalists will be chosen to make presentations at the conference competition. The winning entry receives an award of $1,500, and $750 will be divided among each of the other finalists. Applicants are required to submit all contributions electronically using instructions on the conference Web site. The due date for submissions was April 1, 2009. For information concerning this competition, please contact the coordinator.

Funda Sahin, The University of Tennessee, fsahin@utk.edu

Best Case Studies Award Competition
The Case Studies Workshop serves an active role in the dissemination of new ideas with respect to case studies topics. Cases may be methodological in nature (i.e., crafted to support the learning of a specific technical skill) or integrative (i.e., designed to foster the integration of scientific approaches and analyses with real-world decision making).

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Kathryn M. Zuckweiler, University of Nebraska at Kearney, zuckweilerkm@unk.edu

Technology in the Classroom Miniconference
The Technology in the Classroom Miniconference provides a forum at the DSI annual meeting for participants to share novel or innovative applications of technology in the classroom that enhance students’ learning experience. Submissions should consist of creative approaches and best practices for using course support software, multimedia, spreadsheet software, simulation software, online tutorials, or other applications of technology. We are especially interested in creating hands-on workshops in 2009 in which presenters and participants can engage in interactive discussions and demonstrations of effective use of technology and practice in the classroom. Submissions are competitively reviewed and selected for their creativity, novelty, and contribution to pedagogy and should not be duplications of material found in existing textbooks. Please send submissions (following the “Instruction for Electronic Submissions”) directly to the mini-conference coordinator by May 1, 2009.

William Johnson, Bentley University, wjohnson@bentley.edu
Congratulations to Newly Elected 2009-20010 Decision Sciences Institute Officers

PRESIDENT-ELECT


Secretary

Janet L. Hartley is O-I Professor and chair of the Department of Management at the College of Business Administration, Bowling Green State University. She holds a BS in chemical engineering from the University of Missouri-Rolla, and both an MBA and PhD in business administration from the University of Cincinnati. She is the author of articles in Business Horizons, IEEE Transactions on Engineering Management, Interfaces, International Journal of Operations and Productions Management, Journal of Operations Management, and Journal of Supply Chain Management.

At-Large Vice Presidents

Kenneth K. Boyer is the Dean’s Distinguished Professor in the Department of Management Sciences at Fisher College of Business, Ohio State University. He holds an ScB in mechanical engineering from Brown University, and both an MA and PhD in business administration from Ohio State University. He is the author of Extending the Supply Chain: How Cutting-Edge Companies Bridge the Critical Last Mile into Customers’ Homes (with G. T. Hult & M. Frohlich) and Operations & Supply Chain Management for the 21st Century (with R. Verma). He is also the author of articles in Journal of Operations Management, Management Science, Production and Operations Management, Sloan Management Review, Decision Sciences, and International Journal of Operations and Production Management.


Richard L. Jenson is the ATK Thiokol Professor of Accounting in the School of Accountancy, Huntsman School of Business, at Utah State University. He holds a BA in accounting from Weber State College and a PhD in business administration — accounting from the University of Utah. He is the author of Management Accounting in Support of Manufacturing Excellence: Profiles of Shingo Prize-Winning Organizations (with J.W. Brackner and C.R. Skousen), and of articles in Information and Management, Journal of Systems and Software, Journal of Academy of Business and Economics, Review of Business Information Systems, Managerial Auditing Journal, and Information Strategy.

Susan E. Pariseau is a professor of management in the Girard School of Business & International Commerce at Merrimack College. She holds both a BS in education and MBA in management science from the University of Rhode Island, and a PhD in operations management from the University of Massachusetts Amherst. She is the author of articles in Academy of Business Education, International Journal of Quality and Reliability Management, Journal of Education for Business, and Journal of Business & Economic Studies.

Indian Subcontinent Regionally-Elected Vice President

Bidya S. Sahay is director of the Institute of Management Technology in Ghaziabad, India. He holds a B.Tech. in production engineering from BIT Sindri, and both an M.Tech. in industrial engineering and PhD in industrial engineering from IIT Delhi. He is the author of Productivity Measurement for Business Excellence (with P. Vrat and G.D. Sardana); Indian Supply Chain Architecture (with R. Mehan); Supply Chain Modelling & Solutions (with A.K. Gupta); TQM: Strategy, Design and Implementation (with V.K. Khanna, P. Vrat and R. Shankar); World-Class Manufacturing: A Strategic Perspective (with K.B.C. Saxena and A. Kumar); and Productivity Management - A System Perspective (with P. Vrat and G.D. Sardana). He is also the author of articles in International Journal of Quality and Reliability Management and Journal of Supply Chain Management.

Southeast Regionally-Elected Vice President

Brooke A. Saladin is an associate professor in the Babcock Graduate School of Management at Wake Forest University. He holds a BS in finance from The Ohio State University, an MBA in finance from Bowling Green State University, and a PhD in operations management from The Ohio State University. He is the author of the monograph Small Business Productivity and Operations Management, and 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, and Journal of Operations Management.

Southwest Regionally-Elected Vice President

Thomas W. Jones is University Professor in the Information Systems Department, Sam M. Walton College of Business, at the University of Arkansas. He holds a BS, MS, and PhD in statistics from Virginia Polytechnic Institute and State University. He is the author of articles in Communications of the ACM, Decision Sciences, Industrial Management & Data Systems, International Journal of Services and Standards, Journal of Accounting Research, and MIS Quarterly.

Western Regionally-Elected Vice President

Vijay R. Kannan is Vernon and MaRee Buehler Professor, professor of operations management, in the Jon M. Huntsman School of Business at Utah State University. He holds a BSc in management sciences from the London School of Economics, University of London, an MBA in finance/decision sciences from Indiana University, and a PhD in operations management from Michigan State University. He is the author of articles in Decision Sciences, International Journal of Operations and Productions Management, International Journal of Production Research, Journal of Supply Chain Management, Omega, and Production Planning and Control.
planning and, where necessary, quick execution of disaster recovery. In the U.S., the presidential election was a diversion from the rising economic problems, credit crunch, and yet a continuing (and fiscally debilitating) involvement in Iraq. No matter what their political affiliations are, people throughout the world look to the U.S. to change the course of the economic situation, hoping that sound decisions will be made very soon to redress the situation.

As academics in the decision sciences, I have urged through my messages in *Decision Line* that our research, publication, teaching, and consulting be supportive of the issues that are important and relevant to the business community, our governments, and global communities. Now, much more important than before, the global economic crisis is having a huge impact on industry, both manufacturing and services, and consequently the livelihood of many in our communities. Even in the previously untouchable sector of education, we see universities and colleges being forced to make cutbacks right across the board.

A number of my students in the CEIBS Executive MBA program have recently asked me, “How do I make better decisions in my company, especially nowadays? What steps should I take to assure that my company still survives in these difficult economic times? What are the different business models we need to adopt so that we are still able to take opportunities when they finally present themselves to us?” It is imperative, especially now, that we in the decision sciences should be able to give guidance in the areas of operations and strategic management, to advise in terms of expenditure in tangible and intangible resources, staffing, marketing, and particularly to assist in constructive and consistent decisions, often difficult nowadays, in finance and portfolio management.

**Accomplishments of the 2008-09 Board of Directors**

In the DSI objectives in 2008-2009, there were two areas that were given more attention so they did not continue to form roadblocks in important decision making. These were (1) the recognition of the very important set of constituents in the Institute—the Regions; and (2) clarity in governance—different interpretations and applications of the Institute’s constitution and by-laws, policies, and procedures. I established ad hoc committees to address each of these, with charges to Standing Committees to support and/or complement them.

The overall objective in 2008-2009 was to enhance the value of membership in the DSI. It is only in enhancing the value of DSI membership that we attract and maintain our members, and allow DSI to become the institution of first choice to schools, deans, and decision-making professionals. This would have the flow-on effect to our journals and annual meetings. So, in the context of the above, I offered the 2008-09 related goals and sub-goals.

1. **Increase member satisfaction and participation**

This focused primarily on the improvement of the quality of the annual meeting, and the improved responsiveness and perception of research excellence of our journals. Steps have been put into place to further improve the services rendered for the 2009 New Orleans Annual Meeting, and I am thankful to the dynamic and driven program chair, Maling Ebrahimpour, who has been making constant demands to the DSI Board to enable him to implement improvements.

DSI published its first “book,” *The Dean’s Perspective*, edited by Krishna Dhir and provided to all deans of the Association to Advance Collegiate Schools of Business (AACSB); now a number of deans are asking for additional copies (see page 18). The DSI Board took pains during in-depth discussions, considered

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The DSI Board of Directors gathered for a board meeting in January 2009.
advice from the Publications Committee, and then supported a motion to approve the start of a new journal named *Supply Chain Management Research (SCMR)* as proposed by Ram Narasimhan and Soumen Ghosh (see page 24). I wish all the success to this journal and look forward to the overall enhancement of all of DSI’s publications in a complementary and supportive direction.

2. **Leveraging of our constituent bodies and networks**

As mentioned above, it was critical that there was a clear recognition of the roles the regional chapters played in the DSI and vice versa, and that a symbiotic relationship was nurtured between the regions and DSI. This was necessary so as to address a rift that had formed the year before. As such, an ad hoc committee, Relationship of Regions with DSI, was set up, eventually chaired by Bob Andrews, and its recommendations fed into the Regional Activities Committee. Much of what was discussed still needs to be accepted and formalized in the constitution and bylaws, as well as the policies and procedures manual, thereby allowing decisions and policies regarding regional relationships to be very clear and consistent. Above all, if the parts (regions) see themselves as genuinely supporting and committed to the whole (DSI), then synergistic benefits will emerge. I truly believe we should work towards this.

3. **Effective use of IT**

The DSI website continued to be an effective communication tool, with more recommendations on enhancing its content, capabilities, and visibility, and the regional chapters were keen on adopting the overall template. The Home Office IT Liaison Officers have made recommendations for the IT capabilities of the DSI Home Office and we look forward to continual improvements in this area. My sincere thanks go to the IT liaison officers, Arijit Sengupta and Doug White, as well as Vijay Sugumaran (Chair, IT Committee) in this regard.

4. **Increase the global visibility and acceptance of publications**

There was concern from the *DSJ* editor, Vicki Smith-Daniels, about the present stature of this journal at a number of major institutions. An ad hoc committee, chaired by Ram Narasimhan, was set up to assist the *DSJ* editor to address this issue. With the advent of the expenditure cutbacks, there was also concern regarding the continuation of support from Arizona State University (ASU) for the office of the *DSJ*. After some discussion, this much-needed support was assured by ASU’s Chair of Supply Chain Management, Bill Verdini, until mid-2010, the end of the contract term of the present editor. DSI is very grateful for the continuing support of ASU and the WP Carey School of Business in this regard, and particularly so to the sterling efforts of Vicki Smith-Daniels. The other publications, *DSJIE* and *Decision Line*, have done well this last year, and I would like to thank the respective editors, Chetan Sankar and Krishna Dhir, for their great commitment.

5. **Timely and easier decision making through clear governance structures and mechanisms**

In the recent past, there was some confusion in the decision and voting procedures. It was believed that this confusion arose in DSI governance arising from the differences between what comprised strategic elements (as stated in the constitution and bylaws) and what comprised operational aspects (as in the policies and procedures manual). An ad hoc committee (very ably chaired by Krishna Dhir) was charged to institute some clarity and consistency in, and interpretation of, these two areas/approaches. Most of the recommendations of this committee were accepted by the Board, and indeed, a continuation of this committee into next year is most likely to be recommended so that implementation of the recommendations can be made.

Another path of improvement in governance was seen to be responsive and clearer financial reporting and investment options, to enable continued funding of projects and responsible Institute operations and expenditure. A Budget/Finance Committee was created with the treasurer chairing the meetings prior to Executive/Board meetings. Benefits from this committee have already been realized in the last few Board meetings in terms of clear and concise information provided to track the budgetary process and make financial decisions. I would like to thank the former treasurer, Janelle Heineke, and the present treasurer, Chris Kydd, in spearheading this process.

Many of the above sub-goals were interrelated. There was a heavy reliance on the recommendations of the committees, especially the ad hoc committees, and committees for regional activities, member services, IT, publications, programs and meetings, and many others. My genuine appreciation goes to the Institute’s committees, and elected and appointed officials who played important roles in the efficient functioning, growth, and development of the Institute, and ultimately really supporting me in my role as president. The recommendations provided by these committees and officials have provided guidance to the Board of Directors. I believe that the adoption and continual implementation of many of these recommendations will ultimately increase the value of membership in the DSI. Finally, I would like to thank Carol Latta, our executive director, and everyone at the Home Office for being consistent in their support and motivation to nurture the DSI.

The groundwork has been laid for the future, and with the able leadership of the 2009-2010 president, Ram Narasimhan, the president-elect, Keong Leong, and the incoming Board of Directors, I am confident that the Institute will continue being a vanguard of relevance in the global community. In closing, I would like to thank you again for the honor and privilege of serving as your president this past year.

Norma J Harrison (海若琳)
President, Decision Sciences Institute
China Europe International Business School (CEIBS)
Shanghai, CHINA
The Decision Sciences Institute holds an international meeting every two years that features presentations of original research papers; Ph.D. and new faculty development seminars; case studies, and other interesting innovations in the field of business (see tracks below). Best paper awards are given in several categories at the conference. The 2009 International DSI Meeting will be held June 24-27, 2009, in Nancy, France. Paper submission deadline was February 1, 2009. For more information, contact Program Chair Minoo Tehrani (Roger Williams University, Bristol, Rhode Island, USA, mtehrani@rwu.edu) or see the website at:

http://internationaldsi.org/

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### Marketing/OMIS Interface
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### Nancy, France
It is the administrative, economic, and educational center of Lorraine. Situated at the edge of the huge Lorraine iron fields, Nancy is an industrial city manufacturing chemicals, clothing, processed food, and machinery. It is one of eight cities specially targeted by the government for urban development. In the city are a noted fine arts museum, an academy of fine arts, and a large university (founded 1854).

Nancy grew around a castle of the dukes of Lorraine and became the duchy capital in the 12th century. In 1477, Charles the Bold of Burgundy was defeated and killed at the gates of Nancy by Swiss troops and the forces of René II of Lorraine. The major part of the center of Nancy, a model of urban planning and a gem of 18th-century architecture, was built during the liberal reign of Stanislaus I, duke of Lorraine (reigned 1738–66) and ex-king of Poland. Nancy passed to the French crown in 1766. In 1848 it was one of the first cities to proclaim the republic. From 1870 to 1873 it was occupied by the Germans following the Franco-Prussian War, and it was partially destroyed in World War I.

Points of interest include the Place Stanislas, the Place de la Carrière, an 18th-century cathedral, and the 16th-century ducal palace. The Church of Cordeliers (15th cent.) houses the magnificent tombs of the princes of Lorraine.

from Answers.com
http://www.answers.com/topic/nancy-1

### Nancy Sights
The Place Stanislas (see photo on next page) named after the king of Polish-Lithuanian Commonwealth and duke of Lorraine Stanisław Leszczyński ski, Place de la Carrière, and Place d’Alliance were added on the World Heritage Sites list by the UNESCO in 1983.

The “École de Nancy,” a group of artists and architects founded by the glassmaster and furniture maker Émile Gallé, worked in the Art Nouveau style at the end of the 19th century and the early 20th century. It was principally their work which made Nancy a centre of art and architecture that rivaled Paris and helped give the city the nickname “Capitale de l’Est.” The city still possesses many Art Nouveau buildings (mostly banks or private homes). Furniture, glassware, and other pieces of the decorative arts are conserved at the Musée de l’École de Nancy, which is housed in the 1909 villa of Eugène Corbin, a Nancy businessman and supporter of the Art Nouveau there.

from Wikipedia
In the Bookshelf feature column, we have Peter Ittig of the University of Massachusetts of Boston introducing Jason Zweig’s book, Your Money and Your Brain. Peter has done an outstanding job as the feature editor of From the Bookshelf for both my predecessor and me. He will soon be vacating this position on his retirement. We are looking for someone to take over this feature column. Please contact me at kdhir@berry.edu if you are interested in joining the Decision Line team in this capacity.

This issue also introduces you to a side of Professor Al Hagan that you may not have been aware of. He is an accomplished artist. We bring you some examples of his works.

As always, we look forward to your contribution of essays. Please consider sharing your ideas with other members of the Institute. Send your essays of about 2,500-word length to either Hal Jacobs, respective feature column editors, or me. Happy reading!

![The Place Stanislas in Nancy, France, was added to the World Heritage Sites list by the UNESCO in 1983.](image)

**ANNOUNCEMENTS**, from page 25

*Quality Management Journal* seeks papers for a special issue on “Research in Healthcare Operations and Quality Management” that provide greater insights into healthcare services, operations, quality management, decision making, and performance improvement. Submit manuscripts by September 30, 2009, to manuscripts@asq.org and note that you are submitting your paper for the special issue on “Research in Healthcare Operations and Quality Management.” Victor Prybutok (prybutok@unt.edu), University of North Texas, and Xiaoni Zhang, Northern Kentucky University, are serving as guest editors.

**EDITOR**, from page 3

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Provo, Utah, USA
OFFICERS’ NOMINATIONS

The Institute’s 2009-10 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 2011.

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.

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.
CAALENDAR

MAY
May 1

May 1
Submission deadline for the Professional and Faculty Development Program and the Technology in the Classroom Miniconference. See page 32 for more information.

JUNE
June 24
The 2009 International DSI Meeting will be held June 24-27, 2009, in Nancy, France. For further information, see page 37.

JULY
July 4
The Asia Pacific Region will hold its 2009 Annual Meeting on July 4-8, 2009, on the campus of the China Europe International Business School (CEIBS) in Shanghai, The People’s Republic of China. For further information, see page 25.

SEPTEMBER
September 18
Submission deadline for the 2010 Southeast Region Annual Meeting, to be held February 17-19, at the Hilton Wilmington Riverside in Wilmington, North Carolina. For further information, see page 25.

OCTOBER
October 1
Submission deadline for the Doctoral Student Consortium, to be held at the 40th Annual Meeting of the Institute (November 14-17, 2009, at the New Orleans Marriott Hotel in New Orleans). See page 28 for detailed information.

October 1
Application deadline for the New Faculty Development Consortium, to be held at the 40th Annual Meeting of the Institute (November 14-17, 2009, at the New Orleans Marriott Hotel in New Orleans). See page 30 for detailed information.

NOVEMBER 2009
November 14-17
40th Annual Meeting of the Decision Sciences Institute, to be held at the New Orleans Marriott Hotel in New Orleans, Louisiana. Program Chair is Maling Ebrahimpour, Roger Williams University. For more information, see pages 26-34.