Qua operor nos vado ex hic? Where do we go from here?
By Krishna S. Dhir, Berry College

As stated by past DSI president G. Keong Leong in his farewell letter, at the start of his term he and I agreed to coordinate the strategic planning process of the Institute over a two-year period. Keeping in mind our raison d’etre, the 2010 Development Committee, chaired by Thomas Jones of the University of Arkansas, undertook a detailed study of the key forces shaping the evolution of our Institute. They also examined the current status of the Institute in terms of its position in the ‘industry’ of academic and professional associations, and its capacity to exploit this position. Additionally, at the annual meeting of the Institute in November 2010 in San Diego, Wickham Skinner of Harvard Business School gave us an inspiring analysis of the state of the decision sciences discipline, traced the contributions made to it by our Institute, and highlighted opportunities afforded to us by the prevailing state of affairs.

Wickham Skinner asked: “What’s next? Where do we go from here?” He said, “We are immersed in . . . a high density of big, serious, varied and widely dispersed societal problems. These challenges . . . are in the air we breathe . . . . Once again, let the debate begin . . . become the best worldwide solvers of major problems.” Armed with deep insights acquired through the past year, the Board of Directors has reaffirmed its commitment to promoting activities that add and enhance value to the members of the Institute. The Board has endorsed an ambitious investigation by an ad hoc committee, co-chaired by Thomas Jones and William Carper of University of West Florida, into the role our Institute should play in the evolution of the discipline of decision sciences. This committee will focus on initiatives to transform and differentiate DSI into the distinctive premier organization of the discipline. Concurrently, the 2011 Development Committee, chaired by Norma Harrison of Macquarie University, has set out to identify specific initiatives, both strategic and operational, to further enhance the value of membership. It will also evaluate
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**Deadlines:**  
July 2011 issue ......................... June 10  
October 2011 issue ..................... September 10
Mother Nature continues to harass the DSI community. Early on April 27th, 2011, a major storm spread destruction and loss of hundreds of lives through the Deep South, from Texas to Tennessee. The campus of the University of Alabama in Tuscaloosa took a direct hit. Sadly, six students were killed, including four from the business school. Berry College, too, was devastated, where a giant oak tree fell about 12 feet from my bedroom. Fortunately, there was no loss of life.

There is also good news! Over the past year, Decision Line has qualified as “Cabell’s Commendable Journal” and has been included in the Cabell’s Directory. I congratulate Hal Jacobs, our outstanding managing editor, and Decision Line’s exceptional editorial board for this noteworthy achievement.

After a year as your president-elect, I became the president of our Institute on . . . er . . . April Fool’s Day! Hmmm . . . ! In the President’s Letter, I have described the strategic initiatives of the Institute over the next year. I look forward to hearing your suggestions and reactions. The Board of Directors has selected Maling Ebrahim-pour of the University of South Florida, St. Petersburg, to take over as editor of Decision Line from me on New Year Day.

May 24th marks the 22nd anniversary of the passing of our founder, Dennis E. Grawoig. To mark the occasion, his widow Marte and daughter Becky describe him, his interests, and his passions. Since his passing we have acquired an entirely new generation at the core of our membership.

The feature column In The Classroom brings you an essay by Jean Wilcox of Temple University in which she describes “The 10-10-10 Project.” “The project concept originated from a discussion with a business colleague in January, 2010, about the upcoming date of October 10, 2010.” To explore the potential of social media in her Entrepreneurial Marketing class, she challenged the students

From the Editor, continued on page 5

The powerful storm of April 27th brought down “The Graduation Tree,” a landmark oak that served as the vast canopy for Berry College’s annual spring commencement. (photograph by Krishna Dhir)
Dennis E. Grawoig: The Founder of the Decision Sciences Institute

by Marte Logan Grawoig and Betsy C. Grawoig Hicks

His vision for the Decision Sciences Institute was for it to become a major force and leader in the field of decision sciences, focusing on both teaching and education as well as research into applications that would benefit the business world.

College and Early Career

Dennis completed his undergraduate studies at the University of Tulsa, earning a BSBA in accounting in 1960. He completed his graduate work in accounting at the Wharton Graduate Division of the University of Pennsylvania, graduating with an MBA in accounting with distinction in 1961. In 1960 and 1961 he was an instructor at Wharton in the Accounting Department.

During his early career he was an accountant at the firm of Arthur Anderson from 1961 to 1963, and he maintained his CPA in Oklahoma and Georgia from 1961 until his retirement.

Georgia State University

In 1963 Dennis began teaching at Georgia State University in the Accounting Department as an assistant professor of accounting. Then in 1966, wanting a new way of teaching mathematics in business schools, he founded the Department of Quantitative Methods at Georgia State as associate professor and chairman, becoming professor and chairman of the department in 1967.

This new department eventually became the Department of Decision Sciences, one of the largest departments of its type in the U.S. with 27 faculty...
members, incorporating the latest computer technology with decision support skills.

Among his accomplishments at Georgia State, Dennis initiated the first masters and doctoral programs in decision sciences in the U.S. which were approved by the University in 1969 and 1971, respectively. He also founded the Operational Gaming Group—which was formed to develop the business simulation games for GSU’s continuing education program.

Dennis served as department chairman until his retirement in 1985, receiving the title of professor emeritus.

Decision Sciences Institute

Seeing a need for an academic association that would serve as a recruitment center, publish research, and serve as a forum in the relatively new field of decision sciences, in 1968 Dennis sent a letter to business schools and faculty around the U.S. asking for interested parties to join him at an initial meeting in Atlanta.

About 25 people attended that first meeting, and the Decision Sciences Institute was born, then called the American Institute for Decision Sciences. The first annual meeting of the new organization was held on October 30-31, 1969, in New Orleans at the Bourbon Orleans Hotel, and the Institute still returns to New Orleans for its annual meeting on every 10th anniversary.

The new organization was incorporated in Atlanta with its home office at Georgia State University, where it still remains. Dennis served as the first president of the new organization for two years and as its executive director until his retirement, becoming executive director emeritus.

Research and Author

Dennis was the author or co-author of seven books, including one of the first texts in the field, Decision Mathematics (McGraw-Hill, 1967). He published numerous research papers including several papers on “The Office of the Future,” one of his major interests. In addition to DSI, Dennis was a member of a number of other academic associations. Concurrently with his academic and institute duties, Dennis also did consulting work for many major corporations around the country.

Hobbies and Interests

Dennis loved electronics and gadgets, and attended the consumer electronics show every year. He enjoyed building his own stereo and electronic equipment when time allowed. Dennis loved computers and would get up very early in the morning and begin working on them. He loved trying out new technology, from computers to cars. He would go to a new car dealership just to see the newest technologies being introduced.

Dennis was a very entertaining storyteller and an excellent public speaker. He loved music and had a special love for musical theatre. Among his favorite shows were The Fantasticks, Fiddler on the Roof, and Man of La Mancha. In addition to musical theatre, Dennis also liked attending dramatic and comedic plays. Dennis also loved the symphony, being a frequent patron. His favorite composer was Dmitri Shostakovich. Dennis enjoyed jazz and would go to see a live performance whenever he could.

Dennis traveled a lot with his work and one of the things he truly enjoyed was to attend new plays and musicals and try new restaurants in whatever city he was visiting.

In Memoriam

Dennis died of multiple sclerosis on May 24, 1989, at his home in Boulder City, Nevada, where he and his wife, Marte, had settled when he retired. He was remembered at a memorial service in Atlanta that was attended by many friends and colleagues. He is still remembered and missed very much by all who knew him.

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From the Editor, continued from page 3

to develop a class project to start a social movement that would come to a head on the date 10-10-10. Read all about it!

In the International Issues feature column, Robert Jack of Macquarie University asks whether the divide between goods and services is redundant. “Consumers often buy a final product based on post-sales services such as a maintenance contract, installation, repairs, and training that are deemed indispensable to its utilization.” He observes that, “a firm manufacturing an industrial product, which can be exported across international markets, may find that the embedded services essential to its use require the firm to consider a direct presence in the market for consistent and ongoing service delivery and value creation.”

In his timely essay in the E-Commerce feature column, Kenneth Kendall of Rutgers University explores the Apple’s iTunes App Store and Mac App Store. He discusses merits and demerits of this new approach to buying software online. Richard Donnelly and Prabir Bagchi of George Washington University, in the Deans’ Perspective feature column, envision the business school of tomorrow: “The richest classroom experience would come from a student population that is extensively experienced . . . . The faculty need to represent the full array of disciplines relevant to global business . . . . The ideal structure of a global MBA program would involve study taking place around the world . . . .”

As always, please let us hear from you.

Michael L. Alci
Marketing and entrepreneurship students are presented with a lot of information in their years in college that focus on academic rigor while exposing them to business principles and growing concerns around social responsibility.

Academically, the students are taught the fundamental marketing courses—intro to marketing, market research, consumer behavior, strategy, and international marketing. In these classes they learn the 4P’s of marketing, the methods of market research, and the importance of target marketing. They are given tools such as Porter’s Five Forces, SWOT charts, and PEST analyses to help them analyze a market. They study the psychology of consumer behavior and learn about other cultures. They are taught methods to segment markets. They are told that planning and numbers are important—they need to determine the size of a target market, a price for a product or service, and to forecast potential sales. A central part of many of these courses are market simulations and case studies.

They are also exposed to the business world through seminars, speakers, and networking sessions where they hear about the experiences of people who have built a business. Some students also participate in internships. At the Fox School, they may participate in the Temple Accelerator Program (http://esaonline.us/main/tap-program/), which provides real world learning opportunities working within high-growth firms.

The third aspect of their learning has to do with being productive citizens in their community. As a city campus, Temple encourages community outreach (http://sbm.temple.edu/community/) by its students working with local businesses, youth programs, and city initiatives. On campus, Temple’s goal is to build support and inspire action that leads to a green campus culture, fosters behavioral change, and promotes environmental literacy among all campus populations. Students, in particular, play a significant role in changing the campus culture.

The Entrepreneurial Marketing at the Fox School of Business at Temple University ties all of these learning areas together in a semester-long student project called “The 10-10-10 Project™.” The goal of the 10-10-10 Project is to give students an opportunity to utilize their academic learning, business connections, and social conscience to engage in a “real world” entrepreneurial marketing project. The project concept originated from a discussion with a business colleague in January 2010, about the upcoming date of October 10, 2010. The fundamental question was, “Could you develop a class project that would start a social movement that would come to a head on the date 10-10-10 and enable you to learn about the dynamics of social media at the same time?”

10-10-10 Project Definition

The 10-10-10 Project concept would be a completely different approach to the student project. In years past, the Entrepreneurial Marketing class had focused on topics in the rapidly shifting field of marketing—how to effectively use the web, social media, guerilla marketing, brand strategy, and customer involvement. Student teams in the class were given the assignment to create an innovative but rather mundane product—for example, a combination straw and drink mixer, aromatherapy patches, a Fried Anything™ restaurant to name a few—and then develop a creative marketing approach for the product that incorporated new
marketing tactics such as social media, building “buzz,” and street marketing.

After discussion among a number of colleagues from the Marketing Department, the Innovation and Entrepreneurship Institute, and the dean’s office, the 10-10-10 Project concept was structured as:

• 10 student teams per class section
• Each team receives $10 seed money
• Each team is challenged to raise at least $100.

The guidelines and constraints of the project were to be:

1. **Project must focus on doing “social good.”**
   This is the core of the project. The students are required to raise money for a charity, promote environmental or sustainability projects, or to support an enterprise that promotes social and economic development.

2. **Students must use social media.**
   In addition to traditional marketing techniques, the students must employ social media as the core of their marketing campaign. They could use Facebook, Twitter, blogs, web pages, and any other new media or method. They are required to track and monitor each of these media. How many followers? How fast is their “friends” list growing? How many hits are they getting? How many comments?

3. **The project must be sustainable.**
   The students are challenged to create something that would live beyond the end of the class. Can they create an organization or a movement that reached beyond the boundaries of that particular classroom? They are encouraged to build a factor of 10 into their thinking. Can they involve 10 other students in their effort? Ten other schools? Can they reach 10 other states?

The specifics assignments that the students are given include:

1. Build a sustainable business model for the project.
2. Create a marketing plan for the project including specific PR activities.
3. Create whatever “social media” is required.
4. Track finances on a weekly basis—all money received or spent.
5. Track all marketing and PR activity.

As part of their final project paper at the end of the semester, the students are required to submit a letter or receipt from the organization they supported acknowledging their donation of money, time or goods.

**The First 10-10-10 Projects, Spring Semester 2010**

In Spring 2010, there were 92 students enrolled in two sections of Temple’s Entrepreneurial Marketing class—48 in Section 1, and 44 in Section 2. Given the choice between doing the marketing plan projects as had been done in previous classes and trying the 10-10-10 project experiment, the students overwhelmingly chose the 10-10-10 project. The energy level in the classroom rose appreciably as the students discussed their potential projects. And so, both the professor and the students embarked on the first 10-10-10 project series.

The makeup of the teams was decided for the most part by student self-selection. The teams were based on working groups formed during an exercise in one of the first classes. A few people who did not stay with their original group were assigned to teams in order to achieve some balance in the number of people per team. Among the original 10-10-10 teams, there were 10 teams in Section 001 (total 48 students) and 9 teams in Section 002 (44 students).

At the start, the smallest team had four people, the largest had six. During the course of the project, two of the teams in Section 1 decided to pool resources creating a team of 10 people, leaving a total of 18 functional teams during the semester.

The students chose a wide variety of charities and community service activities. These can be grouped by the following categories:

- Charities for disease research
- Charities for social support services
- Charities for disaster relief
- Activities focused on environmental awareness
- Activities in support of education or scholarship
- Charity for animal welfare.

When turned loose with the project, the students had ambitious goals. Each team determined its own approach to fundraising. Methods ranged from selling T-shirts, wristbands, cupcakes, or water, to hosting game nights or producing concerts. The specific charities and the fund raising method for each team are listed in Table 1.

Expectations, based on the “10 times 10” metric were that the teams would raise about $2,000 among them. However, as the semester progressed and results started coming in, it was obvious that the students were going to exceed everyone’s expectations. The final tally for all the teams was a total of $5,365 in donations passed directly to the charities, in addition to over 100 hours of volunteer hours in conjunction with the Philadelphia “unLitter us” campaign.

**Feedback**

The feedback at the end of the semester indicated that the first 10-10-10 experiment had been a success in more ways than monetary. In addition to the academic content of the course, the students got real-world experience in running a business venture.

“There was no fictional company, fictional product, or problem to solve,” said Mandi Focht, a junior marketing major. “We had an actual problem that we needed to find objectives and strategies to overcome. In this case, we felt like we were marketers—and not just students. It was a wonderful eye-opening experience, and I would participate again in a heartbeat.”

It also was an opportunity for the students to connect with something about which they were passionate. “This was our chance to give back to the community, and we had total control over it.”
<table>
<thead>
<tr>
<th>Category/Team</th>
<th>Goal of Fundraising</th>
<th>Method</th>
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<tbody>
<tr>
<td><strong>Disease/Injury Awareness Charity</strong></td>
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<tr>
<td>PanCan</td>
<td>Pancreatic cancer awareness</td>
<td>Traditional fundraising—events and online. Donations. Selling T-shirts, wrist bands, etc.</td>
</tr>
<tr>
<td>Temple Fox for Alex</td>
<td>Alex's lemonade stand, childhood cancer</td>
<td>Traditional fundraising—events and online. Donations. Selling T-shirts, wrist bands, etc.</td>
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<tr>
<td>Temple for ALS</td>
<td>ALS Awareness</td>
<td>Host a social event in connection with campus establishment and donate proceeds to charity.</td>
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<tr>
<td>Beers for Tears</td>
<td>Brain Injury Foundation</td>
<td>Hosting craft beer tasting at local bars. Get donations from brewers of free beer and proceeds of sales go to charity.</td>
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<tr>
<td><strong>Social Support Service</strong></td>
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<tr>
<td>10 Steps to Wishes</td>
<td>Make-A-Wish Foundation</td>
<td>Traditional fundraising—events and online. Donations. Selling T-shirts, wrist bands, etc.</td>
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<tr>
<td>CURE</td>
<td>Boys and Girls Clubs of Philadelphia</td>
<td>Selling water, T-shirts.</td>
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<tr>
<td>Game Night</td>
<td>St. Mary's Villa for Children &amp; Family</td>
<td>Host game nights for a small entrance fee. Use funds to buy supplies and sports equipment for orpanage.</td>
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<tr>
<td>Play for a Cause</td>
<td>Operation Homefront</td>
<td>Host Madden tournament and donate funds.</td>
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<tr>
<td><strong>Disaster Relief</strong></td>
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<tr>
<td>Help Haiti Heal</td>
<td>Red Cross Haiti</td>
<td>Host concert. Give profits to Red Cross.</td>
</tr>
<tr>
<td>HAND Bands</td>
<td>Chilean earthquake relief</td>
<td>Sell unique wristbands, T-shirts. Set up online donation site.</td>
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<tr>
<td>Soaring for Hope</td>
<td>Haiti earthquake relief</td>
<td>Host an Ultimate Frisbee tournament.</td>
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<td><strong>Environmental</strong></td>
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<tr>
<td>Cents for Trees</td>
<td>Philadelphia Green</td>
<td>Change collection boxes at food trucks, restaurants and other locations on campus and around city to raise money for planting trees and tree maintenance.</td>
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<td><strong>Scholarship</strong></td>
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<tr>
<td>Brotherhood Concert</td>
<td>Save the Music</td>
<td>Host concert and donate profits to VH1 Save-the-Music Fdn.</td>
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<tr>
<td>Students for Anani</td>
<td>Anani Memorial School in Ghana</td>
<td>Sell bracelets and school supplies made by local school children and donate profits to Anani School.</td>
</tr>
<tr>
<td>Owl Keepsake Auctions</td>
<td>Pavlides Family Scholarship</td>
<td>Sell collection of owl knick-knacks.</td>
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<tr>
<td><strong>Animal Welfare</strong></td>
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<tr>
<td>Ribbons for Rescue</td>
<td>Pennsylvania SPCA</td>
<td>Sell handmade lapel ribbons and take donations at various locations and events.</td>
</tr>
</tbody>
</table>
said Colleen Hollawell, a senior marketing major whose group raised $557.20 for the Pancreatic Cancer Action Network—a cause close to Hollawell, whose father had pancreatic cancer. “[My father’s] determination, strength, and faith are what inspired me to raise as much money as I possibly could and to be passionate about my cause,” Hollawell said. “I felt as if I was doing this in honor of my dad. My dad is my hero in so many ways.”

And it was an opportunity for them to connect with the community. One of the most moving moments in the final team presentations came when a young man, whose team had bought supplies and equipment for an orphanage, teared up when talking about how it felt to actually deliver the goods to the children.

Ongoing 10-10-10 Projects, Fall 2010
Based on the success of the first projects during the spring semester, the decision was made to continue doing 10-10-10 projects in the next session of the entrepreneurial marketing class. Students were given the option of continuing with one of the 10-10-10 projects from the spring semester or starting a new venture. The 20 teams that came together for the fall semester are listed in Table 2.

Six of the final twenty teams were based on previous projects in some way. The PanCan team picked up where the students in the previous semester had left off. Beers for Tears and Sippadelphia were based on the original Beers for Tears project, although each implemented them in a different way. If not exactly the same project, several teams focused on similar issues such as animal welfare or saving music education. Many of the projects were brand new. The absence of efforts focused on disaster relief (e.g., Haiti) in the fall session is an indication of what happens when the disaster falls out of the news, even though relief efforts are still needed.

One phenomenon that was observed at the beginning of the semester was that a significant amount of word-of-mouth had been generated by the success of the spring projects. Many of the students came into the fall session prepared to take on a particular project. Some had already recruited team members. As a result, these students’ teams were able to put their projects in motion earlier in the semester. The administration and faculty experience of having been through the process once before also helped pave the way for a faster start.

The results of the fall session were even more extraordinary than the spring projects. The student teams raised over $17,000 in monetary donations for a wide variety of charities ranging from the local—such as the Philadelphia Youth Orchestra and Mural Arts Program—to well-known nonprofits, including Susan G. Komen for the Cure, Live Aid, and international organizations such as Freeset Global, a company that helps women escape from forced prostitution in India by giving them a job and education. In addition to monetary donations, these teams also raised $4,200 in in-kind donations, and had sponsor donations (gift cards, autographed memorabilia, etc) valued over $1,500.

Feedback
The top-earning student team was Broadcast for Vince, a scholarship fund in honor of the late father of senior marketing major Mark Raimondo. Vince Raimondo, a Haverford High School and Temple graduate who worked in radio for more than three decades, died last summer (2010) from colon cancer.

Through online donations, CD sales and events, including guest bartending and a benefit concert, the group netted $4,700 for the scholarship, which will benefit Haverford High School students who demonstrate financial need and who plan to pursue careers in broadcasting or communications.

Like Raimondo, the 10-10-10 project was deeply personal for Brian Tomczuk, whose group, Phil-Lea Phoundation, raised money and donated supplies to benefit his sister, Jamie, a first-year middle school teacher at Henry C. Lea School in West Philadelphia.

Tomczuk, a local hip-hop artist known as Tom Charles, held a fundraiser at a DJ event while a teammate, who is a massage therapist, offered free sessions with all tips going to their charity.

The team raised nearly $1,300, in addition to boxes of paper and other supplies. They visited the classroom of Tomczuk’s sister on December 1 to present final donations and participate in class activities.

“They’re underprivileged, and to contribute to their education, to contribute to their learning experience, is the best feeling ever,” Tomczuk said.

Lessons Learned from the 10-10-10 Projects
At the end of the semester, each team submitted a group paper and each student submitted an individual paper that addresses the goals and objectives of the project, the marketing strategy and implementation, sustainability, and competition. In particular, the students were asked to discuss the main issues they encountered and the lessons they learned. The key lessons can be grouped according to academic, business, and social involvement, as well as life in general.

Academic
1. You need a marketing plan. It gives you a road map to follow and helps keep a team on track. Students who thought they would just set up tables and ask for donations were quite surprised when they weren’t making progress.

2. You need a back-up plan. Things don’t always go as you expect them to. For example, one team has a plan for an environmentally friendly coffee stand... until they found out that university rules and policies were going to make that impossible. They had a backup plan to raise money for an environmental cause by other methods and were able to be successful meeting their goal.

3. You need to be flexible. If an opportunity comes your way, you need to be able to jump on it. Students raising money for the Susan G. Komen Foundation were discouraged when their fundraising events weren’t generating as much money as they had
Table 2: 10-10-10 Fall 2010 Team Charities and Fundraising Methods.

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<td>Sippadelphia</td>
<td>Prostate cancer awareness</td>
<td>Beer tasting. Get donations from brewers of free beer.</td>
</tr>
<tr>
<td>Students for Susan</td>
<td>Susan G. Komen</td>
<td>Traditional fundraising—events and online. Donations. Selling T-shirts, wrist bands, etc.</td>
</tr>
<tr>
<td>Drink Pink</td>
<td>Susan G. Komen</td>
<td>Host a social event in connection with campus establishment.</td>
</tr>
<tr>
<td>Donate for Life</td>
<td>Organ donation</td>
<td>Pie a professor event.</td>
</tr>
<tr>
<td>Concerts and Games for Brains</td>
<td>Brain Injury Foundation</td>
<td>Concert and Minute-to-Win-It style bar games.</td>
</tr>
<tr>
<td>Reason to Smile</td>
<td>Cleft lip surgery</td>
<td>Major social event expanding on existing low-key annual event.</td>
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<td><strong>Social Support Service</strong></td>
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<td>A Woman’s Place</td>
<td>Shelter for abused women</td>
<td>Raffle with signed sports memorabilia.</td>
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<td>Fashion for Hope</td>
<td>Philadelphia housing</td>
<td>Fashion show. Collect clothing donations.</td>
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<td>Roll with Us</td>
<td>Wheelchair basketball</td>
<td>Promote a wheelchair basketball game.</td>
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<td><strong>Environmental</strong></td>
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<td>City of Brotherly Art</td>
<td>Philadelphia Mural Arts</td>
<td>Have gallery shows and sell student artwork.</td>
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<td><strong>Scholarship</strong></td>
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<td>Broadcast for Vince</td>
<td>Haverford High School scholarship</td>
<td>Host events and a concert at Haverford High School.</td>
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<td>Phil-Lea Phoundation</td>
<td>Henry Lea Middle School</td>
<td>Collect donations and school supplies for city school.</td>
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<td>Right to Rock</td>
<td>Philadelphia Youth Orchestra</td>
<td>Concert, raffle.</td>
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<td><strong>Animal Welfare</strong></td>
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<td>Frisbees for Fido</td>
<td>PA. SPCA</td>
<td>Host Ultimate Frisbee tournament. Collect donations, pet food, and supplies for local shelter.</td>
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<td><strong>International</strong></td>
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<td>TU Freeset</td>
<td>Freeset Global</td>
<td>Sign up student organization to buy promotional bags and T-shirts from Freeset.</td>
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<td>Silly Band Aid</td>
<td>Live Aid, Hunger in Africa</td>
<td>Concert</td>
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<td>Fresh Beats for Fresh Water</td>
<td>Clean water efforts in Africa</td>
<td>Concert</td>
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<tr>
<td>Walk in My Shoes</td>
<td>Shoes for children in developing countries</td>
<td>Online donations. Collection of gently used children’s shoes.</td>
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hoped. Through a friend of a friend they had an opportunity to host an event at a local watering hole where the establishment would share the revenue with them. The funds they received that evening helped put them over their goal.

4. Don’t put all your marketing eggs in one medium. Part of the premise of the project was to see how effective and how fast Facebook and other social media would generate word-of-mouth for a social project, if it would! Across the board, the teams learned that putting up a Facebook page is not enough. You need the plan and the strategy for how you are going to promote your project through social media. You need to incorporate it into a larger marketing plan that uses a variety of marketing methods. According to one student, “We learned that we needed to be proactive in our marketing. Setting up a table or a Facebook page wasn’t going to be enough. People didn’t just come to us!”

5. A corollary to #4 is don’t count on one event to make your goal. We had arranged for exhibit tables at Temple’s “Spring Fling”—an outdoors, campus-wide exhibition by student organizations. On the day it was scheduled, it poured rain. Teams that had counted on traffic that day were sorely disappointed.

6. People don’t always do what they say they are going to do. Just because people “like” your Facebook page doesn’t mean they are going to do anything for you. Just because they sign up for an event on Facebook doesn’t mean they are going to come to it. The turnout of people who were positive Facebook responders was as low as 5% and only as high as 50%.

Business

7. You can’t just “do” things. Organizations, institutions, and businesses have policies and procedures that have to be followed. For example, the Fox School only allows two student organizations a day to have tables promoting themselves in the lobby. Since these teams were not official student organizations, they were on the bottom of the priority list. Also, local establishments that are part of a national business chain usually can’t make donation or sponsorship decisions on their own.

8. You need to have contracts with suppliers. Several teams planned concerts, one a fashion show. Without a firm contract, the bands, models, DJs frequently found other, paying gigs for the same evening the students had their events planned. The students had to scramble to make something happen.

9. Events are hard and advance ticket sales a must. Most of the teams plan to do some kind of event as part of their marketing plan without realizing all the logistics that go into hosting a successful event from date and venue selection, through contracts with establishments and performers, to actually getting people there. The best example of this lesson was learned by a team that scheduled a concert on a Saturday during spring break. About 50 of their friends had said, “Sure, we’ll be there!” On the day of the event, there was monsoon-like weather. Only five people showed up. Advance tickets may have encouraged people to come, or at least put some money in their pocket.

10. It never hurts to ask. The worse that can happen is someone will say “No.” One student talked to everyone she met about her project. She wound up with signed balls and jerseys from major sports teams to include in a raffle.

11. Networking outside your immediate circle of friends is critically important. You never know who can help you or where leads might come from.

Social involvement

12. There is a lot of competition for people’s charity dollars. The teams realized very quickly that they were all competing for the same dollars on Temple’s campus. Those who reached beyond the Temple environment were the most successful.

13. Just because you are passionate about something doesn’t mean other people will be. You really need to develop a story that resonates with people and gives them a reason to care about what you are doing. The most successful teams were ones that had a real personal story to tell about their involvement in the cause.

Life

14. It’s not always a good idea to go in to business with your friends. To quote a student, “You always want to give them another chance or cut them a break.” And from another point of view, “I joined the team because they were my friends, not because I was passionate about the project. My lack of interest hampered my efforts.”

15. The most important lesson most of the students learned: “You don’t have to be rich to give.” Small teams doing small projects can have a huge impact on local communities, near and far.

Follow on

So the experiment has been a success. The third series of 10-10-10 Projects has begun in this spring 2011 semester. We are continuing to build on the previous semesters’ experience by adding additional dimensions to the projects. As part of their individual assignments this semester, students are contributing to the 10-10-10 Foundation blog (www.101010foundation.com), which will document their experiences and progress throughout the semester.

Also, the teams in the current class have been challenged not only to raise funds and in-kind donations but also to find sponsors for their activities and people and organizations who will provide matching funds. These students have ambitious goals. They want to exceed the previous semester’s results. We hope that they do. ■

by Robert Jack, Macquarie University, Australia

It has become a common understanding—indeed almost a cliche—to state that services represent the dominant component of the international economy. Typically, services are defined as deeds, processes, and performances. The defining characteristics of services—intangibility, inseparability, variability, and perishability—have long been used to make a distinction between services and goods as separate product categories. In contrast to a good, many services involve interactive activities either performed, or directly delivered, by a firm to its customers. The term “inseparability of production and consumption” is applied to describe this service process and emerges as a significant point of difference between services and goods.

However, this straightforward division between goods and services as distinct product categories has been challenged. Instances of services being embodied in a physical format have long been common. Similar to goods, these service products are first produced and subsequently used or consumed by the client. Consequently, although there is an acknowledgement that services do differ in some respects from goods, separability of production and consumption is not necessarily a dividing line between these two product categories. Goods and services, therefore, may co-exist and overlap throughout the production and consumption process.

While de-emphasising the differences between goods and services, others explain that products can contain both good and service components. Early service marketing researchers (see Judd, 1964; Rathmell, 1966; Regan, 1963) used terms such as “productified services,” “owned goods services,” and “non-good services.” Although complex, these terms imply a more unified perception of goods and services. Marketers, in particular, prefer to speak of product continuums with various levels of services contained (I prefer to use the term “embedded”) in each product. The use of continuums in product analysis implies that simple distinctions between goods and services are unhelpful. “Product packages” and “offerings” are terms more recently used to describe the productive output of organizations.

This classification takes on increasing relevance as many manufactured goods embody services in their production and distribution. Consumers often buy a final product based on post-sales services such as a maintenance contract, installation, repairs, and training that are deemed indispensable to its utilization. Bowen, Siehl, and Schneider (1989) provided an early, but still insightful, analysis of the myriad of service activities that accompany goods. The authors categorize these into three types. First, there are services related to design that focus on product reliability, making it more reliable in construction. The second set consists of creating a system that concentrates on response time to customers who require service and can include issues such as the
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number and location of service technicians. The final set of activities aims to reduce risk and includes warranties and service contracts.

Categories by Bowen et al. (1989) imply that the more complex the operation of the good, the higher the service component embedded in it. Similarly, many goods have an inherent client-related service component with maintenance and servicing of the product being undertaken by either the user or the manufacturing firm. The operation and maintenance of these goods are key concerns of end users, whereas the physical features and functions of the good itself, while important, were secondary. Building on elements of Bowen et al. (1989) categories, we can classify these services as “embedded services,” with some examples falling into the following categories:

- customised design—pre-production
- warranties & guarantees—post-production
- installation—post-production
- commissioning—post-production
- maintenance—post-production
- on-going after sales service support—post-production.

Therefore, separable products (in the form of manufactured goods) may be dependant on embedded services to ensure their development and use. Manufacturers may embed services into separable products, thereby creating product packages. In common with service characteristics and definitions, the composition of these embedded services may be separable and/or inseparable. Accordingly, a firm may embed a separable product with separable services, such as guarantees and written instructions. In this circumstance, the degree of separability of the firm’s product package is high and the embedded services are compatible in separability to the firm’s separable product.

Alternatively, firms may embed inseparable services in their product package. Interactive services are commonly an essential part of the firm’s product package. Customized design, product installation, product maintenance, training and direct after-sales services are some examples of inseparable embedded services. Therefore, a firm’s product is dependent on inseparable services for both pre-production development and post-production use. Embedding these with a separable product will result in creation of a product package with different degrees of separability—part separable, part inseparable.

The key challenge for many firms adopting this practice is product delivery. Different degrees of separability within single product packages imply increasing complexity in ensuring clients access all components of the package—particularly when those customers are located across different markets. Firms providing product packages have to incorporate into their strategy the methods by which they will achieve the successful delivery of these packages to their clients.

Depending on the extent of interaction, the inclusion of inseparable services in any type of product package may require the firm to interact with their customers, either directly or via an agent. Therefore, understanding the extent of service inseparability becomes a vital strategic consideration. The firm may be able to provide embedded services without the requirement of interacting with their clients. E-service technologies may be available allowing clients to access additional product services online, without the need to directly contact or interact with the firm.

Even if more direct forms of client/firm interaction are needed, different options may be available. In the same way that products categories tend to be simplified, the nature and extent of inseparability also tends to be assessed in a one-dimensional way. This may be misleading. For example, Hirsch (1989) explains that interaction can take different forms and states that many services do not require continuous interaction between the producer and the consumer throughout the entire production or service delivery process. Hirsch cites the example of consultation. Although consultation may require some form of direct interaction to initiate it, the additional work required to complete the transaction can be done separately from the client. Hirsch defines the extent of interaction in a service as “intensity.” In further explaining the concept of service intensity, Hirsch (1989:49) explains:

Interaction can vary in length, it may be continuous or it may be interrupted by one or more intervals. It may take place at the beginning or at the end of the process during which the service is being rendered.

Therefore, the greater the “intensity” of service inseparability, the greater the requirement for direct and continuous interaction between the firm and its clients.

A case study I undertook with an Australian-based manufacturing firm underscores both the complexity of its product package and the challenge that it has in ensuring that all components of its product are accessible to its clients. The CEO of the firm described his product as follows:

Our work tends to go in three discrete phases:

- The front end is highly interactive, where you are really defining what it is you are trying to achieve and what you are going to do (let’s call this PRE-PRODUCTION embedded services).
- The middle bit, which is implementation, which is just doing it and can in fact be done relatively remotely (this represents a tangible PRODUCT).
- The final bit is where, if this is the first time you have done something, is very interactive again as well and is usually on site. (Let’s call this process POST-PRODUCTION involving embedded services such as installation and ongoing maintenance.)

So you have these two pillars, at the front end and the back end which are very ‘on-site’ and intensive.

The breakdown and description of each activity is instructive and the implications for delivery weigh heavily on the firm’s skilled personnel for delivery.
Ultimately, the inseparable services described are intensively interactive, but within a prescribed timeframe.

An emphasis on understanding such a complex composition of a firm’s product has particular relevance to firm internationalization. Most ‘modern’ theories relating to the internationalization process of firms are based on the behaviour of manufacturing firms. Incremental or staged approaches are presumed to be the most likely internationalization progression for firms entering foreign markets (see the widely cited work of Johanson and Wiedersheim-Paul, 1975; Johanson and Vahlne, 1977, 1990). These theories assume a form of exporting activity before the firm undertakes any direct foreign market presence. Manufactured goods can be exported into these markets as a first stage in internationalization. Over time, exporting can, if desired, lead to more direct entry modes for the firm. This may eventually culminate in a direct market presence, in the form of foreign direct investment.

This approach implies a degree of separability of production and consumption and relates to the internationalization of product offerings consisting primarily of goods. All too often an appraisal of a manufacturing firm’s product became incorporated into one large product “basket” with the core product (a manufactured good) representing the reason for a firm’s entry mode choice. The likelihood of multiple product characteristics, within a single offering, is rarely acknowledged in the context of internationalization and entry mode choice.

Analysis concentrating on the internationalization of services is largely based on an examination of service providers operating in traditionally defined service sectors or industries. The assumption is maintained that the successful delivery of service products requires some form of direct interaction between the user of the service and the provider of the service. Consequently, service firms will have to enter foreign markets directly to fulfill the needs of customers. Accordingly, service firms may not have the option of exporting, as services cannot be delivered successfully to consumers in this manner. Therefore, service firms base their market entry strategies on their unique characteristics and are presumed to differ from manufacturing firms in their strategic decision making. The relevance of incremental or stages approaches to internationalization by service firms is, therefore, questioned as it may require the firm to ‘skip’ the export stage when it begins its internationalization process, as it is simply not possible for the firm’s product to be delivered to the user via this mode. This situation has been described by researchers as ‘leapfrogging’ (see Welch and Luostarinen, 1988).

Consequently, an interesting comparison of product analysis emerges. Marketing theories highlight that products are, at times, complex combinations of both goods and services and can include multiple service activities. These merge to form a single product package provided to a firm’s clients. This level of product integration implies that a singular analysis of a firm’s output may, therefore, underestimate what firms actually provide to their clients. Alternatively, international business theories generally address manufacturing and service firms separately. The characteristics inherent in these different products underpin the literature concerned with why firms choose particular internationalization strategies. As a consequence, service firm internationalization emphasises the inseparable nature of many services, and the implications this may have for firm internationalization. The interactive delivery of services implies a more direct approach to serving clients in international markets.

Going back to the case study example I highlighted previously, the CEO emphasized the logistical difficulties of delivering such a complex product package into international markets

Now when you are doing that offshore, you are looking at the issue of how you are going to have to deal with people for weeks or months overseas interacting with clients.

So here we have a specialist manufacturer, whose chief concern in internationalization is not only the ability of its customers to access its tangible product but how to deliver the pre- and post-production embedded services essential to the products development and use. For the firm’s largest international market, the U.S., exporting was supplemented by the simultaneous establishment of a sales and services office. In Asian and European markets, exporting is supported by the combined use of agents and head office staff travelling to clients to deliver the pre- and post-production embedded services.

A reassessment of product characteristics has implications for the deterministic nature of process models, and may mean that the application of the model is dependant on the degree of separability of a firm’s product. A consistently high degree of separability across the firm’s product package implies that the firm has the option of exporting its product, at least in the first step of its internationalization process. However, firms may find that embedded services that change the separability of the product package could also affect the entry mode choice that they adopt. Some degree of direct interaction may be required for various types of pre- and post-production embedded services, such as customized design, installation, maintenance, and on-going after-sales service support. Therefore, a firm manufacturing an industrial product, which can be exported across international markets, may find that the embedded services essential to its use require the firm to consider a direct presence in the market for consistent and ongoing service delivery and value creation. This could be in the form of a subsidiary (some of my previous research—see Jack, As-Saber, Edwards and Buckley, 2008—showed that this was the preferred method for Australian manufacturers entering the U.K.); a sale and/or service office, the use of an agent or extensive use of head office staff travelling for set periods of time.

So . . . where to from here?
Well, as a starting point, researchers and practitioners need to move beyond an analysis of the firm that describes its productive output as either manufacturing or service based. Then, a more relevant focus on product deliverability could be assessed by determining the degree of separability of a firm’s product package. Various categories of product classifications could be incorporated into a continuum, with each category linked to a likely pattern in the process internationalization for firms whose productive output conform to that category. Finally, understanding the different degrees of product and embedded separability can then be analyzed, but within the context of a single product package.

References


Are you aware that there are new ways to purchase software? Whether you use a Mac or a PC, there are things you should know. Your world is about to change. In this month’s column, we explore the Apple’s iTunes App Store and its new Mac App Store. We’ll examine the positive and negative aspects of this new approach to buying software online and we’ll look at a couple of examples that show why you will be attracted to this new way of buying software.

Walled Garden or Virtual Prison: What You Need to Know about the App Store’s New Approach to Selling Software

by Kenneth E. Kendall, Rutgers University

Many years ago, Web users were introduced to the term “walled garden.” It was used to describe an area where users of America Online (we know it now as AOL) could “safely” go to get information. I remember reading about it first in The Economist. Those of us who were new to the Web at that time could click on any links to sites (like Travelocity for airline travel) and feel safe that (1) we were dealing with a reliable, established company; (2) we could divulge our personal information and not worry; and (3) there would be no objectionable content in this area. After successfully navigating in this protected environment, Web users became emboldened and left the walled garden so that they could click on any link and visit any site they wished. The entire Web was now available. While the concept of the walled garden vanished for many years, it is now back. Its latest manifestation is in the form of an App Store.

The Economics

Apple charges a software developer a $99 fee to develop and list their app in the iTunes store and then takes 30 percent commission on everything it sells. Some think the author’s 70 percent is too little, but it depends on your perspective. I seem to remember that my college bookstore gets 20 percent of the cost of a textbook for selling a book.

In February 2011, Apple announced that it will soon be selling subscriptions to magazines and online newspapers for a period of time rather than per issue. Once again Apple will take 30 percent, but only if the subscription is made from within the iTunes store. Apple allows publishers to sign up subscribers from their websites directly and will not take a cut for doing so.

Users love the pricing in the App Store. Many apps are free, a very large number of iPhone apps are $0.99. When the iPad was introduced, $1.99 rather than $0.99 became the standard.

The iTunes App Store for devices that ran iOS (the operating system for iPhones...
and iPads) opened in July 2008 as an update to iTunes. On January 22, 2011, the 10 billionth app was downloaded.

The Advantages

Apple made a key decision to allow users to purchase an app in iTunes, download the app, and then install it on any compatible iOS device (numerous iPhones, iPod, or iPad). That means that if your family has two phones, two iPod Touch devices, and two iPads, you can purchase the app once and legally use it on all of the devices. The App Store can be accessed on the iOS device as well.

The Limits

Apple insists on approving everything sold in its App Store. This means there are some restrictions that frustrate software developers and sometimes, consumers. Here’s where the walled garden comes in. You won’t find any app with objectionable content on the iTunes Store. But then you won’t find that great app that lets you reprogram the mute button on your iPhone to function as a camera shutter either. Too bad. That is a desirable feature.

The Exception

You maneuver around the restrictions Apple has imposed by loading software that will allow you to break those rules. You can then buy software, which is not available via iTunes, and use it on your phone. It’s called “jailbreaking” and recently it has become legal for you to do so. But beware, if anything goes wrong, you can’t go running to Apple to fix it.

The Competition

The iTunes store for apps was a great success, but the apps were for Apple products only. Recently Amazon introduced their own App Store devoted to Android applications. In the meantime, Apple launched the App Store for OS X applications (the operating system for Apple desktops and notebooks) and applied for a registered trademark. Apple then sued Amazon to refrain from using the name “App Store.” Amazon subsequently relaunched the site as the Amazon Appstore for Android (Schmelkin, 2011).

The Amazon Appstore actually improved on Apple’s version. The Amazon store lets you try before you buy. The feature is called TestDrive, and gives a prospective buyer a chance to preview the app (Etherington, 2011).

The New Approach

When Apple decided to launch The Mac App Store (simply calling it the App Store just like the one for devices running on iOS) in which Apple desktop and Notebook users can buy and download applications, it created something unique. Years ago we had to buy a floppy disc, then later a CD, containing a copy of the software we wanted to run. This is still the case for Microsoft Windows 7, Microsoft Office, and many of the Adobe products.

But with the new store you can download an application and you will automatically be informed of any updates to the software. Updates are free. Sure, there were many programs that you could buy directly from the manufacturer and

These are a few of my favorite things. I used Delicious Library 2 to organize my collection of DSI Fellows’ books. The new Mac App Store made me aware of this productivity software.
then download to your computer, but it was never as convenient as it is now.

The Leaderboard

Why is "Angry Birds" always the number-one downloaded app? Is hasn’t always been that way. In the early days of the iTunes App Store a program called Koi Pond always seemed to float to the top. Being on top definitely brings in more sales. Some companies run sales occasionally, drastically dropping their price for a couple of days, just to get into the top 20. I don’t know what the Apple model for rating the top program is, but it could be based on an exponential smoothing model. In this way, a program may stay at the top a little longer than it deserves.

In the Mac App Store, however, the top 20 list in each category has been fluctuating wildly recently. We use the term “whipsawed” in the stock market when a stock’s direction is suddenly reversed. We should name this effect as “appsawed” when discussing how one app is on top one day, while its competitor is number 30, only to see it reversed the following week.

The Consumer Reaction

Mostly joy. Obviously, the iTunes store has been a great success. The new Mac App Store will be as well. There are a couple of programs I was holding off on. I didn’t want to buy them because I didn’t want to buy multiple copies, and I surely wasn’t going to install them illegally. So when the Mac App Store allowed me to legally download the software to any Mac I own, I was pleasantly surprised. It allows me to catalog all of my books, my CD and DVD collections, and all of my electronics. Furthermore, it works well with my built-in camera, but I may buy a handheld scanner that would let me read ISBN numbers as I go from bookshelf to bookshelf. I’m going to scan in a number of books and then export them in an XML format so I can use them as citations in my next manuscript.

The Dark Side

Will Apple force developers to sell their software via the App Store? Will this be the only way a Mac user will be able to purchase software in the future? Time will tell. It was recently announced that only apps sold through the App Store will be eligible for Apple Design Awards (Myslewski, 2011).

The Bright Side

What is so good about the Mac App Store? Here are a couple of examples. Should I buy Adobe Acrobat Pro at $449 and install it on one computer or should I buy PDFpenPro for $99 and be able to conveniently download it on every Mac I own? The developer of PDFpenPro is Smile, and they are putting smiles on those customers who have purchased their software. Any of you Mac owners who want to convert websites to PDF files, mark up documents, create forms, add signatures, move and resize images, correct text, and even perform OCR, should take a look now. Spending $99 and having it on three computers drops the cost down to $33 a computer compared to the $449 per computer price of Adobe Acrobat Pro.

The app I used to create the photo that goes with this column is a program called Delicious Library 2. I noticed this app in the App Store because I was running another app called Store News, that watches out for sales in the App Store. I saw this same software in a brick and mortar store awhile back, but didn’t give it much thought. But when it appeared on the sale list in the new Mac App Store, I became curious.

I installed Delicious Library 2 and was pleasantly surprised. It allows me to catalog all of my books, my CD and DVD collections, and all of my electronics. Furthermore, it works well with my built-in camera, but I may buy a handheld scanner that would let me read ISBN numbers as I go from bookshelf to bookshelf. I’m going to scan in a number of books and then export them in an XML format so I can use them as citations in my next manuscript.

Entering information was even easier than that. I added the book Systems Analysis and Design that I coauthored just by typing my last name and then choosing the book from a list. When I chose the book, Delicious Library 2 announced it. I smiled broadly. I welcome it as a time saver and another way of getting organized so I can publish more.

The Garden (or Prison)

The concept of the App Store is wonderful. At the present time, Mac users can benefit by getting quality apps like these delivered to their computers in seconds. Many may feel comfortable in Apple’s walled garden with its apps that flourish and its freedom from objectionable “weeds.” Others may feel confined as if they were in a virtual prison where they can only run certain apps and view censored content. My experiences with the Apple Apps Stores have been thoroughly positive. I hope to see a similar store for PC users some day soon. We would all gain from it.

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http://www.delicious-monster.com/
Envisioning the Business School of the Future: Some Insights

by Richard G. Donnelly and Prabir K. Bagchi,
George Washington University

Business schools have become important components of contemporary tertiary education throughout the world. Business schools have also become the subjects of endless criticism, as the world economy shows severe strains. Several scholars have argued that management research has little relevance in the real world and that management education has little effect on business performance (Ghoshal, 2005; Pfeffer & Fong, 2002; Mintzberg & Gosling, 2002). In a widely acclaimed book, Mintzberg (Mintzberg, 2004) observed that most business school teaching had only stressed dry, functional disciplines, and thus produced generations of managers who were largely incapable of dealing with real-life business issues let alone moral challenges. Some have pointed out how business schools’ hiring of inexperienced assistant professors, freshly minted out of doctoral programs and having no real-life business experience, has resulted in graduating students who are ill-equipped to deal with the complex, unquantifiable issues that will haunt them in their work life (Bennis & O’Toole, 2005). The intellectual rigor that legitimized business schools and turned the M.B.A. into a respected credential has fallen by the wayside, argues Khurana (Khurana 2010) in his recent book. Instead of producing young professionals, he says, business schools are treating students as consumers and their education as a commodity. Others researchers (Starkey & Tiratsoo, 2007) observed discontent among faculty members due to “commercialization” of business teaching and stress on carrying out meaningless research. We have also seen criticisms about the value of the MBA degree in the popular press. Recently the Harvard Business Review published its list of the 50 best-performing CEOs in the world. Of these, only 14 CEOs had MBA degrees. Furthermore, out of the original pool of 1,109 candidates, only 32 percent had MBAs. Is the lure of the MBA degree fading?

Other indicators of trouble with business education also abound. In their recent book, Rethinking the MBA, Datar et al. suggest that business schools played a contributing role in the financial meltdown of 2008 (Datar, Garvin, & Cullen, 2010). They argue that too many MBAs didn’t learn the “importance of social responsibility, common-sense skepticism and respect for the risk they were taking with other people’s money.” Certainly, reliance on marketplace signals has not been very useful in identifying shortcomings in business education or pointing the way to improvements. The short-term perspective of many in top management, driven by the Wall Street mentality of “seeking profit at all costs,” has irreparably harmed the structure of business programs. Wall Street-initiated financial bubbles have led to unsustainably high compensation structures for financial analysts and managers. This has attracted hordes of bright young men and women to careers in finance, adding fuel to the fire and warping the better curricular balance of MBA programs of a decade ago. The imbalance has been further warped by the fact that, led by faulty assumptions and flawed analyses, U.S. manufacturing industries have been ceding many of their operations to the Chinese without much concern for the long-term consequences for the American economy. The result? Finance programs with emphasis on multi-layered...
derivatives, swaps, and other similar instruments have found growing favor in business curricula at the expense of offerings emphasizing global strategy, excellence in operations, and innovation and new product development, the GDP-enhancing aspects of business. The contrast with engineering and applied science curricula is too stark to overlook. New science and technology skills and knowledge in the hands of fresh engineering graduates opens new opportunities and builds the economy. Financial manipulation tools in the hands of fresh business graduates are more likely to be used to redistribute assets in a zero-sum game.

All in all, business curricula have followed market demands rather than driving them. With business schools typically treated as cash cows by their parent universities, curriculum commoditization and mass production of graduates around a common core curriculum is a cost efficient way to run a business school. This has resulted in programs that are largely indistinguishable across business schools, however, and this very limited differentiation also contributes to the loss of luster of graduate business education. Compounding this, it seems that a growing fraction of students in graduate business programs want the degree so they can get a better job more than they want the learning so they can do a better job. Increasingly, these students have little time for in-depth studies, some are full-timers holding a job or part-timers a second job to finance their education, many are being required by their employers to attend meetings and to travel regardless of class schedule. Schools that must make growing enrollment targets to generate the cash flow expected by their universities simply acquiesce to these student expectations. Faculty are culpable in this—courses are too often diluted, expectations significantly lowered, and grade inflation allowed to take hold. Finally, competition among business schools also drives administrators to allocate scarce resources to extra-curricular activities—non-curricular services to obtain better rankings—thereby reducing investments that would improve pedagogy.

No other professional field of education has been under the lens of criticism so intensely—as one dean commented, “No professional field of study has been more consistently inspirational both to its friends and critics” (Gordon & Howell, 1959; Pierson, 1959). Given this state of affairs, this paper examines possible steps to revitalize business education to earn back the trust of business and society. How should business schools react to these criticisms of business education questioning its relevance for business and society? If change is inevitable, who should lead the charge? Has the U.S. model for business education run its course and has the time come for alternatives? Should there be different pedagogic models for different regions and different countries?

Relevance of Business Education

Experts have observed that business schools have emulated the procedures of the physical sciences in order to gain respect in society. Driven by good intentions, the research priorities and curriculum may have swung too far away from the ground realities in business. Increasingly, doctoral programs are being populated by students who have just received their undergraduate degrees. Their inexperience tends to limit them to performing theoretical research. Graduates from these programs have little or no exposure to real-life business, except occasionally through the narrow windows of the surveying and interviewing embedded in their research plans. These bright and capable novice researchers fill the beginning academic ranks and eventually become the tenured senior faculty members and academic leaders in most business schools. The management education designed and delivered by this faculty can be somewhat less than “well-rounded,” failing to include realities of the workplace, marketplace and industry that only hands-on experience can provide. Some faculty members may have become comfortable in publishing more theoretical papers assuring them tenure, but are not equally adept at teaching leadership, operations, and other human issues that managers have to frequently deal with in real life (Bagchi & Donnelly, 2008).

As a result, business school graduates often have greater expertise in business modeling than in managing operations involving human intentions. Often, newly minted MBAs are, as individuals, skilled analysts. But as they assume more responsible roles, they need to move from an individual to a team mindset, and be able to get work done through others. Making this transition effectively often requires experience or know-how that they seldom get in school. This is nothing new, but the gap between classroom-delivered theory and the real-life practice of management and operations seems to have widened in recent years. One researcher laments,

“When it’s not just that our business schools manifest tragic gaps between theory and practice, between research and teaching, and between normal science and interpretation. That would be bad enough. Instead, practice, teaching, and interpretive synthesis are viewed as vastly subordinate endeavors.” (Hambrick 2005)

Management courses may have become more rigorous, and include more mathematical modeling or statistical tests than in an earlier period. But how valuable is rigor without relevance? Some may argue, and rightfully so we believe, that rigor without relevance is worthless. How, then, can business schools properly address the changes in curriculum and academic research that reflect the needs of the marketplace?
Leading Change in the Business Curriculum

A common complaint in the marketplace about MBAs is that they are completely in the dark about organizational realities. It is difficult for them to fathom the power, politics, and challenges of making and implementing decisions in organizations. In fact, some would argue that MBAs are naïve about organization dynamics and that their knowledge of leadership issues and challenges, and the increasingly important topics of business ethics, corporate accountability and sustainability are spotty at best. Moreover, their capacity for integrative thinking—embedding applicable learning from functional courses and solving problems from a general management point of view—is severely lacking.

As globalization takes hold, students need to learn to work comfortably and effectively in a broad array of countries and with people from widely varying cultures and business practices. While there has been a recent proliferation of study-abroad programs in U.S. universities and business schools, and they expose students to different cultures and value systems albeit for short time periods, pedagogists have been looking for ways to enable students to live and work more comprehensively and more intimately in various societies. Such in-depth exposure, say via internships or real-life projects abroad, may help future managers to learn the intricacies of management at a more granular level (or how-to-get-it-done level) in various countries. Some institutions have tried to achieve this via the multi-campus alternative, and some cite successes. INSEAD, for example, exposes students to various cultures and value systems through their campuses in Fontainebleau in France, Singapore, and Dubai, and by allowing them to enroll in courses in any of these campuses. While this may be expensive, INSEAD academic leaders have found it to be effective. Should business schools pool their resources to offer a similar experience?

Given the state of business education, how should the required changes be initiated and who should initiate them? Our experience suggests that for positive change to take hold, it must be initiated and enacted from within, by individual universities and their business schools. Business schools must redesign their curricula to offer students practically relevant business education. Improved curricula need to include a strong dose of ethics’ topic matter, reinforcing the need for individual commitment to people, the proper relationship between business and society, and the importance of loyalty and truthfulness in the relations between management, the work force and the local community. The tricky part is that this added emphasis must not come at the expense of another key element of business education that is also changing—the attention to increasingly powerful analytical and decision-making tools. Business graduates need these tools for the better situation analyses and more comprehensive “what if” scenario creation they will be expected to support. While change must come from within, there is no denying that business school leaders must solicit active help from businesses, government and non-profit organizations. In fact, this will be a real test for business school leaders. Will they be able to convince business and government leaders that the strength and commitment of their participation will greatly influence the success of this mission? Can they obtain the proactive involvement of business leaders worldwide and steer the pedagogic reengineering process towards increased use of experiential learning projects—domestic and global (multi-disciplinary action projects)?

Is it Time to Change the U.S. Business Education Model?

Over the past two decades MBA curricula have been studied and revised at almost every major school of business. With all this attention by thoughtful educators and academic leaders it might be expected that significant progress would have been made towards curricula that work. And yet criticism has been rising and dissatisfaction growing as the second decade of the new century opens. This inevitably raises the question of whether all this curricular revision has missed the mark, or whether the level of criticism is unwarranted. Either or both may be true.

Curricular revision has become something of a rite of passage for new deans. Although it dictates a timing that is often uneven, this is probably mostly a good thing. New deans bring a fresh perspective, new energy, and a new network of alums, business leaders, and contributors. Also, perhaps especially important in an industry in which governance is shared, new deans enjoy a honeymoon period during which they are accorded significant discretion by their faculties. The confluence of these factors makes the arrival of a new dean a practical time to revise curricula.

But new deans these days are asked for much more by their university presidents than mere curriculum revision. In particular they are asked to undertake fundraising campaigns that will bear much fruit for their schools and parent institutions. This demand is more acute for business school deans than for new deans of any other schools, because of the tendency to treat business schools as cash cows. What does this require of new business school deans? That they pay less attention to curricular revision and more attention to fundraising than they might have a decade or two earlier. Indeed, the typical cash cow character of the business school of the 2010s drives university presidents to think first about a new dean’s ability to fund-raise and second about academics and pedagogy. A strong academic record in a dean candidate becomes less of a credential,
while an ability to relate to the business world and sell to potential benefactors rises in importance. As a result, new deans not only have less time to devote to serious curriculum advance, they may be less qualified to do so. They may also be less able to recognize genuine curricular advance and less prone to insist on it. Faculty breathe a sigh of relief and go back to their research and teaching. So, all the curricular revision that has been taking place may well represent less progress than mere counting would imply.

On the other hand it may be that the level of criticism is inappropriate. If the MBA graduates of today’s business schools are expected to quickly contribute to solutions to the problems experienced by the contemporary business world, then employers and business leaders are bound to be disappointed. The problems faced by businesses are greater in intensity and more dynamic than at any past time. Turbulence rules! Changes in the nature of competitive advantage, in the identity of competitors, in the impacts of global forces and the regulatory actions of nations, unexpected advances in technology, the growing aspirations of the developing economies, all combine to make the business environment a much more difficult place in which to succeed than 20 or even 10 years ago. A global-scale economic decline exacerbates the problems.

The quality and utility of the skills sets that MBA graduates bring to their employers are surely unequal to the task of managing confidently in turbulent business environments. But that has to do more with the inadequacy of the skills sets that exist than of the level of mastery of the skills by graduating MBAs. What kinds of skills sets would business leaders imagine would be useful in navigating in such turbulent waters? As the saying goes, we can’t even forecast tomorrow’s weather accurately, how can we expect to forecast the much greater complexity of the course of future business? Or more to the point, economic theory ‘perfected’ over decades still finds us unable to agree on how to reverse economic decline. What works best? More spending by governments and more taxing, or less taxing and more spending by the private sector? If we can’t get this great big question answered, how can we expect our models and tools to be much of a guide for business decision making? MBAs may be learning adequately well the skills and concepts that the state of the art allows. That this is not adequate to the challenge can’t always, or perhaps even very often, be blamed on learning deficiencies in business school.

To provide better guidance for deciding on change in business education, we need to probe much more deeply the root of the dissatisfaction among the employers of our MBAs. It seems likely that we could be learning much more from exit interviews of graduating MBAs, from two- to four-year post-graduation debriefings, and from employer surveys in revealing the true dimensions of the dissatisfaction problem. If it turns out to be the case that many MBAs can’t work in teams, can’t make a presentation, and can’t write well, then curricular reform is pretty much a no-brainer. We know what to do. And we’ve been doing quite a bit of this in the curricular revisions of the past two decades. If the problems are more along the lines that employers are saying, “Our new MBAs can’t forecast what will happen to sales of our new products in highly competitive markets,” then academe probably has little to offer even in the way of potential curriculum reform, if limited to traditional classroom settings. We just don’t have the models or tools to teach from. More hands-on experience through internships and practica in collaboration with businesses may be a partial answer, though, as we argue below.

**Different Pedagogic Models for Different Regions and Markets**

Better understanding of the nature of the dissatisfaction with graduated MBAs is essential to addressing the pedagogic variety issue properly. Certainly, some curricular elements are more or less universal in their applicability and all MBA curricula ought to address these effectively. Core concepts and basic tools fall into this category. Also universal are the foundation skills expected of all college graduates—teamwork, presenting, writing. That’s the easy part to identify, and should be relatively easy to address in MBA curricula, as has already been done in many cases.

The variability of the business environment from region to region and market to market would be the guide to the applicable pedagogic model. Schools that include a strong emphasis on global business need to include attention to regional and market characteristics at an introductory level for all of their MBAs and at a higher and more specialized level for their MBAs coming from, returning to, and choosing to locate to foreign regions through employment at multinationals and international non-profits. Courses on the regional economy and regional markets would help greatly, as would courses addressing regional differences in culture and society.

But, as mentioned, turbulence rules! In a sense this probably eases the challenge of creating specialized curricula for specific regions. Over/specifying the emphasis for a region would be tantamount to underplaying or ignoring turbulence. So a curriculum designed for a turbulent business environment may be the best way to address regional variability. In our mind this would include curricular emphasis on what it takes for a business to respond to change and indeed to lead change whenever possible. There are two elements worthy of note in this context: (1) discovering and making the best possible use of available data, and (2) being prepared to lead innovation in one’s markets or react to innovation accomplished by competitors. It seems true that many MBAs experience inadequate attention in these areas through their curricula.

Responding quickly and appropriately to change requires an understanding of the dynamics of regional markets and different industries. Dynamics are tough to teach in any curriculum, and especially so with regard to the dynamics experienced by businesses. Theory allows addressing dynamics in engineering sci-
ence, and theory is honed until it predicts experimental outcomes adequately well. Then it can be taught relatively easily. But in business, our models may be able to fit to past data, however to predict what might happen in a turbulent market in the future may be extremely unreliable. Teaching from a historical perspective can help, and one of the best ways to learn from the past is the business case. Business case teaching seems to be on the ascendancy in MBA programs, probably as a result of the recognition of the inadequacy of theoretical business models. But case teaching has many challenges of its own. And "times change" so past lessons from even the richest, best-written cases may not be adequate prologue for understanding business dynamics today and for the future.

An educational tool that may help to strengthen teaching of market and competitive dynamics is the computerized business simulation. These are all based on simplified models, of course, although newer adaptive or self-learning simulations promise a somewhat closer approach to reality. The most powerful contribution of the simulation may be that learning occurs differently every time a simulation cycle is executed by the student managers making the business decisions. This exploration of decision making under conditions of inadequate information, followed by promptly experiencing the consequences, is said to have sound educational benefits. Whether the outcomes of a round of competition are wholly realistic or not, the experience of competing in a simulation game may well train the minds of MBA managers-to-be to think more divergently, more intuitively and perhaps more creatively. This capability, when married with good analytical tools, seems to be one of the hallmarks of top management teams in businesses that are consistently successful innovators among their cadre of corporate competitors. Using cases and simulations in courses taught by instructor teams of regular university faculty along with experienced local professionals and managers would importantly add to the richness of the learning experience.

We believe, then, that a useful way to address regional and market variability in MBA curricula is to focus on business dynamics to a greater degree. But that approach will likely not be enough.

One View of an MBA Program for the Future

An MBA program seeking to accomplish global-scale learning would benefit greatly from being global in scale. The classrooms, both physical and virtual, need to be populated by students from around the globe and from the variety of industries that are rising to prominence in regional centers. The richest classroom experience would come from a student population that is extensively experienced, represents a broad cross-section of functions and, importantly, is multi-lingual. The instructors need to come from around the globe as well, and collectively bring depth in the disciplines along with insights into regional business practices and economic realities. The ideal instructor mix would include regular full-time faculty from the parent university, faculty from regionally based institutions, and adjunct faculty who have been leading practitioners in their regions. The faculty need to represent the full array of disciplines relevant to global business and growing industries, not just the core topical areas that have always been at the center of MBA curricula intended to provide local focus. They must also represent specializations of emerging importance. Hesitancy on the part of business schools to encompass newer disciplines and create innovative, perhaps cross-disciplinary teaching programs relevant to the future practice of business is an impediment to the aspirations to be global in scale.

The ideal structure of a global MBA program would involve study taking place around the world, meaningful experiences in key corporations and entrepreneurial businesses in each of several global regions, and a flow of topic matter that would build in richness as the program proceeds. A diagram of a possible program structure is given in the accompanying figure. To maximize the intensity of student interaction, a significant fraction of teaching would take place in residency settings of two-week duration. Several instructors would participate in teaching in these sessions, including members of the faculty of both the parent institution and local institutions and adjuncts from local organizations. The majority of residencies would be multi-disciplinary by design and applications-oriented in intent. Study of individual topics would take place in traditional classroom settings scheduled between residencies. A thread of continuity would be established by weaving months-long projects through the various teaching sessions. These projects would be team-based and lead to outcomes of relevance to a global region and one of its key industries. Corporate, non-profit, or local agency leadership would identify deliverables of genuine value that would constitute the topics addressed in the projects, which would culminate in a report at the time of a regional residency. As the program advanced, these projects would become more complex and more challenging in alignment with the growing topical mastery by the students.

Ideal curricular design often has the drawback of being hugely expensive to operate, so information technologies would be extensively employed to minimize international travel costs for students and faculty. All single-topic instruction would take place by distance education methods and half or more of the residencies would be virtual. Used judiciously, information technologies would make the program both educationally effective and financially feasible. While time invested by faculty to make this all work would inevitably be much greater than for traditional teaching, this may be essential to achieving greater relevance for MBAs graduating from the business schools of the future.

Bibliography


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### Prototype World Executive MBA Program Structure

<table>
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<tr>
<th>RESIDENCY</th>
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<th>Core Content</th>
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<td>Organization &amp; Leadership</td>
<td>Fall Module 1</td>
<td>Fall Module 2</td>
<td>India Residency</td>
<td>Spring Module 1</td>
<td>Spring Module 2</td>
<td>China Residency</td>
<td>Summer Module 1</td>
<td>Europe, South American, or Other Residency</td>
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<td>Global Perspective</td>
<td>7 weeks</td>
<td>7 weeks</td>
<td>January 2 Weeks</td>
<td>7 weeks</td>
<td>7 weeks</td>
<td>May 2 Weeks</td>
<td>7 weeks</td>
<td>August 2 Weeks</td>
</tr>
<tr>
<td>Campus and Distance</td>
<td>Others</td>
<td>Campus and Distance</td>
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**India Projects** → **China Projects** → **Projects** → **Europe Practicum**

- 13 Month 57 credit program
- 5 residencies for 11 weeks
- 33 credits in residencies
- 24 credits on campus and/or distance

*All core content courses are 1.5 credits*

*Projects leading to residency practica are 3 credits*
PRESIDENT’S LETTER, from page 1

The Institute’s key processes for application of continuous quality improvement principles.

In addition to the goal of transforming the Institute into the premier organization for the decision sciences discipline, the Board of Directors have adopted the goals of consolidating the integration of the regional subdivisions into the Institute’s strategic initiatives and operations, enhancing the global reach of its journals, and improving the efficiency of the Institute through ongoing deployment of emerging technologies. The Board of Directors has also charged the 2011 Information Technology Committee, chaired by Sub Samaddar of Georgia State University, to undertake a comprehensive analysis of the Institute’s information technology requirements including its various web-based applications, social media/networking applications, conference implementation applications, and security procedures. The Member Services Committee, chaired by Gyula Vastag of Corvinus University of Budapest, and the Program and Meetings Committee, chaired by Funda Sahin of the University of Tennessee in Knoxville, will assess the impact of innovative initiatives implemented by the Institute, and also suggest additional services to add value to your membership. With the assistance of Kwei Tang of Purdue University, the Board continues to explore the development of a coalition of associations to organize and implement a World Congress. A number of additional ad hoc and standing committees of the Institute, along with various journal editors, program and specific interest group coordinators, and the appointed officers of the Institute, continue to serve you, our members, with zeal and commitment. I am highly impressed by the large number of members who volunteered to serve on various committees, far exceeding the available slots. Many of these volunteers are new members, who have come to the Institute recently. I believe our future is secure.

The Institute has an outstanding Board of Directors to guide the executive Committee comprised of Past President Keong Leong of the University of Nevada Las Vegas, President-Elect Powell Robinson of Texas A&M University, Vice President and 2012 Program Chair Thomas Choi of Arizona State University, Treasurer Shaw Chen of the University of Rhode Island, and yours truly, assisted by Executive Director Carol Latta of the Home Office. Program Chair Ken Boyer of Ohio State University is hard at work and has already made enormous progress in organizing the next annual meeting to be held in November 2011 in Boston. He has lined up a number of notable speakers and is planning to implement a number of innovations. Program Chair-designate Thomas Choi of Arizona State University has already started work on the San Francisco annual meeting to be held in November 2012. The Board has also tapped Funda Sahin of the University of Tennessee in Knoxville to serve as the program chair for the 2013 annual meeting. She has graciously accepted this challenging task. What an outstanding team! ■
Social Computing, Operations, and Markets

Submission Deadline:
June 15, 2011

Focused Issue Co-Senior Editors
Ram Gopal, University of Connecticut
Prabhudev Konana, University of Texas at Austin

Motivation and Background

New forms of social computing technologies for both business applications and social life have become ubiquitous. The terms social computing, Enterprise 2.0, Web 2.0, social networking, long tail, community sentiments, prediction markets, online word-of-mouth, Twitter, clouds, wikis, and avatars continue to overwhelm managers. While the above can provide immediate access to critical information, and potentially facilitate effective communication and decision-making capabilities, not much is understood as to how they influence operations, improve financial measures, and alter markets in both services and manufacturing. The key advantage of social computing initiatives is the access to new forms of information such as search frequency (e.g., Google Trends) and community sentiments from social networks or message boards for decision making. Interesting research opportunities are evolving to tap into such new information sources to predict growth trends, revenue, market share, stock price, and customer satisfaction/dissatisfaction. For instance, time-series search frequency data from Google Trends can help firms predict demand which can be used to manage operations (e.g., inventory, production, and human resource planning) and drive supply chain efficiencies. Community sentiments from social networks such as Yahoo! Finance and MarketWatch can be potentially used by managers to better manage communication strategies and operations.

Despite the potential benefits of social computing technologies, there are obviously some issues of concern. While technology holds the potential to drive efficiency and lower risks, is there a darker side? For example, misinformation can spread easily and cause significant damage. Additionally, psychological biases are inherent in information available through these technologies and this in turn would impact the quality of managerial decisions.

The focus of this special issue is to explore and stimulate rigorous research on the interface between new forms of social computing and operational and financial decisions. Some topics of interest include, but are not limited to the following:

1. Prediction markets in project management and forecasting.
   a. How to engage participants to participate in prediction markets to make these markets relevant?
   b. Incentive design for internal prediction markets to function efficiently.
2. The role of community sentiments in predicting markets.
3. The use of community sentiments in streamlining operations.
4. The use of search frequency in understanding markets (market share, product diffusion, stock price) and operations.
5. Challenges in the adoption of social computing mechanisms for operations.
6. Impact of IT on financial and operational risks.

Key problems in this domain can be investigated using any rigorous research paradigm including economic, analytical, empirical, experimental, and/or conceptual. In line with the editorial policies of the Decision Sciences Journal, we welcome submissions which analyze the problem of interest using any appropriate methodological research tool(s).

Review Process and Deadlines

Manuscripts for the focused issue should be submitted by carefully reviewing the guidelines available at: http://decision-sciencesjournal.org/authors.asp. All authors submitting a manuscript should make a special note that it is for the focused issue. The anticipated deadlines for this focused issue are:

- June 15, 2011: Submission deadline for initial submissions.
- September 30, 2011: First-round decisions on all submitted manuscripts.
- January 15, 2012: Submission deadline for invited revisions.
- February 15, 2012: Research workshop (details will be forthcoming).
- April 30, 2012: Final decisions.

Stroll along the waterfront in Boston during the 2011 annual meeting.
IDSI-APDSI 2011 Joint Conference, Taipei

Creating Values through Optimal Decision Making in Experience Economy

July 12 - 16, 2011
The Grand Hotel, Taipei, Taiwan

Call for Papers Submission Deadline:
April 1, 2011

Keynote Speakers:
- Dr. Kee Young Kim, President of Kwangwoon University, South Korea
- Dr. Stephen C. Hora, Research Professor & Director of the National Center for Risk and Economic Analysis of Terrorism Events (CREATE), University of Southern California
- Dr. Asoo J. Vakharia, Editor of Decision Sciences Journal and Beall Professor of Logistics and Supply Chain Management, Director of Center for Supply Chain Management, University of Florida
- Dr. Stephen L. Vargo, Co-founder of "Service Dominant Logic" and Shidler College Distinguished Professor, University of Hawaii at Manoa

Conference Tracks:
Accounting
Business Policy and Strategy
Cases, Workshops, and Special Sessions
Consumer Behavior
Customer Relationship Management
Data Mining and Business Intelligence
ERP and Operations Management
Finance / Financial Management
Healthcare Management
Hospitality Management
Human Resource Management
Information and Decision Systems
Innovative Education
International Business
Internet and E-Business
Knowledge Network and Management
Law and Ethics
Management and Organizational Behavior
Marketing Theory, Models & Application
MIS / DSS / AI / Expert Systems
Personalized Ubiquitous E-Service
Public Sector Management
Quality and Productivity
Service Operations and Management
Service Science and Engineering
Service Innovation and Applications
Small and Medium Enterprise Management
Statistics and Decision Sciences
Supply Chain and Logistic Management
Technology and Innovation Management
Doctoral Dissertation Competition
Others

Organizers:
- Center for Service Innovation & Department of MIS, National Chengchi University, Taiwan
- Decision Sciences Institute
- Asia Pacific Decision Sciences Institute

Co-Organizer:
Chinese Institute of Decision Sciences

Conference Chair:
Eldon Y. Li, National Chengchi University, Taiwan

Program Chair:
Eugenia Huang, National Chengchi University, Taiwan

Important Dates:
- Deadline for submitting papers or abstracts: April 1, 2011
- Notification of acceptance: May 1, 2011
- Camera-ready papers: May 15, 2011
- Program schedule announcement: June 1, 2011
- Early-bird registration: On or before May 20, 2011

Regular registration:
May 21 - June 20, 2011

Late registration: On or after June 21, 2011

Journal Special Issues:
Authors of high-quality papers selected from the conference proceedings will be invited to submit the revised and expanded version of their papers for fast-track reviews by the following journals.
- Information & Management (listed in SCI & SSCI)
- Decision Sciences Journal (listed in SSCI)
- International Journal of Internet and Enterprise Management (listed in ABI & EI)

Best Paper Competition
All full papers are eligible for best paper competition. If you want to participate in this competition, you must submit an abstract describing the significant contribution of your paper to the field related to decision sciences when you submit your paper online. Best Paper Awards will be presented in the IDSI Luncheon.

Student Paper Competition
Student papers will be judged by a panel of professors during the presentation sessions. Best Student Paper Awards will be presented in the IDSI Luncheon.

For more information and paper submission guidelines:
http://idsi.nccu.edu.tw/idsi2011

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Institute Meetings

■ The 42nd Annual Meeting of the Institute will be held November 19-22, 2011, at the Boston Marriott Copley Place Hotel in Boston, Massachusetts. Submission deadlines have passed. For more information, contact Program Chair Kenneth K. Boyer, Ohio State University, Fisher College of Business, (614) 292-4605 Boyer_9@fisher.osu.edu.

■ The 11th Annual International DSI and 16th Annual APDSI Joint Meeting will be held July 12-16, 2011, at the Grand Hotel in Taipei, Taiwan.

http://idsi.nccu.edu.tw/idsi2011/

■ The European Region will hold its 2011 Annual Meeting on June 24-25 at the EBS Business School in Wiesbaden/Frankfurt, Germany. For more information: smi@ebs.edu.

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

■ The 4th Annual Meeting of the Indian Subcontinent was held December 28-31, 2010.

http://www.mdi.ac.in/isdsi/cfp.htm

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

■ The Midwest Region held its 2011 Annual Meeting on May 12-14, 2011, in Indianapolis, Indiana. For more information, contact Program Chair Barb Flynn, Indiana University, bbfflynn@indiana.edu.

http://www.mwdsi2011.com/
http://www.pom.edu/mwdsi/

■ The Northeast Region held its 2011 Annual Meeting on April 14–16, 2011, at the Montréal Marriott Château Champlain in Montréal, Canada.

http://www.nedsi11.org/
http://www.nedsi.org/


http://www.sedsi.org


http://www.swdsi.org

■ The Western Region will hold its 2012 Annual Meeting on April 3-6, 2012, at the Hilton Waikoloa Village on Big Island, HI. Submission deadline is October 1, 2011.

http://www.wdsinset.org

Call for Papers

Conferences

■ The International Authority for the Advancement of Science and Applications of Technology (IAASAT) will hold a conference in Iasi, Romania, July 1-3, 2011. Deadline for submission of papers is June 1. For more information:

http://www.iaasat.org

■ The International Conference of the System Dynamics Society will be held July 24-July 28, 2011, in Washington, DC. The conference will bring together diverse perspectives on the application of modeling and simulation in the theory of complex dynamic systems and the practical use of these tools to address critical real-world challenges. Submission deadline for papers is March 21, 2011. For more information and submission guidelines:

http://www.systemdynamics.org/conferences/current/webcfp/cfp.htm

■ The Academy of Management will hold its annual conference in San Antonio, TX, on August 13, 2011. The Operations Management Division will host a joint session of junior faculty and doctoral consortium. Junior faculty should send their electronic applications to Hale Kaynak (halekaynak@gmail.com) and doctoral students to Arash Azadegan (azadegan@nmsu.edu). Applications will be accepted through May 30.

■ The 2011 International Conference on Corporate Social Responsibility (CSR) in Sub-Saharan Africa seeks papers on “CSR for Sustainable Development: Prospects and Challenges” to be held December 12-14, 2011 at the Sheraton Four Points Hotel in Lagos, Nigeria. Conference hosted by Kansas State University and the University of Lagos. Submission deadline is August 22.

http://www.csrintsubsahara.org

■ The Society of Operations Management will hold its 15th annual conference December 16-18, 2011, at the Indian Institute of Management Calcutta in Kolkata, India. The theme is Sustainable Operations Management. While economic viability is necessary for an organization to survive, it is not sufficient to sustain the organization in the long run if it causes irreversible damages to the ecosystem by way of emitting greenhouse gases and toxic wastes and depleting non-renewable resources or it fails to ensure safety, security, dignity, healthcare, minimum wage, indiscrimination and better working conditions for its employees, the community and the society in general. Submission deadline for abstracts is September 30, 2011. For more information:

http://www.somindia.org

Publications

■ Decision Sciences Journal will publish two focused issues on “Managing Innovation in Supply Chains” (Focused Issue Co-Senior Editors: Barbara Flynn, Indiana University; Aleda Roth, Clemson University; and Xiande Zhao, Chinese University of Hong Kong) and “Social Computing, Operations, and Markets” (Focused Issue Co-Senior Editors: Ram Gopal, University of Connecticut; Prabhudev Konana, University of Texas at Austin). Please see page 27 in this publication for more information.
2011 Program Chair’s Message
KENNETH K. BOYER, Ohio State University

Decision Sciences as a Catalyst for Interdisciplinary Exchange and Cultural Change

Please join us in Boston as we build on our foundations in schools of business and reach out to connect with scholars and practitioners in new communities. We invite basic, applied, theory, and case study research in any field related to decision making, as well as proposals for panel discussion, symposia, workshops, and tutorials dealing with research or pedagogical issues.

Following the success of the 2010 conference organized by Morgan Swink, we plan to continue with a mix of traditional DSI activities and some new events either introduced last year or at this year’s conference. In particular, activities will include:

• **New Talent Showcase.** PhD students on the job market showcase their research in several joint sessions in which employers can quickly see several presentations.

• **Interactive Paper Sessions.** As introduced at the 2010 conference, this format offers 5-6 papers in a session and will be structured for presenters to provide a quick overview so that participants can see all papers, with the concluding 20 minutes of the session being allocated to allow facilitation of paper authors interacting one-on-one so as to provide constructive feedback.

• **Plenary Sessions.** A series of plenary sessions will occur on November 19-21. Each day will feature one time slot in which two parallel plenary sessions occur with no other sessions conflicting. Confirmed plenary sessions at this time include:

  — **Eli Goldratt,** award-winning author of *The Goal* and originator of Theory of Constraints (November 21, 12 noon).

  — **John Halamka,** CIO and MD, Beth Israel Deaconess Hospital. Dr. Halamka is a well-known Health Information Technology Advocate. Read more about Dr. Halamka at [www.hitsp.org/Halamka.aspx](http://www.hitsp.org/Halamka.aspx); (November 21, 12 noon).

  — **Dean Oliver,** Director of Production Analytics, ESPN, and “the dean of basketball statistics.” Read more at [www.slamonline.com/online/nba/2010/10/dean-oliver-on-quantitative-analysis/](http://www.slamonline.com/online/nba/2010/10/dean-oliver-on-quantitative-analysis/), (November 20, 8 AM)

  — **John Touissant,** MD and CEO Emeritus of Thedacare and lean healthcare expert and author of *On The Mend.* Read more at [www.createhealthcarevalue.com/about/john/](http://www.createhealthcarevalue.com/about/john/), (November 19, 4:30 pm)

  — **Luk Van Wassenhove,** PhD, Henry Ford Chaired Professor of Manufacturing at Insead, will examine sustainable and humanitarian operations. (November 19, 4:30 pm)

• **Featured Sessions.** Each time slot during the conference will have 3-5 featured sessions in which track chairs have scheduled excellent papers and presentations. Featured sessions will include:

  — **John Touissant,** MD and CEO Emeritus of Thedacare and lean healthcare expert and author of *On The Mend.* Read more at [www.createhealthcarevalue.com/about/john/](http://www.createhealthcarevalue.com/about/john/), (November 19, 4:30 pm)

The 2011 DSI Annual Meeting features six exciting plenary talks by leading professionals and academics in the decision sciences.

[www.decisionsciences.org](http://www.decisionsciences.org)

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2011 PROGRAM CHAIR, see page 37
The Decision Sciences Institute (DSI) and McGraw-Hill/Irwin are proud to be co-sponsors of the Elwood S. Buffa Doctoral Dissertation Competition. This competition identifies and recognizes outstanding doctoral dissertation research, completed in the calendar year 2010, in the development of theory for the decision sciences, the development of methodology for the decision sciences, and / or the application of theory or methodology in the decision sciences.

Eligibility

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

1. The doctoral dissertation has to have been accepted by the degree-granting institution within the 2010 calendar year (i.e., between January 1, 2010, and December 31, 2010).

2. The doctoral dissertation must not have been submitted to the Elwood S. Buffa Doctoral Dissertation Competition in previous years.

3. Finalists for the Elwood S. Buffa Doctoral Dissertation Competition must register and attend the 2011 Annual Meeting of the Decision Sciences Institute in order to be eligible to win.

Submission Requirements

The following are submission requirements that have to be strictly met. Submissions that do not comply with these requirements may be disqualified.

1. Letter of Introduction

The submission must include a nominating letter on university letterhead from the dissertation advisor of the doctoral student whose doctoral dissertation is being entered for competition consideration. This nominating letter:

a. Introduces the doctoral student, the dissertation advisor supervising the dissertation, and the degree-granting institution,

b. Argues for the worthiness of the doctoral dissertation, and

c. Provides contact information for both the doctoral student and the dissertation advisor.

2. Executive Summary of the Doctoral Dissertation Submission

Content. The submission must include an executive summary with the following suggested sections:

a. Describes and justifies the importance of the theoretical / pragmatic problem that the doctoral dissertation addresses,

b. Delineates the research questions that stem from the theoretical / pragmatic problem,

c. Explains the methods being used to provide answers to the research questions in sufficient detail for a third-party with no a priori exposure to the doctoral dissertation to be able to properly evaluate the rigor of the methods,

d. Discusses the major findings in terms of its contributions to science and / or to practice, and

e. Highlights future research opportunities stemming from this doctoral dissertation, and, since no research is perfect, the limitations of the doctoral dissertation research.

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

Format. The Executive Summary must adhere to the following formatting guidelines:

• Does not exceed a maximum of 10 double-spaced, 8.5x11, pages with 1-inch margins (top, bottom, left, and right).

• Includes a header with two pieces of information: (i) the most relevant discipline within which the doctoral dissertation falls and (ii) the dominant method(s) used in the conduct of the doctoral dissertation research.

• Includes a footer showing the page number.

• Does not contain any information that would give away or provide a hint as to the identities of either the doctoral student or the doctoral dissertation advisor, and minor fields of the doctoral dissertation.

• Uses Arial font, size 11 only.

Submission Procedure

1. The Nominating Letter and the Executive Summary should be submitted as two, separate PDF email attachments to the attention of:

M. Johnny Rungtusanatham
rung0002@umn.edu

Please name the Nominating Letter attachment as LAST NAME_FIRST NAME-Nominating Letter.

Please name the Executive Summary as LAST NAME_FIRST NAME-Executive Summary.

2. Three hard-copies of the actual doctoral dissertation should be submitted by mail, with the ability for the mail to be tracked, to the attention of:

M. Johnny Rungtusanatham
University of Minnesota
Carlson School of Management
321 19th Avenue South
Minneapolis, MN 55455

Once received, an email confirmation for [1] and/or [2] will be sent.

Deadline: 5:00 pm, CST, May 15, 2011 to be eligible for the competition.
2011 Instructional Innovation Award Competition

Recognizing outstanding contributions that advance instructional approaches within the decision sciences

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

The advancement and promotion of innovative teaching and pedagogy in the decision sciences are key elements of the mission of the Decision Sciences Institute. At the President’s Luncheon during the 2011 Annual Meeting, the 33rd presentation of this prestigious award, co-sponsored by Alpha Iota Delta (the national honorary in the decision sciences), Prentice Hall, and the Institute, will be made.

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

The award brings national recognition for the winner’s institution and a cash prize of $1,500 to be split among the authors of the winning submission. Authors of each of the remaining finalist entries share $750. Author(s) of the finalists will be requested to submit a revised version of their papers for possible publication in the Decision Sciences Journal of Innovative Education (DSJIE). The advancement and promotion of innovative teaching and pedagogy in the decision sciences are key elements of the mission of the Decision Sciences Institute. At the President’s Luncheon during the 2011 Annual Meeting, the 33rd presentation of this prestigious award, co-sponsored by Alpha Iota Delta (the national honorary in the decision sciences), Prentice Hall, and the Institute, will be made.

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

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

Please do not resubmit previous finalist entries. Submissions not selected for the final round of the competition will be considered for presentation in a regular session associated with the conference’s Innovative Education track. Therefore, competition participants should not submit a condensed version of their submission to a regular track.

All submissions must adhere to the following guidelines and must be received no later than April 1, 2011.

Instructions

Applications must be submitted in electronic form using instructions on the DSI website (conferences sub-directory) at http://www.decisionsciences.org. A tentative summary of instructions appears below; however, applicants should consult the website instructions before submitting. Submissions will consist of one document electronically submitted using the conference website, and one supplemental letter sent via U.S. mail or e-mail.

Electronic Submission Notes

1. Number of documents and their format: The electronic submission must consist of one document, in PDF format, completely contained in one file. Graphics and images may be integrated into this one document, but no separate or attached files of any kind are permitted. No audio, video, or other multimedia of any form can be included. Nothing may be separately submitted by any other means, including disks, videotapes, notebooks, etc. Further information about maximum file size, etc. can be found on the electronic submission form.

2. Anonymity: Include no applicant names, school names, websites, or other identifying information in your document. This information is captured separately on the electronic submission form. Applicants not adhering to this policy will be ineligible for consideration.

3. Abstract/Innovation Summary: On the second page, explain why your submission provides a new innovative approach to teaching. This will be the same as the abstract to be entered separately on the electronic submission form. In the first round of reviews, the abstract/innovation summary will be used to narrow down the list of entries. Therefore, it is critical that you spend sufficient time drafting an excellent abstract/innovation summary.

4. Detail Section: Present a double-spaced document that details your submission, with the following headings:
   a. Introduction:
      • Topic or Problem toward which your approach is focused.
      • Level of students toward which your approach is focused.
      • Number of students with whom the approach has been used.
      • Major educational objectives of your approach.
• Research hypothesis being tested using your approach
• Innovative and unique features of your approach.
• Summary of other sections of the manuscript

b. Literature Review: A thorough literature review to show how your approach relates to those that have been already published in DSJIE and other journals.
c. Research Model & Hypothesis: Describe the research model and hypothesis proposed by your approach. Indicate why you focused your innovative efforts on this material or content.
d. Organization & Implementation: Explain how you structured the material or content, unique features of your approach, and how your approach contributes to student learning. Discuss how you designed the explanation and illustration of the material or content, what is unique about your approach, and how its use makes learning more effective. All papers should have an evaluation plan that includes both a strategy for monitoring the project as it evolves to provide feedback to guide these efforts (formative evaluation) and a strategy for evaluating the effectiveness of the project in achieving its goals and for identifying positive and negative findings when the project is completed (summative evaluation).
e. Effectiveness and specific benefits of your approach to the learning process: Indicate how your major educational objectives were met, benefits derived from the presentation, students’ reactions to the presentation, and the results of the evaluation of the effectiveness or benefits derived. It is essential to include measures of the success of the approach, which may include, but should not be limited to, instructor or course evaluations.
f. Transferability, Implications for Educators, Future Research, and Conclusions: Explain how this innovation could be used by other institutions, professors, or courses. Conclude your paper with specific recommendations to other educators and topics for future research.
g. References listed as per APA style guide.

You may include in appendices:
• Experiential exercises, handouts, etc. (if any), that are part of your innovative approach and explain where they fit in your approach.
• Any other discussion or material that you feel is essential to an understanding of your submission.
• Copies of illustrative material, especially any that you have developed, and a copy of the most recent course syllabus (with identifying information deleted) in which the innovative activity was used.

The total length of your electronically submitted document, including appendices, must not exceed 30 pages. The text must be double-spaced, using 11-12 point characters, and a minimum of one-inch margins.

Supplemental Letter
In addition to the document submitted electronically, send a scanned letter via e-mail to the competition coordinator (address and e-mail given below) from your department chair, head, or dean attesting to the submission’s authenticity.

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

The submissions will be evaluated in two phases. All submissions will be evaluated for (1) content, (2) literature review, (3) organization and presentation to students, (4) transferability to other institutions, professors, courses, etc., (5) evaluation of the effectiveness of the presentation, and (6) innovation. Consideration will be given to the clarity of the presentation of the innovative features of the submission and the demonstrated effect it has had. Phase 2 will be the finalists’ presentation at the annual meeting. Both the written submission and presentation will be considered in the final voting for the award.

All applicants, including the finalists, will be notified by June 15, 2011. Finalists must attend the Instructional Innovation Award Session at the annual meeting in Boston to be eligible to win. At that session, each finalist will: (1) present a review or summary of the submission, (2) conduct an in-depth presentation or a discussion of a specific component of the submission (selected by the finalist), and (3) respond to questions from the audience. You don’t have to constrain your presentation to use of slides alone. Please strive to use an effective method of presenting your instructional innovation so that the audiences are able to understand the significance of your contribution in a limited time period.

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

The Committee invites your participation in this competition to recognize excellence in innovative instruction.

Please remember that all submissions must be received by April 1, 2011.

Instructional Innovation Award

Competition Coordinator
Karen Papke-Shields, Professor
Department of Information Systems and Decision Sciences
Purdue School of Business
1101 Camden Avenue
Salisbury University
Salisbury, MD 21801
kepapke-shields@salisbury.edu
(410) 543-6419
2011 New Faculty Development Consortium

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

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

The consortium will be held on Saturday, November 19, 2011, as part of the DSI conference. The day long agenda for the consortium will consist of interactive presentations and panel discussions led by business faculty at varying stages of their careers. The program will also provide opportunities for interaction and networking with experienced faculty as well as with co-participants in the consortium.

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

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

To participate in the consortium, please send an email providing the information listed on the DSI annual meeting website under NFDC along with your current vita to the coordinator listed below. To be eligible for participation, your application must be received by the end of the day on Friday, September 30, 2011. Early applications will be appreciated. The first 50 qualified applicants will be selected for participation. Although each NFDC participant will be required to register for the DSI 2011 Annual Meeting, there will no additional fees for participating in this consortium.

Application for 2011 New Faculty Development Consortium
November 19, 2011 • Boston, Massachusetts

Send in this form and a current copy of your vita to the Coordinator (see above)
Application deadline: September 30, 2011

Name: __________________________
Current institution and year of appointment: __________________________
Mailing address: __________________________
Year doctorate earned & Doctoral institution: __________________________
Phone | Fax | E-mail: __________________________
Research interests: __________________________
Teaching interests: __________________________
Major concerns as a new faculty member and/or topics you would like to hear discussed
Have you attended a previous DSI Doctoral Student Consortium?  yes  no
If so, when? __________________________

New Faculty Development Consortium Coordinator:

Elliot Rabinovich
W. P. Carey School of Business
Arizona State University
(480) 965 5398
Elliot.Rabinovich@asu.edu
2011 Doctoral Student Consortium

Creating successful career paths for students


DSI’s 29th 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, Alpha Delta Iota, Emerald Group Publishing, and the Decision Sciences Institute for this important event. The Consortium will take place on Saturday, November 19, 2011, at the 2011 DSI Annual Meeting in Boston, Massachusetts.

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, accounting, and other areas will increase the vitality of the sessions. The program will focus on career goals, job search issues, placement services, research strategies, teaching effectiveness, manuscript reviewing, and promotion and tenure. Students who are interested in addressing these subjects in a participative, interactive way will enjoy and benefit from the Consortium.

Why Should You Attend?

There are several important reasons why you should attend.

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

2. Skill development—excellent teaching and research require practical skills in addition to content knowledge. You will learn from veterans who will share their secrets to success.

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

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

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

Program Content

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

• Teaching Effectiveness. Harvey Brightman will return to the Doctoral Consortium for another post-retirement workshop in 2011. His sessions are simply not to be missed – even experienced faculty members sit in on these dynamic and inspiring sessions.

• Research Strategy Workshop. In this hands-on workshop, tenured faculty mentors help participants to develop a strategic research plan for moving from the dissertation to a research program that will put them on a strong trajectory for tenure. Working in small breakout groups and with the advice and guidance of the faculty mentor, participants will identify their areas of expertise, target appropriate journals, find suitable co-authors, and plan a mix of publications.

• Meet the Editors and Academic Reviewing. Editors from journals in the decision sciences and related fields will describe the missions of their publications and will discuss how to craft strong manuscript submissions, how to improve the chances of getting a journal article accepted, and how to respond to reviews. Participants will also learn about how to be a constructive reviewer of manuscripts.

• Job Search Seminar. Should I target my job search on research-oriented schools? Teaching schools? Private? Public? What’s the best way to sell myself? What are the ingredients of a good job interview? This session will help participants answer these questions through insights drawn from a panel of faculty experts.

Join Us

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

Application Process

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

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

2. Interested students are encouraged to apply early if they wish to ensure themselves space in the Consortium. Materials should be emailed to Funda Sahin, Doctoral Consortium Coordinator at fsahin2010@gmail.com, by July 29, 2011. Those who apply by this date and meet the criteria listed above will be accepted for participation. Applications received after July 29th will receive consideration on a space-available basis.

Participants must pay the regular student registration fee for the annual meeting, but there will be no additional charge for the Consortium. This fee includes the luncheon and reception on Saturday, the networking luncheon on Sunday, and the CD-ROM of the proceedings. Although students will be responsible for all of their own travel and accommodation expenses, it is customary for participants’ schools to provide monetary support for these purposes.

Consortium participants will be recognized in Decision Line, the Institute’s news publication. They also receive special recognition in the placement system, special designation on their name badges, and an introduction to the larger DSI community at the breakfast and plenary session.

Doctoral Consortium Coordinator
Funda Sahin
Department of Marketing and Logistics
317 Stokely Management Center
The University of Tennessee
Knoxville, TN 37996-0530
fsahin2010@gmail.com
865-974-8809


— DSI Leaders Speed Discussion. An opportunity to talk in a small group with DSI board members.

— Fellows Speed Discussion. An opportunity to talk in a small group with DSI Fellows, including incoming inductees for 2011.

— Buffa Dissertation Award. Three or four finalists for the Elwood Buffa prize will present overviews of their dissertations with the winner and honorable mentions to be awarded at the end of the session.

• The DSI Job Placement Service provides opportunities to interview for open positions, meet with job candidates and scout out emerging scholars.

The venue for the 2011 DSI Annual Meeting is the Boston Marriott Copley Place—centrally located in the historic Back Bay district of Boston, MA. Minutes away from historic Trinity Church and Boston Common, this location offers access to some of the most historic locations in American history and has more than 20 universities within an hour drive. For more information, visit the DSI Annual Meeting website.

Please keep the following deadlines in mind and plan to join us in Boston for a great conference. Watch the DSI website for further announcements and information. Finally, please share ideas, suggestions and inquiries at DSI2011@fisher.osu.edu.

See you in Boston!
OFFICERS’ NOMINATIONS

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

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

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

The Nominating Committee is most appreciative of your assistance.

Office __________________________

Nominee’s Name & Affiliation __________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

Statement of Qualifications _______________________________________
_______________________________________________________________
_______________________________________________________________

Nominator’s Name & Affiliation __________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

FELLOWS’ NOMINATIONS

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

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

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

Decision Sciences Institute Fellows

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

*deceased
**DECISION SCIENCES INSTITUTE**

**2011 Annual Meeting Registration Form • Boston, Massachusetts • November 19-22, 2011**

All attendees must register for the meeting. Conference registrations must be postmarked by October 31, 2011, to avoid a late fee of $50. After October 31, requests for cancellation refunds will not be accepted. **Mail form and payment for registration to:** Decision Sciences Institute, 75 Piedmont Avenue, Suite 340, Atlanta, GA 30303, fax 404-413-7714.

<table>
<thead>
<tr>
<th>Last Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>First Name &amp; Middle Initial</td>
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<tr>
<td>First Name for Badge</td>
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<td>Organization/Affiliation</td>
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<tr>
<td>Telephone (☐ Home ☐ Business) Fax</td>
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<tr>
<td>Cell phone (to receive text message updates during the conference)</td>
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<tr>
<td>E-mail</td>
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We would appreciate your answers to the following questions, which will help us plan this and future meetings.

1. Where will you stay in Boston?
   - ☐ a. Conference hotel
   - ☐ b. Other (please specify)
2. Type of accommodation:
   - ☐ a. Single □ b. Double
3. Date of arrival:
   - ☐ a. Fri. (11/18)
   - ☐ b. Sat. (11/19)
   - ☐ c. Sun. (11/20)
   - ☐ d. Mon. (11/21)
   - ☐ e. Tues. (11/22)
4. Do you plan to attend:
   - ☐ a. Sunday’s luncheon?
   - ☐ b. Monday’s reception?
   - ☐ c. Tuesday’s luncheon?
   - ☐ d. All?
   - ☐ e. None?
5. Interest Area (check one):
   - ☐ a. Academic Administration
   - ☐ b. Accounting
   - ☐ c. Economics
   - ☐ d. Finance
   - ☐ e. Health Care Systems
   - ☐ f. Innovative Education
   - ☐ g. International Business
   - ☐ h. Marketing
   - ☐ i. Microcomputer Systems & Apps.
   - ☐ j. IS/DSS
   - ☐ k. Managerial Problem-Solving
   - ☐ l. Organizational Behavior
   - ☐ m. Organizational Theory
   - ☐ n. Manufacturing/Service Management
   - ☐ o. Public/Nonprofit Management
   - ☐ p. Quantitative Techniques & Meth.
   - ☐ q. Stats, Decisions & Fore.
   - ☐ r. Strategic Management & Policy
   - ☐ s. Technology and Innovation
   - ☐ t. E-commerce
   - ☐ u. Other
   - ☐ v. None
6. What is your primary regional affiliation:
   - ☐ a. Asia-Pacific Region
   - ☐ b. European Region
   - ☐ c. Indian Subcontinent Region
   - ☐ d. Mexico Region
   - ☐ e. Midwest Region
   - ☐ f. Northeast Region
   - ☐ g. Southeast Region
   - ☐ h. Southwest Region
   - ☐ i. Western Region
   - ☐ j. At-Large
   - ☐ k. None
7. What is your interest in Placement?
   - ☐ a. As employer and employee
   - ☐ b. Employee only
   - ☐ c. Employer only
   - ☐ d. None
8. What was the primary reason you decided to attend the annual meeting?
   - ☐ a. Annual Meeting in general
   - ☐ b. Job Placement
   - ☐ c. Doctoral Student Consortium
   - ☐ d. New Faculty Development Consortium
   - ☐ e. Program Miniconferences
   - ☐ f. Professional Devel. Program
9. ☐ Please check if you are a member of Alpha Iota Delta and would like to be identified as such at the Annual Meeting.

Member and non-member fees for all registration categories include Sunday’s luncheon, Monday’s reception, Tuesday’s award luncheon, and the CD-ROM Proceedings (see information below about the Proceedings).

The Annual Meeting Proceedings will be produced in CD-ROM format and is included in the conference registration fee for all registered attendees. If you **DO NOT** wish to receive the Proceedings, please indicate below. Additional CD-ROM Proceedings can be purchased at a cost of $25 each, but must be ordered by **October 1, 2011** (see form below).

☐ I **DO NOT** wish to receive the Annual Meeting Proceedings.

<table>
<thead>
<tr>
<th>Member registration</th>
<th>$325.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12 Member dues renewal</td>
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<td>(For the exact amount owed, please refer to the dues renewal notice previously mailed to you.)</td>
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</tr>
<tr>
<td>Non-Member registration</td>
<td>$485.00</td>
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<td>(Please check if you desire membership benefits. This fee entitles you to one year of membership in the Institute.)</td>
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<tr>
<td>Student member registration</td>
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<tr>
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<tr>
<td>Student Non-Member registration</td>
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<tr>
<td>2011-12 Non-Member registration</td>
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<td>(For the exact amount owed, please refer to the dues renewal notice previously mailed to you.)</td>
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<tr>
<td>Extra Tuesday’s awards luncheon(s) @ $43.43 each</td>
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<tr>
<td>Extra Sunday’s luncheon(s) @ $46.07 each</td>
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<tr>
<td>Extra CD-ROM Proceedings @ $25.00 each</td>
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<tr>
<td>After October 31, 2011 (LATE FEE)</td>
<td>$50.00</td>
</tr>
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</table>

**CREDIT CARD INFORMATION:**

☐ Visa ☐ MC ☐ American Express ☐ Discover

Total Amount $_________

Card No. _______________________________ Expires: ___ /___

Card Holder’s Name ____________________________ (Please Print)

Signature________________________________________

Billing Address __________________________________________

City/State/Zip __________________________________________

Additional CD-ROM Proceedings can be purchased at a cost of $25 each, but must be ordered by **October 1, 2011** (see form below).
JUNE
June 24-25
2nd Annual Meeting of the European DSI Region will be held in Wiesbaden/Frankfort, Germany.

JULY
July 12-16
11th Annual International DSI and 16th Annual APDSI Joint Meeting will be held in Taipei, Taiwan.
http://idsi.nccu.tw/idsi2011/

July 29
Students interested in the 2011 DSI Student Consortium are encouraged to apply by July 29, 2011. Those who apply by this date and meet the criteria will be accepted for participation. Applications received after July 29th will receive consideration on a space-available basis. See page 35.

SEPTEMBER
September 30
Application deadline for the 2011 New Faculty Development Consortium (held November 29, 2011, at the 2011 DSI Annual Meeting in Boston) is September 30, 2011. See page 34.

NOVEMBER
November 17-22
42nd Annual Meeting of the Decision Sciences Institute, to be held in Boston, MA.
http://www.decisionsciences.org/annualmeeting

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

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