

DECISION LINE

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The tabulation of the ballots was conducted and audited by DATAMATX, Atlanta, Georgia. See pages 42-43 for more information on the new officers. ■



PRESIDENT'S LETTER

Thank You

Mark Davis, Bentley College
President, Decision Sciences Institute

It is hard to believe that my tenure as DSI president is quickly coming to a close, and I would like to take this opportunity to thank all of you for the honor and the privilege of serving as your president. As I look back over the past year, I would like to think that we on the Board identified the critical areas to focus on and made the right decisions that will take the Institute to the "next level," in terms of providing its members with added value in the coming years.

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<http://www.decisionsciences.org>

DECISION LINE

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The Board of Directors of the Decision Sciences Institute extends its deep appreciation to the J. Mack Robinson College of Business, Georgia State University, for its contributions to and support of the Institute's Home Office.

■ G. Keong Leong, Management Department, University of Nevada, Las Vegas

We have experienced recent weather that we would soon like to forget. Could this be due to global warming? The airline industry has suffered because bad weather has caused major problems for airports with numerous flight delays and cancellations. For example, Denver was shutdown for a few days and JetBlue suffered an embarrassment when its passengers were forced to stay for several hours on board the plane sitting on the runway. These are decision problems that we can all learn from. Hopefully, the worst weather is behind us and the articles in this issue of *Decision Line* will enlighten you.

Mark Davis, Bentley College, appears upbeat as he winds down his responsibility as president of the Decision Sciences Institute. He outlines several areas that the Board has focused on that would move the Institute forward and provide value to its members. These include the formation of the Indian Subcontinent Region, development of a brand new DSI annual meeting website, and sponsorship of a stand alone miniconference.

The first feature article is from Joanne Tucker and Victor Massad of Shippensburg University, one of the finalists of the 2006 Instructional Innovative Award Competition. They present "A Hands-On Approach to Learning Business Processes" that integrates the various functional areas of business and provides students with the experience of running a business. The students are divided into small groups and are responsible for managing their own eBay business. The course enables students to learn how to make business decisions, think critically, and hone their leadership skills.

The Production/Operations Management column by Vijay Kannan, J. Brian Atwater, and Alan Stephens of Utah State University suggests that firms were unsuccessful in their strategic initiatives because they failed to use a sys-

temic approach to problem solving. They present insights into systems thinking and the challenges of making systems thinking an integral part of graduate management education.

"In the Classroom" features an article by Rick Hesse of Pepperdine University, who provides an Excel-based template for simulating the height and weight of 200 male students to determine how many would be able to fit inside a solar-powered vehicle developed by the Mercer Engineering School for the Sunrayce solar car competition. This Excel-based simulation exercise also reinforces the student's understanding of simple linear regression.

Next, Kenneth Kendall, Rutgers University, and Allen Schmidt, Madison Area Technical College, discuss "mashups," a new trend in e-commerce. Mashup, a term borrowed from the pop music industry, describes a new offering resulting from combining and mixing the content of unrelated, even competing websites. Both consumer-oriented and fun websites showing mashup applications are provided by the authors. It is anticipated that mashups will grow quickly and seriously alter the way content is presented on the Internet.

Sarah Bryant Bower of Shippensburg University laments in "The Deans' Perspective" about the lack of guidance and direction for new deans. She provides several valuable lessons that can enhance and accelerate the new dean's adjustment to the job. Her final advice to new deans is "to remember that deaning is a tough job, with few thank you's." Hopefully, these lessons will provide guidance for new deans and help lengthen their job tenure.

In the "From the Bookshelf" column, Professor Terry Harrison, Pennsylvania State University, reviews three supply chain management books. He concludes that the *Principles of Supply*

See EDITOR, page 16

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A Hands-On Approach to Learning Business Processes

by Joanne M. Tucker and Victor J. Massad, John L. Grove
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While business schools generally remain functionally oriented, to teach business today requires that we go beyond classroom learning and encourage enterprise-level, cross-functional experiences and hands-on management decision-making (Hammer & Stanton, 1999; Keen, 2001; Khalakota & Robinson, 2001). The implication for the students is that, regardless of which business functional area they choose to focus on, they should then be able to meaningfully integrate their functional orientation into the fabric of a business enterprise. Such integration occurs through cross-functional team processes and information sharing.

There are various methods to incorporate such integration into college courses. One way to bring the concepts of functional integration and e-business to the classroom is through the introduction of enterprise systems, also referred to as enterprise resource planning systems (ERP) such as the SAP Alliance Program. Another example is an industry-oriented course developed by Stewart and Rosemann (2001). Working with an industry partner, business students developed an ERP-related reference process model of an actual business.

Several recent studies explore web-based e-commerce simulation tools. Nagi (2004) used a simulated electronic mall to engage students in role-playing. Through acting out various roles in the simulation, students are introduced to e-commerce concepts and gained practical experience. Another business simulation by Bodoff and Forster (2005) focused on virtual markets to illustrate market concepts. Still another, Shtub

(2001) presented a methodology for teaching processes along with a special training aid called the Operations Trainer that "simulates the entire order fulfillment process from customer orders to the purchasing of raw material." Proponents of using of simulations, however, acknowledge that even the best simulations are limited in their ability to replicate authentic business situations (Biggs, 1995). Finally, other commonly used resources are case studies, role playing, guest speakers, and business articles.

We offer an innovative course that showcases functional areas of business and their integration and provides students with hands-on experience in running a business. Working in small groups, students form management teams responsible for managing their own eBay business where they apply the basic business principles learned in their earlier courses. By operating a bona fide business themselves, they experience some of the challenges and pressures involved in managing a business. It is valuable to the curriculum to provide students not just business theory and process related concepts, but a context in which to personally experience them. The target students for our course are juniors and seniors that have completed business courses in functional areas. Having learned business principles in earlier core classes, the focus for this course is to apply the various disciplinary doctrines and witness their conflicts and interactions in the context of an actual business. In the course, we have seen enrollment of students majoring in business as well as students majoring in history, commu-

nications, and psychology with a minor in business. Business teams are formed with the goal of having interdisciplinary membership, ideally with students from disparate concentrations.

The overriding course goal is to have the students appreciate the interdependence and interactions that take place across functions of an organization, function efficiently and effectively as a team, and explore their own leadership abilities.

Ebay Marketplace

As sellers on eBay, students must make numerous strategic and operational decisions. eBay is an electronic marketplace that retailers can use exclusively or in addition to selling through a “bricks and mortar” operation, mail order catalog, independent Web site, or network of direct salespeople. Everyone doing business using eBay as their marketplace decides the type of business, what type of merchandise to sell and how to operate their business (Lynn 2003). To sell on eBay, there is a listing fee to post your merchandise and a final value fee when the item sells. eBay is a popular place for the sale of new and used items, selling for others such as drop shipping and consignment sales.

Although many students have bought items on eBay, fewer students have sold items on eBay. As sellers on eBay, students must decide how to handle marketing and operational issues include the following.

1. Availability. Is the merchandise readily available? Should merchandise come from consignments, online auctions, offline auctions, retail or wholesale establishments?
2. Cost and sale price. How much will the item cost, and how much can the item reasonably expect to sell it for? If the item is a consignment item, then what are the terms of the agreement between consignor and consignee?
3. Packing, shipping, and storage. What is involved in packing and shipping the merchandise? What shipping company should be used? Is there

space available to store the merchandise and packing material? It is typical for eBay buyers to pay for shipping, so sellers need to accurately calculate shipping costs and add that to the total amount the buyer pays. Even though the buyer typically pays the shipping costs, there are labor, time and potential breakage issues to consider.

4. Level of Customer Service. Customer service includes answering emails with questions or complaints and shipping merchandise in a timely manner. What are the guarantees and return policies? In addition to customer service to eBay buyers what services are given to the consignor? Feedback is the mechanism through which eBay provides information on a seller’s customer satisfaction level. In every transaction, the buyer and seller have the opportunity to leave a comment. The feedback rating is critical to a buyer and seller’s eBay reputation.

Other considerations include the several different types of auctions and fixed-priced ways to sell merchandise. If an auction format is selected then eBay offers features such as reserve price and buy it now features. A reserve price is a hidden minimum price that the seller is willing to accept. eBay’s “Buy It Now” feature gives bidders the option to buy an item immediately for a specified price. If a seller chooses a fixed-price listing, the item for sale at a set price, with no bidding allowed. eBay also offers sellers the option of creating their own “eBay Store” to sell merchandise and the “About Me” page as a way sellers may post information about themselves.

Innovative Features

The course develops through a progression of five phases. Phase 1 spans two weeks covering brainstorming, conflict management, and team building activities. The output from Phase 1 are teams of four that have been through team building exercises and ready to start building an eBay business. Phase 2 also

spans two weeks with each team developing a business plan including an estimate of start-up expenses, marketing plan, purchasing and procurement plan, plan for operations and executive summary. At the end of Phase 2 each team presents its business plan to the eBay Board of Directors. Phase 3 has students designing their processes and learning the technology necessary to run an eBay business. Major process centers include inventory acquisition, marketing and pricing, packing and shipping and customer service. During this phase, the faculty member provides tutorials for using technology and guidance in developing good business practices. Phase 4 lasts for six weeks with each team operating and managing their business. The first three phases provide structure but during this phase the teams are in charge and have freedom to run their business and make their own decisions. The faculty member does, however, have passwords and userids to all email, eBay and PayPal accounts used by the teams so as to monitor each team’s operations. Finally, Phase 5 consists of closing down the businesses, providing written and oral reports and closure of the class. These five phases follow closely the stages in Tuckerman’s model (1965) for small group development and dynamics.

Pedagogy

In the beginning of the semester, a class of 20 is divided into five teams of four students. A team of four allows for a strategy of one team member to be in charge of one major process center, but other organizational structures might be decided upon by a particular group. If possible, each team includes at least one member with eBay selling experience and member majors in different functional areas.

Throughout the course, each team maintains a business journal for each class meeting. The journal describes the agenda and objectives for the class meeting, describes key events, provides analysis or explanations and lists implications for the team. The following is an example of a journal entry for a

class session during phase I by one of the teams.

Agenda/Objective of Class Session/ Meeting

- Examine brainstorming
- Examine groupthink

Individual Objectives

- Learn more about brainstorming, learn different ways to brainstorm
- Learn examples of groupthink

Describe Key Events

- Looked over "What is Brainstorming? And "Groupthink" worksheets.

Analysis/Explanation

- Learn the five different rules of brainstorming and how to examine ideas based on criteria
- Learn what groupthink is and symptoms of groupthink and how to avoid it.

Action/Implications

- Take what we have learned and apply it to our group and situations that come up as time goes on through class.

Students use their creative sides to choose a business name, develop a mission statement, goals and objectives and prepare business plans. Each team presents their business plan along with start-up cost estimates to the eBay Board of Directors in order to secure funding of \$200 per team.

Each team strives to implement and manage effective and efficient processes that will generate enough profit in order to return of the two hundred dollars at the end of the semester. Running their businesses, teams make their own decisions and have the real world experience dealing with customers. They have the freedom to run their business with their own ideas and get a feel for different aspects of running a business. Business transactions are handled through PayPal or with a cash exchange. Most transactions are handled through PayPal which is monitored by the faculty member through the PayPal

account. Any cash transactions such as payment to consignors are approved by the faculty member.

At the end of the semester, each student submits a peer evaluation for each team member. Teams prepare a written and oral report including income statement, business journal entries, business plan, analysis of their operations in terms of efficiency and effectiveness, examples of advertising and other operating documents. Awards (bonus points) are given to the team that has the highest profit, largest number of items sold, highest feedback rating, best managed business and most creative eBay listing description.

Conclusions

Many researchers advocate new concepts such as active learning, student-centered principles, effective use of technology, and collaborative learning (American Psychological Association, 1997). Our course combines many of these new concepts and is an ideal tool to illustrate business processes. Through the processes of managing their own business students come away with a foundation for critical thinking and learning from their own and others' experiences.

We found that the model of our course provides students with valuable tools, skills, training and actual business experience. E-commerce and information technology has and will continue to have a significant effect on business practice, and it is necessary to understand and learn about accepted business fundamentals and practices through these systems. We believe this course promotes understanding in this area, the integration of business functional areas, and helps students develop an understanding about themselves and their capabilities in taking leadership roles.

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Systems Thinking: Opportunities and Challenges in the Graduate Classroom

by Vijay R. Kannan, J. Brian Atwater, Alan A. Stephens,
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What do the following scenarios, drawn from actual firms, have in common?

Scenario 1. An automobile manufacturer implements a quality improvement program that successfully creates additional manufacturing capacity (Keating et al., 1999). To prevent downsizing that might discourage further improvement, management commits to increasing sales by developing new vehicles. To speed up existing design processes, the manager of the improvement program is assigned to oversee implementation of a similar program in R&D. Employees in R&D however are challenged by the need to both increase the number of new car designs and participate in improvement projects. As a result, the improvement program fails to catch on and there is no increase in the number of new models. Demand does not increase as anticipated, excess manufacturing capacity has to be trimmed, and the labor force is reduced. Manufacturing personnel become cynical and distrustful of management and the improvement program there dies.

Scenario 2. A check printing company offers first time buyers a special introductory price. In response to this successful effort to attract new customers, competitors adopt the practice, the result being that customers switch from one company to another whenever they need to place a new order.

Scenario 3. A car maker offers employee pricing to all customers buying vehicles in the new model year. In response, competitors follow suit, the net result being to advance the timing of

sales of new cars and potentially compromising sales of the following year's model cars.

While each of these failures of strategy can be explained in a number of different ways, one is the failure of management to fully understand the complexity of the situation by taking a systemic approach to understanding and responding to it. For example, failure to understand the impact of the R&D improvement program on the rate of new product development, coupled with a single minded focus on new product offerings, led to behavior that might have been avoided had the potential implications of the program's implementation been considered. One need not look far to find other examples of firms that, despite large investments of time, money, and resources, fail to reap the rewards of large, strategic initiatives due to a failure to think systemically. Failed efforts at implementing downsizing and other cost cutting measures (e.g., cutting investment in R&D in response to a financial crisis with the result that future product development and growth is compromised), and managing constrained resources (e.g., over extending equipment at the expense of maintenance, leading to increased machine failure rates and lower quality/productivity), are not uncommon. These can also be attributed, at least in part, to a failure to fully appreciate the complexity of the problem, or take a systemic approach to problem solving. In this article, we identify what it means to think systemically, and present insights into how systems thinking is viewed in

the leading U.S. graduate schools of management. In addition, we address some of the challenges to making systems thinking a staple in graduate management education.

Analytic versus Systemic Thinking: A Paradigm Shift

Explanations for the failures of strategic initiatives often revolve around a specific event, for example, lack of top management support, inadequate training, or selecting the wrong project. They also include the failure to develop the infrastructure—people, measurement systems, culture—needed to align actions with goals. While valid, these factors do not fully explain why early successes are not sustained. Organizations routinely point to pockets of success from new initiatives even when they cannot sustain or expand them. As parts of an organization improve in isolation, they reach a point where they become so interdependent that improvements in one area cause problems in another (Gharajedaghi, 1999). Moreover, these trade-offs prevent further improvement and threaten the existence of the improvement program. Why then do managers continue to avoid developing long-term solutions that take a systemic approach? While this can certainly be attributed to short term financial pressures and the need to generate rapid results, it can also be explained by the way managers think.

Much of a manager's training and education is based on the analytic thinking paradigm (Ackoff, 1981), according to which thinking and analysis are synonymous. Analysis involves understanding a system by breaking it into smaller parts and studying them in isolation. Once the parts are understood, the behavior of the whole can be understood based on the behavior of the parts. Analytic thinking explains what the parts do and how they work. We are also conditioned from an early stage to develop an event-oriented view of the world (Sterman, 2000). *If I touch a hot stove I get burned, if I don't watch where I am walking I will stumble over.* In other words, we develop a linear view of

cause and effect in which the 'cause' is followed *soon* thereafter by the 'effect,' leading us to assume, erroneously in many cases, causality. These factors contribute to our treating problems as simple, isolated events, solving them using a discrete, linear process; problem recognition, identification of alternatives, selection and implementation of solutions; problem resolution. While this may work with simple systems, it does not work within the complex social systems typical of today's business environment. We suggest that analysis alone may be insufficient to fully address issues of complexity inherent in contemporary business decision making.

A systems approach to understanding how the world works can be traced to the early Greeks, and has been utilized in a wide variety of disciplines ranging from philosophy to physics. Efforts to develop systems methodologies to address 'real world' problems began during World War II. Early attempts used mathematical models to identify optimal solutions to complex problems. The inability of initial techniques to accommodate non-quantitative issues such as motivation, beliefs, and values, as well as factors such as time delays and feedback loops, have however prompted the evolution of other systems methodologies. Ackoff (1981) differentiated between analytic thinking and synthetic (holistic) thinking. Synthetic thinking attempts to understand the larger context within which a system operates. Once the role of a system within this context is understood, the behavior of the system can be explained based on that role. Synthetic thinking focuses on why the parts do what they do relative to each other. Ackoff also observed that when a system is disassembled, the system and its parts lose their essential properties, yet observation of the interaction between and among the parts is crucial to understanding system behavior. This is reflected in changes in business school curricula that have emphasized the integration of material from different functional areas. Forrester (1971) identified

additional characteristics of complex systems common to today's business environment. For example, cause and effect are often separated in time and space. Effective short term solutions often create larger long term problems, while actions that make things worse in the short term may have long-term positive effects. Decision makers often fail to learn from their mistakes, either because of the delay between one person making a decision and another experiencing its effect, or because the short-term result observed by the decision maker differs from the long-term outcome the decision maker does not see. Complex networks of non-linear feedback loops within systems also contribute to creating counterintuitive behavior. The 'law of unintended consequences' is a reflection of this phenomenon. Richmond (2000) defined two types of thinking related to the phenomena described by Forrester. Dynamic thinking focuses on the behavior of a system over time rather than in reaction to an isolated event. Closed-loop thinking focuses on the role the structure of the system (i.e., performance measures, reward systems, and information flows) has on behavior, and the role of interactions of the system with external forces. It thus provides an understanding of how interactions feedback to shape the end result of an intervention to the system.

While various authors have described individual elements of systems thinking and others have used the term 'systems thinking' or 'thinking systemically' to characterize a more 'holistic' approach to thinking and decision making, there has been no formal definition of systems thinking. We therefore propose the following managerial definition of systems thinking:

The ability to link decisions made over an extended period of time to subsequent resource (customers, suppliers, employees, etc.) behaviors, which in turn create systems performance outcomes.

Systems thinking has its own set of tools and methodologies thus help is at hand to respond to the reality that effective decision making must incorpo-

rate not only analytic thinking, but also synthetic, dynamic, and closed loop thinking. For example, causal loop diagrams can be used to illustrate feedback structures within a system, and stock and flow diagrams can be used to characterize the movement and accumulation of entities of interest within a system at various points [for details of systems thinking methodologies and tools, readers are referred to Sterman (2002)]. Such tools allow one to understand flows and accumulations over time in response to decisions and reactions by internal and external forces, thereby developing a dynamic rather than static representation of a problem.

Our interest is in exploring how systems thinking fits into a graduate management education. Teaching students about systems is not the same as teaching students to think systemically. The human mind is incapable of fully understanding the behavior of complex social systems without the assistance of tools and technology (Forrester, 1971; Booth et al., 2000). As several scholars have suggested, businesses are complex social systems (Senge, 1990; Ackoff, 1994; Deming, 1994; Forrester, 1994). The relevant question this raises is where should business leaders acquire the training and tools needed to help them manage complex social systems? Graduate schools of management are one possible venue. MBA and similar programs are a staple element in the training of managers. They have undergone significant change and revision in recent years to among other things, help better prepare graduates to manage complexity. It is not clear however whether these changes have extended to including discussions of systems thinking. It is also not clear whether faculty believe there is a role for systems thinking in the curriculum or if they are even aware of what it is. We examine these issues. We do not intend to indict the prevailing wisdom on curriculum, pedagogy, or educational philosophy nor do we take the position of advocacy. Rather we suggest that systems thinking represents one possible approach to help students better address the chal-

lenges of complexity. We are also intimately aware of the realities of prevailing institutional structures, responsiveness (or otherwise) to change, and faculty autonomy. We do however believe that lively discussion can, at a minimum, create debate, awareness, and the stimulus to re-think existing paradigms.

Systems Thinking: Perceptions and Practice

Results of a survey of faculty at the fifty leading graduate management schools in the U.S. (differences in the five ranking schemes used meant that there are actually 63 schools in the top 50!) showed that more than 41 percent of respondents defined systems thinking synonymously with thinking about systems, making no reference to time delays, feedback, or interactions, or could not define it. (Five definitions, drawn from discussions with faculty and a review of textbooks in the various business disciplines, were offered. These included definitions incorporating none of the dimensions of time delays, interactions, feedback, and external forces and those that included one or more.) A further 19 percent equated it with synthetic thinking, making reference only to interactions. Only 40 percent defined systems thinking in a manner that reflects its multiple dimensions. One must be cautious in interpreting these results. It is possible that a respondent assumed the relevance of time delays, feedback, interactions, or external forces in defining systems thinking yet selected a definition that did not include one or more of these. However, the fact that they did so when a more comprehensive definition was available suggests a less than complete view of systems thinking. It also suggests that while the terms systems thinking and systemic thinking are commonly used, there is a lack of consistency in how they are being used and that they may be being used erroneously.

Seventy four percent of respondents indicated that systems thinking should be an essential part of a graduate busi-

ness program. However, less than half of these respondents indicated it was being covered at their institution. Since many faculty do not appear to have a full grasp of what systems thinking is, it is thus not clear what exactly these respondents believe is an essential part of the curriculum, or what exactly is being taught. Conversely, the fact that the majority of faculty defined systems thinking synonymously with thinking about systems or synthetic thinking, yet relatively few that believe it is taught at their institution, raises the more intriguing question of what is being taught! Adding to the intrigue is that of those respondents that defined systems thinking in a complete manner, several did not feel it was an essential part of a graduate management education. While these numbers were relatively small, they raise the question of why faculty, let alone those at the leading graduate business schools, would question the need to educate students about concepts and tools that expressly address complex, dynamic, cross functional, multi-period problems. Taken together, the results raise several additional important questions. If faculty believe systems thinking is essential, why is it not being taught on a more widespread basis? If respondents do not believe it is essential, why not? In light of the earlier discussion on the complexity of social systems, it may appear inconceivable to some that discussion of feedback, interactions, and time delays, are not essential parts of graduate management education.

Moving Ahead . . . or Not!

If one takes the position that graduate management students aspire to become business leaders, and as such, they need to develop the capacity to address complex business problems, what do the results mean for educators? A starting point is the need to increase awareness within the academic community of what systems thinking is and how it can contribute to enhancing the educational process. How can this be accomplished? While several individuals have discussed systems thinking over

the years, no one has focused on the cognitive processes involved. Indeed, definitions are derived from narrow perspectives promoting specific views of systems thinking. It is our hope that our definition of systems thinking, embodying various dimensions and schools of thought, will be a first step in developing a unified understanding of the concept so that when the term systems thinking is used, it is clear what is being referred to and that it is being used to refer to the same thing.

Increased dissemination of academic materials on systems thinking would facilitate increasing awareness. Synthetic thinking is the most visible and readily recognized element of systems thinking. Materials discussing other elements are not however as widely disseminated (Repenning, 2003). There are several possible reasons for this. First, the publication process inherently favors research fitting a particular mold. We are all trained analysts (Ackoff, 1981). The result has been to create a silo mentality where research topics or methodologies that do not fit a particular silo can be dismissed based on lack of fit with the focus of a journal or questionable merit. This has several consequences. First, researchers are dissuaded from innovation and cutting across functional or methodological boundaries for fear of not being able to publish in 'mainstream' journals. Applying this logic to systems thinking, established business journals that could serve the role of broadening research agendas and introducing new ideas, do not accomplish these goals. Those working in a particular niche are thus motivated to develop new journals to fit a particular need. The "Catch 22" however is who will be motivated to publish in these journals; those whose work fits this particular niche. New journals are thus created that focus on, for example, systems thinking, that are out of necessity just as guilty of being insular and having a narrowly defined audience (Repenning, 2003). A related issue is the prevailing bias towards correlation-based research. This makes us

suspicious of research seeking to establish causation, the focus of much of the systems thinking research. Unlike much of the more traditional research, particularly in the decision sciences, systems thinking research often incorporates 'soft' variables such as attitudes and beliefs, the motivation behind behavior being critical to understanding complex systems. Such variables are not easy to quantify and measure and are thus often excluded in traditional business research. This again places limits on the willingness of mainstream journals to publish work on systems thinking.

These perils of the publication process have secondary consequences for promotion and tenure decisions and for curriculum development at research institutions. If faculty are concerned that work published in emerging fields will not be valued, either because the journals are not established or the fields are not understood or accepted by senior faculty on promotion committees, they will hesitate before continuing to work in these fields. Similarly, doctoral programs will hesitate to expand coverage of these fields for fear that students will not be able to publish let alone gain meaningful academic appointments. The result is to squeeze the pool of faculty members that could play a role in increasing awareness of these fields, such as systems thinking. Moreover, it contributes to the creation of a niche of 'believer' faculty and schools that stay primarily within themselves (Repenning 2003), further inhibiting broad dissemination of new ideas.

The biases described above have been previously recognized and criticized by other researchers, so this is not a unique call for a mind shift. It has long been recognized that the silo mentality often found in business is dysfunctional and that the functional areas of a business are interdependent rather than independent (Gharajedaghi, 1999). Christensen and Raynor (2003) pointed out the need for greater acceptance of causation based research due to its necessity in developing good management theories. Ghoshal (2005) and Bennis

and O'Toole (2005) also called for business researchers to incorporate human intentionality into their projects.

How does one explain that a segment of faculty do not believe systems thinking is an essential part of a graduate management education? Among faculty that have a broad understanding of systems thinking, it may be that some believe that it cannot be taught, that students should receive this training elsewhere in their academic careers, or that knowledge and competence should be acquired from on job experience. Some may believe there are more pressing needs in the curriculum. It may also be a reflection of the implications bringing systems thinking into the curriculum would have for them for them personally. Among faculty that defined systems thinking synonymously with synthetic thinking or thinking about systems, it is harder still to come up with an explanation. How does one even speculate as to why understanding the nature of a system and interactions between variables are not essential elements of a graduate management education?

It is easier to identify possible reasons why systems thinking, or as the case may be, synthetic thinking, is not more widely taught. One cannot teach what one does not know, pertinent here given the more than 65 percent of faculty who did not select the most complete definition of systems thinking. The lack of appropriate incentives, both in compensation and promotion and tenure decisions, the challenge of adding new content without expanding the number of courses in the curriculum, the fear of losing one's control over the curriculum if new courses are added, the belief that incorporating new content is someone else's responsibility, and the lack of faculty able or willing to incorporate the new content into existing classes, all represent additional hurdles to curriculum change, not only in the context of systems thinking, but more generally.

The news is not, however, all bad! As the survey results suggest, there is

recognition of the importance of systems thinking in graduate management education as well as of current inadequacies in its coverage. In addition, a variety of materials is available to support those interested in incorporating systems thinking into their courses. Several of these are discussed in a recent article in the *Decision Sciences Journal of Innovative Education* along with tips and examples of how they might be used (Atwater & Pittman, 2006). One of the challenges in teaching systems thinking is the need to create a dynamic, multi-period setting in which the impact of decisions made can be observed. Traditional cases do not lend themselves to this as they are, out of necessity, static in nature. There are however several simulation games that can be used to teach systems thinking. Probably the best known is 'The Beer Game,' which is widely used to teach supply chain management concepts. There are also several computer simulations. For example, in 'People's Express,' students must make decisions about capital equipment expenditures, marketing, and human resources, while in 'B&B Enterprises,' participants go through the experience of introducing a new product, encountering the boom and bust cycle that is common in this situation. Several websites also offer systems thinking material that can be used to teach a wide range of issues. For example, Pegasus.com offers a variety of materials for teaching systems thinking, and Strategydynamics.com offers materials related to teaching systems thinking in the context of business strategy. Ventana Systems (Vensim.com) offers a free version of their simulation software that can be used for educational purposes.

Concluding Remarks

As the business environment continues to evolve, so must the approaches used to prepare individuals to manage in this new world. There are multiple approaches, philosophies, and pedagogical styles that can be adopted to help prepare the next generation of business leader. Our intent is not to put one atop the others but to raise awareness of one

approach that would appear to fit well with the increasing challenges of complexity that managers today face. The analytic paradigm has served us well for over four hundred years (Ackoff, 1981). The question now is whether there are alternative tool sets that can be used in conjunction with the tools of analysis as part of the manager's arsenal in managing complexity. Analytically based improvement efforts have removed all the slack from the system so that further efforts guided solely by this methodology generate the problems highlighted at the beginning of this paper (Gharajedaghi, 1999). Consequently, it appears that the time is right to start using and developing systems thinking tools. The challenges this poses to business educators are to better understand what it means to think systemically, to critically examine whether training students in the principles of systems thinking is the responsibility of graduate management programs, and if so, determining how exactly this can be accomplished. Despite MBA curricula having undergone considerable change in the last decade, they remain subject to criticism (Ghoshal, 2005; Bennis and O'Toole, 2005). Much of this revolves around curricula being too functionally focused, not adequately examining issues of complexity, and not being aligned closely enough with the 'real world.' Perhaps incorporating systems thinking into the curriculum and helping prepare graduates to better appreciate and respond to complexity is one way to silence at least some of the critics.

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■ RICK HESSE, Feature Editor, Pepperdine University

Simulating Heights and Weights using Regression

by Rick Hesse, Feature Editor, Pepperdine University

For years I've given a simple simulation homework exercise to simulate the height and weight of male students to determine how many out of 200 would be eligible to fit inside Mercer Engineering School's biannual Sunrayce vehicle, a solar-powered car. It wasn't until a year or so ago that it dawned on me that I was treating the weight as independent of the student's height and so the results turned out to be much lower than they should be.

Independent Scenario

Mercer School of Engineering needed a driver for the Sunrayce solar car competition, and the requirements were that the male student needed to be between 5' 0" and 5' 8" tall, and weigh no more than 138 pounds. The assumptions for the average height, weight and the respective standard deviations are also

given in the shaded cells in rows 4 and 8, as shown in Figure 1. The template simulates 200 students.

Row 5 simply computes the average and standard deviation of the 200 heights from **B17:B116**, and the minimum and maximum height simulated. Row 9 does the same with the weights. **B11:B13** takes the average of columns D, E and F to determine the probability of this simulation having a student with the correct height, correct weight, and passing both hurdles. **B14** multiplies 200 by **B13** (or could just count the number of 1's in **F17:F116**). In this run, there are six students who qualify (including #1 shown in row 17). **C11:C12** uses the **NORMDIST** function in Excel as follows:

C11: =NORMDIST(E4,B4,C4,1)-NORMDIST(D4,B4,C4,1)

D11: =NORMDIST(E8,B8,C8,1)



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	A	B	C	D	E	F	G	H
1	SUNRAYCE DRIVER POOL							
2	Independent							
3		Mean	Std Dev	Lower	Upper			
4	Exp Height	69.00	4.30	60.00	68.00			
5	Sim Height	68.91	4.42	57.84	78.75			
6								
7		Mean	Std Dev	Lower	Upper			
8	Exp Weight	155.10	13.77		138			
9	Sim Weight	153.12	13.60	114.81	191.52			
10								
11	Sim P(Height)	34.00%	38.99%	Exp P(Height)				
12	Sim P(Weight)	12.00%	10.71%	Exp P(Weight)				
13	Prob(OK)	3.00%	4.18%	Exp Prob				
14	Sim #	6.00	8.36	Exp #				
15								
16	Student	Height	Weight	Height OK?	Weight OK?	Driver OK?	RN Height	RN Weight
17	1	64.14	134.48	1	1	1	12.9%	6.7%
18	2	73.87	161.87	0	0	0	87.1%	68.9%
19	3	67.65	148.68	1	0	0	37.7%	32.0%
20	4	68.66	133.27	0	1	0	46.9%	5.6%
21	5	66.99	142.93	1	0	0	32.0%	18.8%
22	6	68.75	157.89	0	0	0	47.6%	58.0%

Figure 1. Independent model to simulate height and weight.

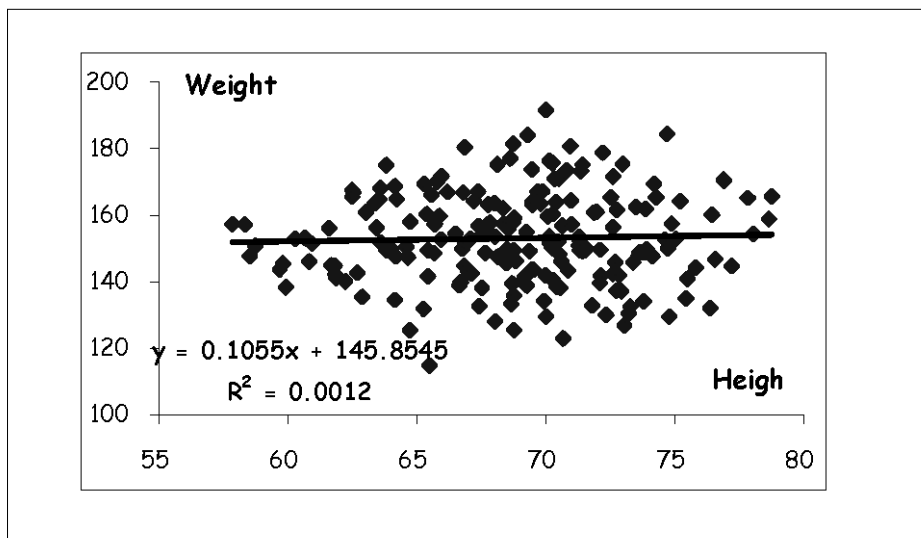


Figure 2. Scatter plot of independent heights and weights.

E11: =C11*D11

F11: =200*E11

Now let us examine the actual simulation of heights, weights and check if the student meets each requirement.

B17: =NORMINV(G17,\$B\$4,\$C\$4)

C17: =NORMINV(H17,\$B\$8,\$C\$8)

D17: =(B17>=\$D\$4)*(B17<=\$E\$4)

E17: =(C17<=\$E\$8)*1

F17: =D17*E17

G17: =RAND()

H17: =RAND()

The **NORMINV** function uses the appropriate random number as a percentage of the area under the normal

curve and returns the simulated height or weight. **D17** and **E17** use Logic expressions (in parentheses) which return either TRUE (1) or FALSE (0). But Excel has a quirk. Unless you use the result of logic expressions in a mathematical formula, the screen will show 0/1 but the actual underlying value in Excel will be FALSE/TRUE, which is a label, and thus is really zero. If **E17** doesn't multiply by 1 (which doesn't change the result), the template will never get any student qualifying.

Graphing the Results

I have used this simulation from time to time over the years, with never a second thought about possible dangers. Then one day, in a flash of the obvious, it occurred to me that these heights and weights would be independent of each other. So I made up a quick XY Scatter plot of **B17:C116** and added the simple trend line with R^2 , and my suspicions were confirmed. Figure 2 shows the results.

Even those who are not mathematically inclined know that there is a better chance of a taller person being heavier than a shorter person. But the graph shows basically no correlation ($R^2 = 0.12\%$, $r = 3.46\%$).

Modeling a Dependent Relationship

I "Googled" for "Height and Weight" and found a website for height and associated weight charts for medium frame young males:

www.healthchecksyste.ms.com/heightweightchart.htm

Figure 3 shows the results for the heights and mid-range for weights. I then did a simple XY scatter plot of the points and right clicked on the data points and selected the formula and r^2 value options for the Trend.

The average (and assumed median) height is 5' 9" (69.0") and weight is 155.10 pounds—the data used in Figure 1. To get an approximate normal distribution for heights and weights, I used the standard deviation derived from the charts, again for the Independent Simulation. For the Dependent

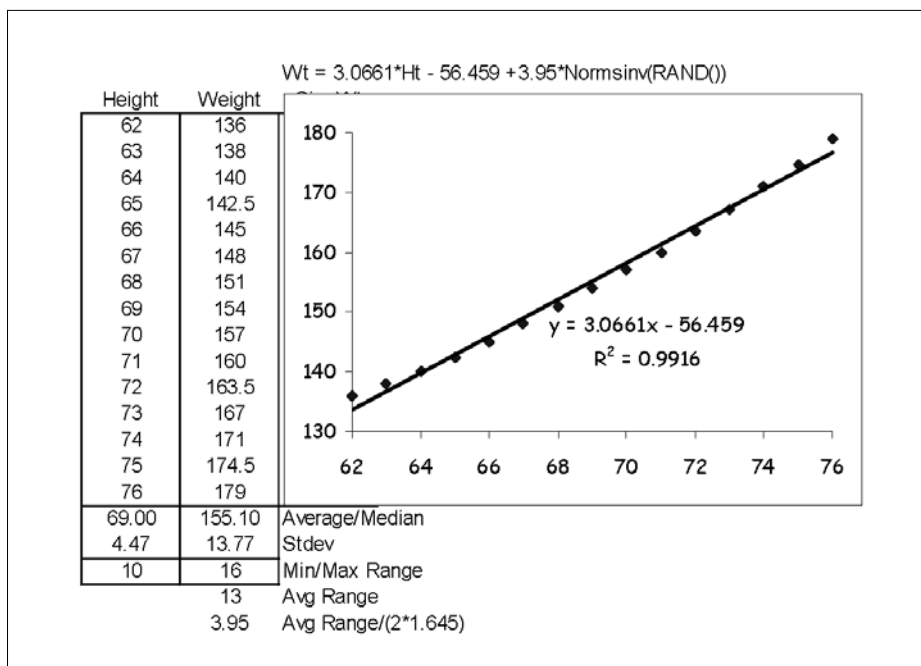


Figure 3. Regression on standard height and mid-range weights.

	A	B	C	D	E	F	G	H
1	SUNRAYCE DRIVER POOL							
2	Dependent							
3		Mean	Std Dev	Lower	Upper			
4	Exp Height	69.00	4.30	60.00	68.00			
5	Sim Height	68.91	4.42	57.84	78.75			
6	Wt = 3.0661*Ht - 56.459 + 4.17*NORMSINV(RAND())							
7		Mean	Std Dev	Lower	Upper			
8	Exp Weight	155.10	13.77		138			
9	Sim Weight	154.21	14.30	120.70	188.20			
10								
11	Sim P(Height)	34.00%	38.99%	Exp P(Height)				
12	Sim P(Weight)	13.00%						
13	Prob(OK)	9.50%						
14	Sim #	19.00						
15								
16	Student	Height	Weight	Height OK?	Weight OK?	Driver OK?	RN Height	RN Weight
17	1	64.14	133.90	1	1	1	12.9%	6.7%
18	2	73.87	172.10	0	0	0	87.1%	68.9%
19	3	67.65	149.00	1	0	0	37.7%	32.0%
20	4	68.66	147.40	0	0	0	46.9%	5.6%
21	5	66.99	145.30	1	0	0	32.0%	18.8%
22	6	68.75	155.20	0	0	0	47.6%	58.0%

Figure 4. Dependent simulation.

Simulation, I found the average weight range (13.0) and divided by 2*90% z-scores (1.645) to set up the equation shown above the graph. Although the range does increase with height, I have neglected that for now.

Dependent Simulation

Figure 4 shows the Dependent Simulation, with the only change being for the simulated height and the fact that C12:C14 really can't be computed analytically (or at least easily):

```
C17:=ROUND(3.0661*B17-56.459+4.17*NORMSINV(H17),1)
```

```
G17: =Independent!G17 copied  
G17:H116
```

The same random numbers are used as the Independent Simulation (just pointing to that sheet) and now the random numbers in column H are used in the normal standard inverse function for the variation in weight, but the bulk of the weight is due to the height (about 3 pounds per inch).

The simulated heights are identical in both simulations, however the weights are dramatically different, as shown in C17:C22. Although the probability of the weight being OK has changed only slightly from 12% to 13%, the ensuing probability of a student being qualified has risen dramatically

from 3.0% to 9.5% This is because the weights are now properly associated with the height.

Final Scatter Plot

Figure 5 shows the scatter plot and regression for the Dependent Simulation, with an obvious correlation of weight to height.

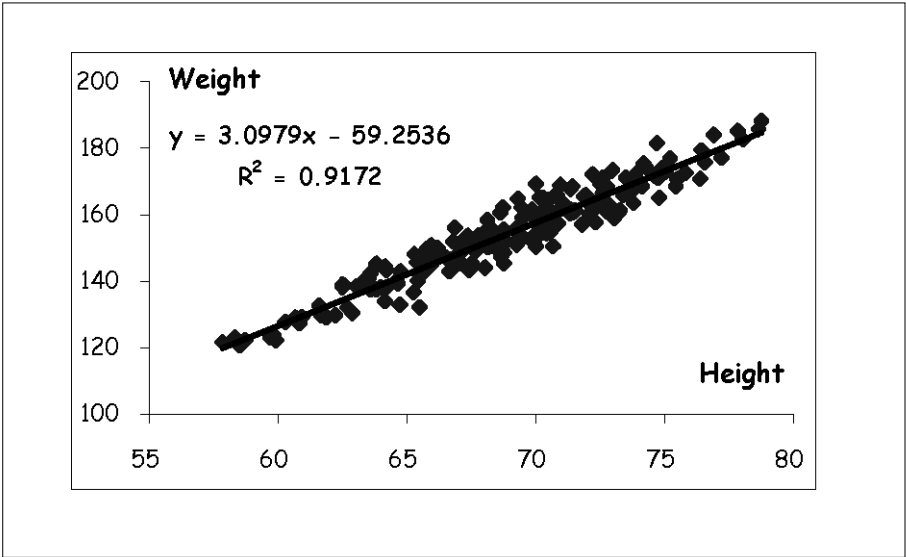


Figure 5. Scatter plot and regression for the dependent simulation.

Further Investigation

This exercise can be developed further if there is a desire to make another worksheet with a data table to collect the results of several hundred runs of both sheets and the simulated number of students who qualify as drivers. Then a statistical test could be used to determine if the Dependent Simulation produces a significantly higher number of qualified candidates. My early observations suggest twice as many. Or Crystal Ball or @Risk could run the simulations and gather the statistics.

Of course the multiplier for the random variation of weights could use some work so that the range is narrow for shorter students and then increases with an increase in height. This workbook is available on the website with the paper with the random numbers live on the Independent worksheet. Therefore the results will be similar but different than what is shown in the column.

This exercise serves two purposes: a simple Excel-based simulation and reinforcement of simple linear regression. ■

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Using pieces of pre-built programming modules is not new. The acceptance of open source software as well as COTS (commercial off-the-shelf software) makes it easier for systems developers to take existing software and modify it to create a new, specialized application. This month's column, co-authored with Allen Schmidt, discusses a very recent trend in ecommerce. This new trend has resulted in a new application called mashups. They can be applications with important business, social, or political significance or they can be just fun. Read on and enter the world of mashups. [Kenneth E. Kendall]

Mashups: The Art of Creating New Applications by Combining Two or More Web Sites

by Kenneth E. Kendall, Rutgers University, and Allen Schmidt, Madison Area Technical College

Do you remember the mix up game you used to play as a child? The one where you take a deck of cards each containing one of three parts of a different animal and then mix them up to form genetically altered animals? In this case you might end up with the horn of a rhino, the defensive shell of a turtle, and the claws of a bear. This new supercharged animal may possess all of the qualities that make it appear as the most competitive of beasts.

This approach of mixing up different features or attributes is actually taking place in the ecommerce world right now. Systems analysts are taking application programming interfaces (or APIs), joining two or more of them together, and creating a new application.

Application Programming Interfaces and Mashups

An API is simply a source code interface that can support a user's request for services generated by computer software. Probably the most well known API is the Single UNIX Specification, the set of standards that allow an operating system to be called "UNIX," but there are many lesser known APIs that are available for use by systems developers.

APIs represent the building blocks (Wenz, 2006). Since an application can be developed more quickly when modules or building blocks are available, mashups tend to be developed very rapidly. As we write this column, 2.7 new public domain mashups are being created each day. It is estimated that this figure will soon reach 10 per day. (Programmable Web, 2007)

Since many of the APIs are open source APIs, a developer is free to use them to develop a new application. Mashups are created by hobbyists who want to add to the public domain (*Business Week*, 2005). Other developers may want to create a Web site that attracts visitors who click on links, view ads, or even purchase goods and services. In that way, developers can make a profit from mashups.

So for fun, go to one of the following sites, HBO: The Sopranos

<http://www.hbo.com/sopranos/map/>

or The Geography of Seinfeld

<http://www.stolasgeospatial.com/seinfeld.htm>

The first site shows the location of some of the greatest action surrounding the HBO show, *The Sopranos*, while the second takes the visitor around the



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Upper West Side neighborhood of Seinfeld. The visitor can actually see the location of the infamous "Soup Nazi."

These two mashups use the API provided from Google Maps and combine it with specific data about the respective television shows.

Consumer Oriented Mashup Applications

There are many practical mashups. For example, the Web site:

[Aboutairportparking.com](http://www.aboutairportparking.com), <http://www.aboutairportparking.com>

can help you find a reasonably priced parking space at an airport. It uses an API for Google maps and information from airports, airlines, and parking facilities.

The following three sites help a customer find better prices on Internet shopping. Hawkee Social Price Comparison,

<http://www.hawkee.com/>

combines APIs from Amazon, eBay, and Commission Junction to allow customers to review products (and be reviewed themselves by other customers).

A site called mpire,

<http://www.mpire.com/buyer/search.page>

helps customers determine the appropriate market price.

Finally, Baebo,

<http://baebo.francisshanahan.com/>

uses at least eleven APIs and delivers messages via RSS to a customer's BlackBerry or other handheld.

There are many real estate sites useful in buying or selling a house. For example, Bogozo,

<http://www.bogozo.com/house/?new+york>

which overlays a New York subway map onto Google Maps and Craigslist data so that potential buyers can see how to get to work.

Another real estate mashup is Homethinking,

<http://www.homethinking.com/>

which helps a buyer or seller find a real estate agent based on data that shows the sales performance of area agents.

Mashups – Just for Fun

There are more sites that you may appreciate just for fun. If you want to know what would happen if you dug a hole in your back yard deep enough to get to the other side of the earth, look at Dig to the Other Side,

<http://map.pequenopolis.com/>

If you want to tell a story, look at the randomly generated stories created by PlotShot,

<http://www.plotshot.com/>

This mashup uses pictures from Flickr to generate a "Mad Libs" type story. Another good mashup based on Flickr is Flickr Sudoku,

<http://flickrsudoku.com/>

Why play a boring Sudoku game with just plain Arial style numbers when you can get randomly generated Flickr photos showing brightly colored photos of numbers from 1 to 9?

Finally if, you think your Google search engine looks boring, just go to Ms. Dewey,

<http://www.msdewey.com/>

This site used a search engine API and combines it with customized video from a quasi-professional actor, named Ms. Dewey. It sometimes appears that Ms. Dewey is just there to annoy you when you don't ask a question. We're not really sure the site is useful, other than to get a few laughs. But who says that using mashups can't be fun?

Mashups and the Future of DSI

We look forward to the day that someone uses an API from the DSI Annual Meeting and combines it with a list of people we need to see there, then delivers the resulting schedule to our Palm Treo or mobile phone. We can dream for now, but maybe someday it will be a reality.

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EDITOR, from page 3

Chain Management—A Balanced Approach book by Joel D. Wisner, G. Keong Leong, and Keah-Choon Tan (Thomson/South-Western, 2005) is a "strong undergraduate text," the *Supply Chain Management—Strategy, Planning and Operation* book by Sunil Chopra and Peter Meindl (Pearson/Prentice Hall, 2007) is "becoming a classic MBA text," and the *Strategic Supply Chain Management* book by Shoshanah Cohen and Joseph Roussel (McGraw-Hill, 2005) is "focused on the supply chain professional."

Enjoy! ■

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

Until recently Professor Sarah Bryant Bower served as the dean of the College of Business Administration at Clarion University of Pennsylvania. In this brief essay, she has distilled her experience of the dean's office to offer valuable advice to new deans that is rich in deep insight. [Krishna Dhir, Feature Editor]

Lessons for New Deans

by Sarah Bryant Bower, Shippensburg University

Some faculty and staff members believe that deans have more fun, even though most of them will quickly say that they would never take the job. They see all the myriad of tasks and issues that must be dealt with. Of those of us who do take the position of dean, there are at least three paths, "inside" faculty who are asked to move up, now called "accidental" deans, and those who plan the steps from faculty through chair, possibly MBA director and/or associate dean to the head office, whether internal or externally. The third route is from corporate to academe. Many academics take bets on how long those deans will last in the unfamiliar world of academic governance. Some deans progress to provost and president, but most of us enjoy the confines of our familiar worlds of our discipline, here, business.

The point of this article is to discuss the many issues to learn as a new dean. There is little guidance or direction for new deans, potentially leading to short terms as deans. Just when we are at the point to make the most difference within our schools, we step back to faculty or leave. Each of us needs to develop support systems that result in increasing our confidence in our decision making. This confidence can be developed through taking seminars offered by accrediting bodies, leadership courses, and developing just-in-time learning opportunities through trusted mentors and colleagues, developed through networking. Even with this network, however, these supports are not enough. There are lessons that can

strengthen and expedite the new dean's adaptation to the job.

Time and Duties of the Job

There is discussion among business deans as to how to entice more of us to stay in our positions longer. The current average length of stay is about four years. That means that a large number leave in a short time. This is a relatively short average stay, given the slow pace of change in academe, and the needs many schools have to change. On the other hand, pace is rapid and competition steep outside the confines of the ivy walls. Many members of the faculty want the dean to protect them from the ravages of outside influences. Frequent changes in leadership can be unsettling to schools.

Keep in mind that most faculty work is done from September through part of December, and mid-January through the first of May. Deans have a short window of opportunity to accomplish big tasks. The pace of change is measured in semesters or years, 16 weeks at a time.

Is there any wonder the life of deanship is relatively short? One clear reason given by many deans is that there is insufficient training to prepare us for the rigors of the job. Issues abound. Below is a partial list.

- Human resource management (these are real people with real problems), hiring, retaining, tenuring, promoting, firing. Life changing events occur for people because of our decisions.
- Budgets—enough, too little, priorities, how to distribute and increase?



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and executive director of MBA Programs and senior lecturer at City University of London, England. She has also served as department chair of finance and international business at Johns Hopkins University and assistant professor at George Washington University. Outside of academe, Dr. Bower worked as a senior economist at the Department of Treasury Office of Thrift Supervision, Chase Econometrics, and the American Bankers Association. She holds a BSBA and a Ph.D. in economics from the University of South Carolina.

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- Accreditation, a critical priority, and everyone's role in it. At issue is how to get/keep busy or uninterested faculty involved?
- Student issues and recruitment.
- Care and feeding of advisory councils.
- Meetings and time management.
- Curricular management and updates and assessment.
- Reports to write and to read.
- Strategic planning.
- Endless emails.
- Sexual harassment (yes, it does still occur among the supposedly enlightened on campus).
- Trips to take, business visits to make, fundraising to accomplish, speeches to write and deliver.
- Papers to read and sign (do read them).
- Taking care of yourself and your family.
- Keeping yourself up to date in your own field, if this is a need for yourself.
- Possibly teaching a class.

Each one of us probably has a list of "what I will change when I am in charge." Well, it might be that Dean Newbie runs headlong into instigating change that (1) no one else wants, (2) is against faculty governance or contracts, or (3) was a good idea, next year. "But I want to make a difference now, people are expecting action!" Dean Newbie cries.

If he or she moves up from the inside, he will at least know the issues and personalities. He might be able to smooth/finesse change more easily than someone from the outside that has to learn the culture and people (see Bower & Hogan, 2006).

Dean Newbie also needs to understand the issues, constraints, and expectations of higher administration. Moving from faculty to the deanship gives one more of a global view of the university. Now instead of taking care of his department, he must care for all disciplines in the school, and balance this with university needs.

Finding a good mentor is critical, but still there needs to be a "how to"

course offered to help "newbies" who awake one issue at the time to their new responsibilities. Dean Newbie will probably attend the AACSB Aspiring Deans Conference and the New Deans' Conference. These do help. He should go, but he must realize that there is far too much to learn of his own unique position to feel he has learned all he needs to know from a seminar. The other newbies he meets will stay his friends and network colleagues. It is also interesting to measure one's time as a dean by how many of that class of newbies is still deaning, a few years down the road.

Lessons for New Deans

Lesson 1: Negotiate going in. This is Dean Newbies' best chance to take care of himself and his school. Universities are all different in what they are willing to offer to attract the dean, so he needs to ask what he needs and wants. He should be sure to know ahead of time how badly he wants each item and his stop-or-go limits to each. There are salary, moving expenses, rank and tenure, potentially housing for a year or longer, a one- or two-semester sabbatical as well as salary level when he steps down, time off, teaching requirements, research time, if desired, and many other items he might negotiate. Doing his homework is critical. If these items are not addressed in negotiation, Dean Newbie might experience early dissatisfaction that might cause him to gain some experience to move elsewhere or to go to faculty again.

By the same token, negotiating for the school can be critical. Dean Newbie will have expectations of his performance. If he does not have proper help, he will experience tremendous stress, and potentially will not accomplish what is expected. An assistant and/or associate dean to handle internal issues, as well as necessary faculty lines, are two items to address. The need for each depends on expectations of the job. If the job is to be heavily external, then a development officer needs to be assigned to the school, as well as associ-

ate dean support. Flexibility and capacity of faculty time to lead or assist with accreditation, including assessment, and curricular issues are needed.

There may be other school-specific items that Dean Newbie might learn about in interviews. For example, the dean's office might be physically "closed off" from outside interference. Dean Newbie might like this, or he might negotiate to have the office renovated to open it up more to the public. Another example that is not unusual is for faculty to expect the new dean to negotiate items he cannot deliver, such as higher salaries or reduced teaching loads. These could be brought up in negotiations. There are ways that the new dean might suggest to the president and provost to answer these expectations, such as merit pay or taking two new faculty lines to distribute the salary to existing faculty, if faculty agree to spread the work load. How this negotiation goes depends on overall university and school culture and priorities.

Lesson 2: How well Candidate Newbie interviews with the provost and president must be considered. There must be a good comfort level before accepting any offer. Since the dean will be new, will upper management support decisions made by the dean, or can faculty run around the new dean to the provost or president to undermine the new dean's authority? Do not accept a position in which this pattern appears likely. Discuss it openly with upper management to discern their views and method of handling such faculty attempts. This issue is a critical deal breaker, if correct patterns are not established early.

Lesson 3: Take time to learn the people and issues on campus. This includes people and issues all over campus, not just in one's immediate world. The more Dean Newbie understands the largest picture available to him, the better he will be able to negotiate for the school over time, and the better he will be able to explain to faculty the "whys" of any issue. He will be knowledgeable if anyone tries to mislead him, for any reason.

Lesson 4: As a corollary to lesson 3, lesson four is to take time to meet with all constituents. Dean Newbie should hold open houses in his first few weeks as dean. Invite students, alumni, faculty, staff, business and other town people, to meet him and discuss issues from their perspectives. He should show his genuine interest in everyone and what they have to offer. The key here is to listen to the issues. Many new ideas and solutions can be found just by listening.

He should have them come to him for two reasons. This method of meeting everyone, even university members, saves the new dean much needed energy and time, and causes many people to visit the business school, who may have never seen it before. There is plenty of time for Dean Newbie to selectively venture out to other offices, as need and time permits.

Lesson 5: Take time early on to *study* accreditation expectations and the school's documentation, faculty and staff contracts, and the budgets. Dean Newbie should know his responsibilities and rights under them all. Faculty and staff may test his knowledge and understanding of his power. For example, faculty may claim that the contract does not permit the dean to deal with curriculum or even see syllabi. The dean needs to know his limits and expanse. He should always call the head of human resources with any questions as issues arise or are foreseen. HR should be on speed dial.

Lesson 6: Do not be afraid to ask questions of the right people. Dean Newbie has valuable resources all around him, and should use them. If he feels intimidated by anyone or mistrustful within his school or university, then he should seek council outside the university. He should call that dean who offered to help at the New Deans' Conference or elsewhere. The other deans have been in the same shoes before and will help. He should call two or three, if need be.

Lesson 7: Do not take other roles for granted. The dean should learn all he can about other people's jobs. His

assistant or associate dean will perform better if Dean Newbie understands each role and function. Accreditation and assessment are two critical areas that the dean needs to understand and be informed. Plus, if the support person falls ill or leaves, the dean can better keep the office functioning smoothly and replace the person, if he knows what the position requires.

Lesson 8: Know what you are signing. Dean Newbie may assume that the department chair has checked on the student issue that now goes for the dean's signature. This assumption may be a big mistake. Some chairs or other administrators will sign anything, expecting the dean to stop it (be the bad guy). He should have his staff double check course schedules, graduation forms, whatever. He is responsible for mistakes. There is no passing the buck.

Lesson 9: Get involved in dean events. Dean Newbie should make himself current on the issues by reading higher education publications, and attending regional and national conferences. All deans need these social networking opportunities, if we are going to survive the aloneness of this job.

Discussions with other deans can help in several ways. Solutions can be found that we might not have seen; we could discover new methods and program offerings, commiserate, and even learn that we do not have it so bad where we are.

Lesson 10: Check your ego at the door on the first day. Dean Newbie may feel, "Wow, look what I have done! I am dean of a large (or small), prestigious school." He might feel that for a moment as he takes his seat in the BIG chair. He might write furiously what he plans to accomplish. He might live the good life (in his mind), as he projects where the next deans' conference will be held. Then he should come back to reality to understand that faculty members create the interesting programs and courses; faculty will be off on weekends, holidays, and summers. Dean Newbie's job is to oversee and support the faculty to make their jobs easier, and to stay out of their way. He must always

be there to remind all others that students matter.

Dean Newbie must realize that he is responsible 24/7 for the health of the school, enrollments in the programs, the well-being of faculty and staff, internal and external meetings, and all of the other job-related items listed above. The size of the school and support staff dictate how much involvement he will have in each of these duties. Most schools are medium to small, so the dean must also be one who will sweep up and take out the trash. Some of these duties are not the elements of a large ego. Plus, faculty and staff respond much better to, and speak more highly of, someone who can just be themselves. Never be "too good" for any role.

Lesson 11: Do not talk too much and do not be the source of rumors. This tendency is acute especially when deans are too tired and stressed. Dean Newbie might feel he needs to express his opinion on a colleague or issue, but would be better off to keep it private and unsaid. This feeds the loneliness mentioned earlier. How he feels about some hot issue, negative reactions to the provost or budget woes, and especially any faculty issues are not food for discussion. Words can come back to haunt us.

Dean Newbie might trust a faculty member and tell him what is bothering him, but reactions of the dean to Professor Cook might be just too juicy not to share with the faculty member's trusted colleague. The only secret is one never told. Professor Cook deserves privacy and respect, regardless of his issues. If you must vent, carefully speak to your provost, another dean within your university, your associate dean, or to that trusted external mentor.

Lesson 12: Realize the rumor mill will attack you. Dean Newbie will find that some faculty and staff may create stories that others will accept without question. He should establish a reputation of openness, honesty, and friendship to everyone. He should establish a strong communication with the president, provost, and other deans on campus, so that they know his character, if any negative issues arise. He should

also remember that faculty do not have the big picture view of issues that he has, and may blame him for decisions out of his control. He must develop a thick skin and broad shoulders.

Lesson 13: Take care of yourself. Dean Newbie may well have taken this job, as many of us have, because we are caretakers of others. Many of us find it easier to take care of others than of ourselves. Dean Newbie should take his vacation and use his travel budget to go to conferences and other professional development. Sometimes, just go home! Ask others to attend that dinner or open house.

Lesson 14: This is an article on lessons to stay in a deanship longer than average. However, embedded in this, Dean Newbie must work hard to keep himself marketable, just in case the grass becomes greener elsewhere (headhunters will call and email), the school and/or provost do not appreciate his hard work, or he finds he just misses teaching and free time. He should give the job at least a couple of years, even if he changes schools. The experience will be necessary to change to a new, more informed position. Some deans report being miserable until they find the right

fit. It is OK to change. Just have experience to know the right move, and to be marketable. Do not just move to get away from a stressful position.

Lesson 15: Know when to leave and plan an exit strategy. Do not overstay out of habit or ego. Dean Newbie might find, and mentor, someone else who might take his place. If there are no potential acting deans within his school, and if it feels right, he might announce early enough in the year that he is stepping down to allow enough time for the university to replace him. However, he should seek advice from his colleagues on the when-to-announce decision. Being lame duck can feel really freeing, but it can hamper what he wants to accomplish before leaving.

Final Words and Summary

Dean Newbie needs to remember that deaning is a tough job, with few “thank yous.” It helps to have a strong internal sense of oneself to quietly pat oneself on the back, while loudly congratulating others. He needs to remember too that faculty make jokes about being dean, while deans make jokes about faculty. Each considers the other strange

creatures, even though most deans were faculty once, too.

There is not much formal training for new deans, and none that can prepare them for what will occur day to day. A new dean must set himself up to interact and hungrily learn from the experiences of higher administrators, other deans, staff, long-time faculty (who love to criticize and give advice), seminars and books, as he finds them, and his own gut instincts.

Dean Newbie was chosen by the university and school to lead them, among many other candidates. Ego aside, this is an awesome, exciting, exhausting responsibility to positively lead a school that affects our communities and future generations. We should all wear the mantle well and survive as long as possible. Surely faculty are correct. Deans do have more fun, if they keep their jobs exciting and in perspective.

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DECISION SCIENCES JOURNAL

■ VICKI SMITH-DANIELS, Editor, W.P. Carey School of Business, Arizona State University

New Directions for Supply Chain Design

Associate Editor Team

*Kyle D. Cattani and Vincent A. Mabert
Indiana University*

The past two decades have witnessed a proliferation of supply chain designs. In many cases, supply chains have become more global and complex, with vast challenges in the coordination of material, information, and finances. In other cases, supply

chains have become more streamlined, with fewer players and much shorter lead times. With more choices available for structuring supply chains, the question of “What is the best design for our supply chain?” remains as important and challenging as ever. Only recently have academics given serious consideration to the question of supply chain design and how to best structure a supply chain to align with other competitive decisions. This Special Topic Forum calls upon

researchers to challenge our disciplines to consider new directions for supply chain design research ones that provide critical managerial insights for strategic and operational managers.

Building on the editorial mission of *Decision Sciences*, this Special Topic Forum (STF) seeks manuscripts utilizing diverse research approaches such as theoretical, empirical, and analytical research methods addressing supply chain design

See **DSJ TOPICS**, page 45

■ PETER T. ITTIG, Feature Editor, College of Management, University of Massachusetts, Boston

Supply Chain Management

by Terry P. Harrison, Smeal College of Business,
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To a certain extent, all book reviews reflect the biases of the reviewer. When considering supply chain texts, I have a particularly strong set of biases, so let me make those clear up front. I am in a supply chain department that was formed about five years ago in the merger of a management science/operations management department and a business logistics department. When we first merged, we adopted the Supply Chain Operating Reference (SCOR) model as the primary organizing principle (www.supply-chain.org). Our thinking was that if we were telling our students to take an end-to-end view of the supply chain, we at least ought to organize ourselves the same way. We continue to use the Plan/Source/Make/Deliver/Return view of the supply chain. It has been useful, difficult, and instructive to do so. Almost everyone came to the merger from either a manufacturing/operations or logistics/transportation heritage. So the tendency was (and still remains) for each person to fundamentally view supply chain issues from their “roots.” I suspect that over time this tendency will dissipate but supply chain management is still new enough as a discipline that most faculty members in supply chain departments have their academic traditions in a related but different area. I view supply chain texts in a similar way. Many are either an expanded version of a logistics text or an operations management text. The text *Supply Chain Logistics Management*, by Bowersox, Closs, and Cooper, is an example of the former, while the new text *Operations and Supply Chain Management: The Core*, by Jacobs and Chase, is an example of the latter. In my view, the best supply chain texts do not have this logistics or operations primary orienta-

tion but rather take a balanced end-to-end supply chain perspective. With this introduction, I provide a review and an opinion on three texts. They are:

Principles of Supply Chain Management—A Balanced Approach by Joel D. Wisner, G. Keong Leong, and Keah-Choon Tan (Thomson/South-Western, 2005, ISBN 0-324-19187-1).

Supply Chain Management—Strategy, Planning & Operations (3rd ed.) by Sunil Chopra and Peter Meindl (Pearson/Prentice Hall, 2007, ISBN 0-13-173042-8).

Strategic Supply Chain Management by Shoshanah Cohen and Joseph Roussel (McGraw-Hill, 2005, ISBN 0-07-143217-5).

Principles of Supply Chain Management (PSCM)

The fundamental premise of this text is to present a “balanced” approach to supply chain management and the organization of the text reflects that focus. The chapters are aggregated into five “parts”:

1. Supply Chain Management: An Overview
2. Purchasing Issues in Supply Chain Management
3. Operations Issues in Supply Chain Management
4. Distribution Issues in Supply Chain Management
5. Sustaining Competitive Advantage.

Supply Chain Management: An Overview

This section is composed of a single, introductory chapter, which lays out the fundamental definitions, concepts and



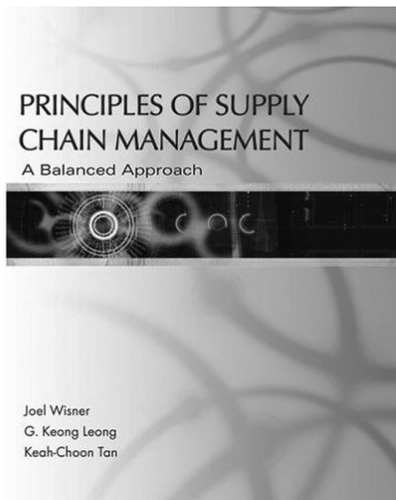
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State University. He currently serves as vice president of publications for INFORMS and previously completed two terms as editor-in-chief of *Interfaces*. His publications have appeared in *Decision Sciences*, *Management Science*, *Operations Research*, *Interfaces*, *Decision Support Systems*, *European Journal of Operations Research*, among others. He was a co-recipient of the Best Application Paper Research Award at the 2005 Decision Sciences Institute annual meeting. His research focuses on variable aspects of supply chain management, including network design, supply chain vulnerability and risk and coordination issues in supply chain management. He has consulted for a number of Fortune 100 firms and is a frequent speaker in executive management programs.

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Principles of Supply Chain Management: A Balanced Approach
 by Joel D. Wisner, G. Keong Leong, and Keah-Choon
 South-Western
 528 pages, 2005, \$115.95

issues of supply chain management. It does a good job of creating a foundation for the remainder of the book. There is also an appendix describing the mechanics of performing a “Beer Game” exercise.

Purchasing Issues in Supply Chain Management

Three chapters form the basis of this section. They are:

1. Purchasing Management
2. Creating and Managing Supplier Relationships
3. Strategic Sourcing for Successful Supply Chain Management

The purchasing chapter describes the fundamental processes and impact of purchasing activities in an easy-to-read fashion. It is appropriately detailed for a supply chain text. The next chapter explores the motivation and importance of various aspects of supplier relationships such as supplier evaluation and certification, supplier awards, strategic alliances, and supplier relationship management software. The final chapter in this section covers the

strategic view of sourcing, including developing sourcing plans, performance criteria, auctions and partnerships.

Operations Issues in Supply Chain Management

Part 3 of the text has four chapters:

1. Demand Forecasting and Collaborative Planning, Forecasting and Replenishment
2. Aggregate Planning and Inventory Management
3. Enterprise Resource Planning Systems
4. Process Management: Just-in-Time and Total Quality Management Issues in Supply Chain Management.

The first chapter in this section is divided into two portions. The first part covers forecasting. It is presented at a level appropriate for undergraduates and focuses on moving average, exponential smoothing, and linear trend time series models. It also includes a discussion of forecasting accuracy. The second part on CPFR gives a high level view of the process and a quick review of CPFR software.

The aggregate planning discussion covers the basics of master production scheduling, ATP, bill of materials, dependent versus independent demand, and MRP. The coverage is high level and appropriate for an undergraduate SCM text. The remainder of the chapter briefly covers inventory management with a primary focus on the EOQ model. The ERP chapter provides a discussion of the basic aspects of enterprise resource planning, the motivation for using an ERP system and a brief review of the most popular ERP software systems. The final chapter in this section on process management covers the basics of JIT and TQM, along with very brief coverage of statistical process control.

Distribution Issues in Supply Chain Management

This portion of the text has four chapters. They are:

1. Domestic and International Transportation
2. Customer Relationship Management
3. Facility Location Decisions
4. Service Response Logistics.

The transportation chapter provides coverage of transportation modes, third part providers, regulation, international issues and the integration of transportation, warehousing, and material handling. The Customer Relationship Management (CRM) chapter provides a high level discussion of the role and components of CRM, implementation issues and popular CRM software. The facility location chapter discusses the strategic issues in the use of facilities in the supply chain. It also has a curiously out of place section on simplistic facility location models. Lastly, the service response logistics chapter is the sole source of a discussion of services supply chains—an increasingly important aspect of supply chain management.

Sustaining Competitive Advantage

Part 5 of the text concludes with three chapters:

1. Supply Chain Process Integration
2. Performance Measurement Along the Supply Chain
3. Looking to the Future of Supply Chain Management.

The first chapter in this section provides a conceptual review of key integration concepts—aligning supply chain strategy with objectives, customer relationship management, customer service management, demand management, order fulfillment, manufacturing flow management, supplier relationship management, product development, and returns management. The next chapter discusses the importance

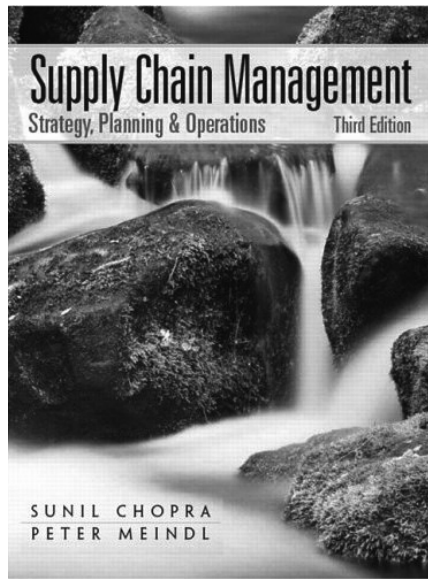
of supply chain metrics, covers financial and non-financial performance measures and provides brief coverage of the “Balanced Scorecard” and “Supply Chain Operating Reference (SCOR) model.” The final chapter of this section and the text is a look to the future with a discussion on the increasingly global nature of supply chains, the importance of environmentally responsible SCM, outsourcing and cost reduction. Each chapter of the text ends with a list of key terms, discussion questions and references. Frequently there are “Internet questions” which require some online use and there may be “Spreadsheet Problems” which require a spreadsheet model to solve. There are also “Problems” which are more traditional exercises to develop skills in a particular concept. Some chapters also have brief cases, which are appropriate for discussion at the undergraduate level. Overall, these various aspects collectively form a strong undergraduate textbook that fulfills the promise of the title—“A Balanced Approach.”

Supply Chain Management— Strategy, Planning & Operations (SCMSPO)

This text, now in its third edition, provides an excellent integrated view of supply chain management. It is appropriate for use at the advanced undergraduate level, and is particularly well suited for an MBA course.

SCMSPO is organized into six parts or themes, with each part comprising multiple chapters. These are:

1. Building a Strategic Framework to Analyze Supply Chains
2. Designing the Supply Chain Network
3. Planning Demand and Supply in a Supply Chain
4. Planning and Managing Inventories in a Supply Chain
5. Designing and Planning Transportation Networks
6. Managing Cross-Functional Drivers in a Supply Chain



Supply Chain Management: Strategy, Planning & Operations (3rd ed.)
by Sunil Chopra, Peter Meindl
Prentice Hall
552 pages, 2007, \$140

In the first part, “Building a Strategic Framework to Analyze Supply Chains,” the authors have three largely introductory chapters that orient the reader to particular views of supply chain organization. These are “Understanding Supply Chains,” “Supply Chain Performance: Achieving Strategic Fit and Scope,” and “Supply Chain Drivers and Metrics.” Collectively, this section does a good job of providing a high level, end-to-end view of supply chain organization and execution and provides a structure for the remainder of the text.

The second part, “Designing the Supply Chain Network,” has three chapters: “Designing Distribution Networks and Applications to e-Business,” “Network Design in the Supply Chain,” and “Network Design in an Uncertain Environment.” All of these chapters take a strategic view and discuss key supply chain performance levers and metrics related to the physical arrangement of facilities and infrastructure. The chapters in this section, as is true for the entire text, have many excellent Ex-

cel-based examples to supplement the concepts and models. At its most technical level, the models in these chapters are appropriate for a second level MBA elective course in supply chain management.

The third part, “Planning Demand and Supply in a Supply Chain” has three chapters: “Demand Forecasting in a Supply Chain,” “Aggregate Planning in a Supply Chain,” and “Planning Supply and Demand in a Supply Chain: Managing Predictable Variability.” The forecasting chapter is divided into three main parts. The first section of the chapter focuses on time series forecasting, including a nice Excel-based example. The next part of the chapter discusses measures of forecast error. The final portion of the chapter is in in-depth Excel-based example of various exponential smoothing techniques. The aggregate planning chapter is centered on a linear programming formulation to determine workforce levels over time. Again, it is developed using a spreadsheet model and invokes the “solver” feature of Excel. The last chapter in this section extends the aggregate planning model to address variability in demand that can be forecasted.

Part 4 is titled “Planning and Managing Inventories in a Supply Chain” and has three chapters titled “Managing Economies of Scale in a Supply Chain: Cycle Inventory,” “Managing Uncertainty in a Supply Chain: Safety Inventory,” and “Determining the Optimal Level of Product Availability.” The first chapter focuses on developing the base method for determining inventory levels using the EOQ model. The treatment is in-depth and well written. This base model is then extended in a number of practical ways. The chapter finishes with a nice discussion of multi-echelon inventory considerations. The “safety inventory” chapter motivates the use of safety stock to handle demand uncertainty and develops a series of Excel-based models to address a number of issues and extensions. This chapter is among the most technical in the text and may be a

stretch for all but the most quantitative MBAs. The final chapter in this section integrates inventory issues and levers into a development of approaches to determine optimal levels of product availability. It does a good job of outlining the tradeoffs and managerial impacts of setting customer service levels.

The fifth section, "Designing and Planning Transportation Networks," is composed of a single chapter titled "Transportation in Supply Chains." This relatively brief chapter covers mode selection, transportation infrastructure and policies, and shipping tradeoffs. It is the least detailed section of the text.

The last section, "Managing Cross-Functional Drivers in a Supply Chain" has four chapters: "Sourcing Decisions in a Supply Chain," "Pricing and Revenue Management in a Supply Chain," "Information Technology in a Supply Chain," and "Coordination in a Supply Chain." Each chapter is a relatively stand-alone unit. The sourcing chapter briefly covers the basics of sourcing issues. It does, however, have excellent sections on procurement auctions and supply contracts. The pricing and revenue management chapter is a welcome addition to a supply chain text. Revenue management falls in the area between marketing and supply chain management. While it is a key technique for matching supply and demand, it is often overlooked by both disciplines. The Information Technology chapter is brief and hit the highlights of the role of IT in supply chain management. It also covers major classes of supply chain software. Lastly, the coordination chapter covers an extremely important view of the management of an end-to-end supply chain. In particular, it looks at the Bullwhip effect, the cost drivers of poor coordination, and the role of incentives, CPFR, VMI, and supplier relationships.

Each successive edition of this excellent text has expanded and improved on the prior version. It is a relatively complete text that is well written and presented at the MBA level. There are a few areas that the text lacks. One drawback is the rather short cases

contained in the text. The second deficiency is a relatively small set of problems at the end of each chapter. An instructor using this text will need to augment the material in these two areas. This is somewhat offset by a companion instructor's manual that includes a sample syllabus, additional readings and case suggestions, along with PowerPoint slides, and solutions to exercises.

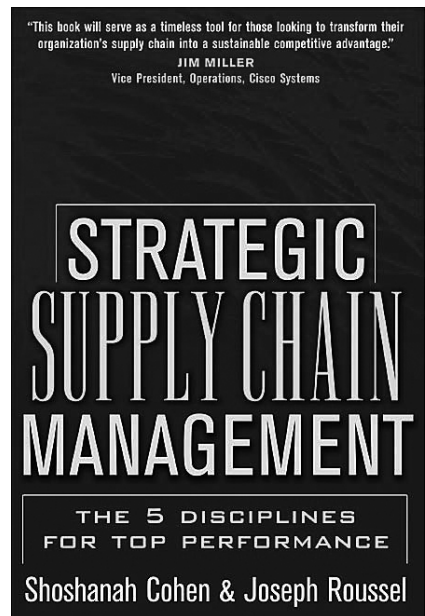
Strategic Supply Chain Management (SSCM)

SSCM is not a textbook in a traditional sense. Its authors are partners at the consulting firm PRTM. They have a wealth of supply chain experience over an extended period of time and bring that experience to their book in a useful and instructive way. PRTM was one of the founding organizations that helped to develop the SCOR model, and SSCM does an *excellent* job of adopting an end-to-end view of the supply chain.

SSCM is a mixture of chapters on core strategic principles of supply chain management, intermixed with company "profiles" focused on particular issues. The seven company profiles are:

1. Eli Lilly – Supporting product lifecycles with supply chain management
2. Autoliv – Applying rocket science to the supply chain
3. Avon – Calling on customers cost-effectively
4. Owens Corning – Reorganizing for "a bright future"
5. U.S. Department of Defense – Making the tail smaller and the tooth stronger
6. General Motors – Driving customer satisfaction
7. Seagate – Real time response to demand

The profiles vary from 7-15 pages in length, so they are somewhat limited in detail. However, each is a well-written introduction to the firm or organization. The profiles start with broad



Strategic Supply Chain Management: The Five Disciplines for Top Performance
by Shoshanah Cohen, Joseph Roussel
McGraw-Hill
316 pages, 2005, \$44.95

comments about the company and move to more in-depth discussion around the particular issue. Collectively, they are an engaging set of reports on current practice in the context of contemporary supply chain issues.

SSCM also contains three detailed appendices. The first, "Source and Methodology for Benchmarking Data," describes the history and development of benchmarking data presented throughout the book. Appendix B is a brief discussion of the "Supply Chain Maturity Model," which is a method "used to assess the stage of capability for each of the four processes defined by the Supply-Chain Operations Reference model (SCOR)." The final appendix is a collection of detailed tables and figures that provide a comparison of characteristics for levels 2 and 3 of SCOR metrics.

The bulk of SSCM is the following collection of five forward-looking chapters that address core supply chain disciplines:

1. View Your Supply Chain as a Strategic Asset
2. Develop an End-to-End Process Architecture
3. Design Your Organization for Performance
4. Build the Right Collaborative Model
5. Use Metrics to Drive Business Success

View Your Supply Chain as a Strategic Asset

This chapter discusses the reasons for viewing an organization's supply chain as a strategic asset and how it can serve as a competitive weapon. It discusses alignment of corporate strategy with supply chain strategy and then drills down to various kinds of finer grained issues such as channel strategy, outsourcing strategy, customer service strategy, etc. The chapter sets the stage for the chapters to follow by laying out a framework for viewing the big picture issues.

Develop an End-to-End Process Architecture

This chapter describes the following key tests for effective supply chain architecture:

1. The test of strategic fit
2. The test of end-to-end focus
3. The simplicity test
4. The integrity test.

Each of these tests is discussed in detail with an emphasis on best practices in the area. The chapter concludes with an extended description of the Supply Chain Operating Reference (SCOR) Model.

Design Your Organization for Performance

This is a non-standard chapter focused on a high level strategic view of how to structure the organization to function in an integrated fashion. The chapter is a mix of key principles and short stories of how companies improved sup-

ply chain performance with various organizational concepts.

Build the Right Collaborative Model

The first sentence in this chapter is "Collaboration is the cornerstone of effective supply chain management." Building on this principle, this chapter describes various forms of collaboration with a focus on how to find the right collaborative model for a given organization. Like the other chapters, there are many small examples of collaboration mixed in with the discussion.

Use Metrics to Drive Business Success

I subscribe to the view "If you can't measure it, you can't manage it." This chapter is a rich discussion of the many kinds of metrics that can be used to assess supply chain performance. In addition, the authors describe where the various metrics are useful and how to craft a set of performance measures that help to shape supply chain improvement.

What audience does this book address? First, it assumes a rather high level of supply chain knowledge, and further, it requires a fair amount of experience to appreciate the finer points of the discussion. So while it might be appropriate for a second course in supply chain management at the MBA level, it is really most appropriate for the person who is already working as a supply chain professional. It is also a great addition for the academic who wishes to add depth to their appreciation of strategic supply chain management.

Final Thoughts

The three texts reviewed here span the spectrum of supply chain education. *Principles of Supply Chain Management* is a strong undergraduate text. *Supply Chain Management—Strategy, Planning and Operation* is becoming a classic MBA text. Lastly, *Strategic Supply Chain Management* is rich text focused on the supply chain professional. Collectively, the form a very complete set of instructional materials with a strong, inte-

grated end-to-end supply chain view. There are also some other texts that are strong contenders for adoption in a supply chain management course, depending on the orientation. In random order, they are:

Matching Supply with Demand—An Introduction to Operations Management, by Gerard Cachon and Christian Terwiesch (McGraw-Hill Irwin, 2006, ISBN 0-07-291899-3).

Designing and Managing the Supply Chain, by David Simchi-Levi, Philip Kaminsky, and Edith Simchi-Levi (McGraw-Hill Irwin, 2002, 2nd ed., ISBN 0-07-249256-2).

Modeling the Supply Chain, by Jeremy F. Shapiro (Duxbury, 2001, ISBN 0-534-37363-1). ■

Members of DSI are invited to suggest books that should be reviewed in this column and reviewers to review them. Send suggestions to the Feature Editor.

Peter T. Ittig, Feature Editor
College of Management
University of Massachusetts
Boston, MA 02125-3393
Peter.Ittig@umb.edu

NAMES IN THE NEWS



Enar Tunc has been named the vice president for academic affairs and the dean of faculty of economics and administrative sciences at Kadir Has

University, Istanbul, Turkey. Tunc spent 18 years at Ball State University as the director of the Operations and Manufacturing Management Program. He also served as the director of Technology Integration at Miller College of Business. Past president of Midwest DSI, Tunc was the recipient of Delta Sigma Pi Professor of the Year award while teaching at Ball State.

enart@khas.edu.tr

**Miniconference on Service Science to be May 24-26, 2007 at Carnegie Mellon University in Pittsburgh
Sponsored by IBM and Bentley College and the Decision Sciences Institute**

Service management, as a distinct field of study and practice, is currently undergoing a renaissance. The New York Times highlighted this in an article published on April 18, 2006 titled "Academia Dissects the Service Sector, but Is It a Science?" To address that specific question, the Decision Sciences Institute (DSI) is pleased to announce its first miniconference which will focus specifically on the emerging academic discipline labeled "Service Science." This miniconference, which is sponsored by IBM and Bentley College, is open to all who are interested in advancing understanding and theory in Service Science. It will be held on May 24-26, 2007 at Carnegie Mellon University in Pittsburgh, PA. It will begin Thursday evening, May 24 with an opening reception, and is expected to end early Saturday afternoon, May 26.

What is Service Science?

Service Science is a rapidly emerging intellectual discipline with a transdisciplinary focus that provides the opportunity for both researchers and practitioners to develop a structured approach to identifying, analyzing and solving business-related issues within the service sector. Services by their very nature are transdisciplinary, in that there are several traditional academic disciplines that must be taken into consideration simultaneously in order to achieve optimal results. These include operations management, marketing, human resource management, information technology, and design innovation.

Supported by initiatives at IBM and a growing cadre of academic researchers across a wide variety of disciplines, Service Science is quickly becoming a revolution in services thinking. A number of universities—including UC-Berkeley, Arizona State University, North Carolina State University, Georgia Tech, and Stanford—have responded to this

revolution and are specifically designing Service Science courses and curricula.

Information for Contributors

Individuals from academia, business and government are invited to submit refereed research papers, non-refereed research abstracts, and proposals for workshops, panels, and symposia and that contribute to advancing the Service Science field. All submissions should have a clear services focus and be transdisciplinary in nature; that is, they should involve more than a single traditional discipline.

Authors will have a choice of submitting either a research paper that will undergo a blind review by at least two referees, a non-refereed research abstract of 300 words maximum, or a session proposal. All submissions will be submitted electronically following the detailed instructions provided below.

All refereed research papers that are accepted will be published in the Conference Proceedings. In addition, all accepted refereed papers will be further reviewed for inclusion in a Special Topics Forum on Service Science, which will form part of an issue of the *Decision Sciences Journal*. Research papers not accepted as such will automatically be accepted as a research abstract.

The submission of a research paper or research abstract means that the authors certify that the research is not copyrighted, it has not been accepted for publication in a journal, it has not been presented or accepted for presentation at another professional meeting, and it is not currently under review for presentation at another professional meeting. Further, authors certify their intent to register for and attend this meeting to present the paper, abstract, or proposal. The copyrights for all forms of presentation at this meeting will remain with the authors.

Submission Deadlines

The submission deadline for refereed research papers was **February 15, 2007**. The submission deadline for non-refereed research abstracts and proposals was **March 15, 2007**.

Best Paper Awards

There will be **two best paper awards of \$750.00 each**. These awards are being sponsored by IBM and Bentley College.

Student Travel Scholarships

In an effort to continue to develop Service Science as a new academic discipline, IBM and Bentley College are sponsoring a total of **eight (8) student travel scholarships of \$500 each to attend the DSI Miniconference on Service Science** which will be held at Carnegie Mellon University in Pittsburgh, PA on May 25 and 26. In addition to the scholarships, students will be charged a reduced registration fee to attend the conference.

In order to be eligible for this scholarship the following conditions must be met:

- The student must currently be full working towards either a master's degree or doctorate.
- The extended abstract that is submitted must be written by the student requesting the scholarship. If there is more than one author, then the student must be the primary author indicating that he/she is responsible for the majority of the submission.
- The topic of the paper must have a service science orientation. That is, it must be focused on some aspect of service management and reflect a transdisciplinary perspective.
- The student must present the paper/abstract at the DSI Miniconference.

See **SERVICE SCIENCE**, page 32

**Bangkok, Thailand / July 11-15, 2007 (in conjunction with 12th Asia-Pacific DSI Conference)
"Effective Decision Making Through Knowledge Management"**

The recent explosion of information and the global market expansion provide the central theme for this year's conference, "Effective Decision Making Through Knowledge Management." Current areas of particular interest to the coming decades include the effective leveraging of organizational knowledge through tacit knowledge capturing, integration of cross organizational information, as well as a host of other rapidly changing business models.

In general, the main objective and focus of the 9th International DSI Conference, jointly held with the 12th APDSI Conference in 2007, is to provide a venue for discussions, observations, and conclusions regarding collaborative exchanges with respect to knowledge management. Decision Sciences should lead the way in breaking down the functional barriers in academia through our outreaching activities.

Paper reviewers, panel discussants and session chairs are needed for a successful program. Please contact conference academic affairs coordinator at the provided contact address to indicate your interest in participating. All proposals for themes of panel discussions and submissions will be refereed by independent reviewers.

The conference invites researchers and practitioners to submit papers and proposals for themes of panel discussions under the following topics:

- Accounting
- Actuarial Science/Insurance
- Business Administration
- Computer Science/IT
- Decision Support Systems
- e-Business/e-Learning
- Economics
- Finance
- Human Resource Management
- International Business
- Management Information System

- Management of NPO/NGO
- Management of Service Industry
- Manufacturing Practices & Technology
- Marketing Communications
- Operations Management/Operations Research
- Organizational Behavior
- Public Sector Applications
- Quantitative Methods & Statistics
- Regional Development & Demography
- Risk Management
- Strategic Management/Leadership

Instructions for Submission

1. Authors must submit full papers in English for reviewing. To facilitate our blind review process, the submitted paper must not include the author(s)'s name. Instead a separate title page should be included for every submission indicating clearly: 1) author(s), 2) affiliation(s), 3) complete address, telephone/fax number and e-mail address of one author to whom correspondence should be addressed, 4) title of paper, and 5) selected topic area. Full papers are limited to 20 pages (8,000 words), including tables and figures, and to be submitted as an MS Word document. In case of proposals for panel discussions, the submission must include a short summary of the panel, list of the panelists and resumes of all the panelists.

2. All submissions will be blind refereed by independent reviewers on a rolling basis. All submissions are to be sent via e-mail to submission@as.nida.ac.th. All submissions must be received on or before March 30, 2007. Notification of acceptance will be sent by April 30, 2007.

3. Abstracts are limited to 1 page (400 words), Times New Roman 11 pt. font and single-spaced, for publication in the conference proceedings. Abstracts

should include: 1) an executive summary and 2) references. Detailed paper format for camera-ready full-papers can be downloaded from

<http://www.interdsi2007.org>
- or -
<http://interDSI2007.nida.ac.th>

Abstracts and camera-ready full papers must be received by May 30, 2007.

4. Speaker's online registration and conference payment in full (including authors, panel discussants and session chairs) must be received on or before May 30, 2007, to validate one's attendance as a speaker at the conference. Speakers who do not remit payment and online registration before May 30, 2007, will not be eligible to present papers and/or speak at the conference. Authors are required to personally attend the conference to present their papers.

5. Each accepted paper must be accompanied by full paid registration which covers a maximum of two accepted papers of the speaker.

6. Accepted papers will be published in the conference proceedings on CD-ROM with an ISBN number.

Conference Chair

Anumongkol Sirivedhin
National Institute of Development
Administration and Dhurakij Pundit
University, Thailand

Program Co-Chairs

Lersan Bosuwan
National Institute of Development
Administration, Thailand

Somboonwan Satyarakwit
Dhurakij Pundit University, Thailand

9th INTERNATIONAL DSI CONFERENCE

**Bangkok, Thailand / July 11-15, 2007 (in conjunction with 12th Asia-Pacific DSI Conference)
"Effective Decision Making Through Knowledge Management"**

Important Dates

Full Papers/Panel Proposal Submissions Deadline March 30, 2007
Notification of Paper Acceptance April 30, 2007
Receipt of Camera-Ready Full Papers and Registration of Speakers..... May 30, 2007
Participants' Registration Deadline June 15, 2007

Registration Fees

Regular Rate: 310 USD (DSI Member); 350 USD (First-time Member)
Student Rate: 120 USD (DSI Member); 135 USD (First-time Member)
Late Registration (after June 15, 2007): Additional 50 USD (Regular Rate); 30 USD (Student Rate)

Preliminary Conference Program

Registration July 11, 2007, 15:00-18:00
Registration July 12, 2007, 08:00-09:00
Opening Ceremony/Keynote Speech July 12, 2007, 09:00-10:30
Concurrent Program Panels July 12, 2007, 10:30-17:30
Welcome Reception July 12, 2007, 18:30-20:30
Concurrent Program Panels July 13, 2007, 09:00-17:00
Study Visit on The Philosophy of Sufficiency Economy July 13, 2007, 08:00-18:00
Tour of Traditional Thai Businesses July 13, 2007, 08:00-12:00

Destination Thailand

Thailand is the perfect destination to mix business with pleasure. Come enjoy an unforgettable experience and discover the many enjoyable and exciting things awaiting you—a rich traditional heritage and unique culture, exquisite cuisine, idyllic beaches and pristine mountains, an array of shopping options and dazzling nightlife.

Venue/Accommodations

The Shangri-la Hotel is the venue and the official hotel for the conference. It offers excellent rates for InterDSI/APDSI participants. Room availability is guaranteed for reservations made before June 15, 2007. Please contact the hotel directly at www.shangri-la.com.

Please submit all correspondence regarding papers and other academic affairs to:

Siwiga Dusadenoad
School of Applied Statistics, National Institute of Development Administration
118 Seri Thai Road, Bangkok, Bangkok 10240, Thailand
Fax: (+66) 2374-9000
E-mail: submission@as.nida.ac.th (Papers & panel submissions only)

Any inquiries other than paper submissions and academic affairs should be directed to:

interDSI2007@as.nida.ac.th or APDSI2007@as.nida.ac.th

9th INTERNATIONAL DSI CONFERENCE

Bangkok, Thailand / July 11-15, 2007 (in conjunction with 12th Asia-Pacific DSI Conference) CONFERENCE REGISTRATION FORM

All attendees must register for the meeting. Conference registration and payment must be completed by fax or online by May 30, 2007 (for speakers) and June 15, 2007 (for participants). See contact information below.

Last Name																								
First Name & Middle Initial																								
First Name for Badge																								
Organization/Affiliation																								
Mailing Address (<input type="checkbox"/> New <input type="checkbox"/> Home <input type="checkbox"/> Business):																								
City (District), State																								
Country																								
Postal Code or Zip Code																								
Telephone (<input type="checkbox"/> Home <input type="checkbox"/> Business <input type="checkbox"/> Mobile)																								
Fax																								
E-mail																								

Register by fax

To: Conference Secretariat or Siwiga Dusadenoad
Fax: (+66) 2374-9000

Register online

www.interdsi2007.org

DSI Member registration	\$310.00	
First-time member registration	350.00	
<i>(Includes one year membership in DSI)</i>		
Additional options and activities for spouses and family members can be purchased on July 11, 2007 during registration.		
Student member registration*	120.00	
Student first-time member registration*	135.00	
<i>(Includes one year membership in DSI)</i>		
After July 15, 2007 (LATE FEES)		
Regular rate	50.00	
Student rate	30.00	
TOTAL		
* does not include meals and trips		

Yellow polo short-sleeve shirt in celebration of His Majesty the King's 80 Birthday Anniversary will be distributed at the conference. Please select your shirt size (check only one):

- S (chest 34 inches)
- M (chest 36 inches)
- L (chest 40 inches)
- XL (chest 46 inches)

Paper Presenter(s)/Author(s)/Speaker(s)

Please provide paper title(s)/panel that you have submitted/will submit

Paper / Panel 1 _____

Paper / Panel 2 _____

CREDIT CARD INFORMATION: (Please Print)

This note serves as an irrevocable instruction to the National Institute of Development Administration (NIDA) that I agree to use the following credit card to pay the registration fees of the International DSI Conference in conjunction with the APDSI Conference.

- Visa MC American Express

Total Amount US\$ _____

Card No. _____ Expires: ___/___

Card Holder's Name _____

Signature _____

Receipts will be provided at registration July 11-12, 2007.

Institute Meetings

The 38th Annual Meeting of the Institute will be held November 17-20, 2007, in Phoenix, Arizona. The submission deadlines are: Refereed papers, April 1, 2007; abstracts and proposals, May 1, 2007. Contact Program Chair Janelle Heineke, Boston University, School of Management, 595 Commonwealth Avenue, Boston, MA 02215, (617) 353-2919, fax: (617) 353-4098, dsi2007@bu.edu.

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

The 9th Decision Sciences Institute International Meeting will be held on July 11-15, 2007, in Bangkok, Thailand (in conjunction with The Asia Pacific Region 2007 Annual Meeting). Submission deadline is March 30, 2007.

<http://www.interdsi2007.org/>

The Asia Pacific Region will hold its 2007 Annual Meeting (in conjunction with the 9th Decision Sciences Institute International Meeting) on July 11-15, 2007, in Bangkok, Thailand. Submission deadline is March 30, 2007.

<http://www.interdsi2007.org/>

The Mexico Region is planning its 2007 Annual Meeting. Check back for details.

The Midwest Region will hold its 2007 Annual Meeting on April 12-14, 2007, at the Hilton Garden Inn (www.hiltongardenchicago.com) in Chicago, Illinois. Deadline for submissions was February 16, 2007. Contact Program Chair Charles Petersen, Operations Management and Information Systems Department, College of Business, Northern Illinois University, DeKalb, IL 60115, cpetersen@niu.edu.

<http://www.pom.edu/mwdsi/>

The Northeast Region will hold its 2007 Annual Meeting on March 28-30, 2007, at the Renaissance Harbor Place Hotel in Baltimore, Maryland. Submission deadline was October 12, 2006. Contact Program Chair Rhonda Aull-Hyde, University of Delaware, rhyde@udel.edu.

<http://www.nedsi.org>

The Southeast Region will hold its 2008 Annual Meeting on February 20-22, 2008, at the Grosvenor Resort in the Walt Disney World Resort in Orlando, Florida. Submission deadline is September 24, 2007. Contact Program Chair Barry A. Wray, UNC Wilmington, wrayb@uncw.edu.

<http://www.sedsi.org>

The Southwest Region held its 2007 (28th) Annual Meeting on March 13-17, 2007, in San Diego, California. Submission deadline was September 29, 2006. Contact Program Chair Bonnie F. Daily, Management Department, College of Business, New Mexico State University, Las Cruces, NM 88003-8001, bdaily@nmsu.edu, 505.646.2015, Fax 505.646.1372.

<http://www.swdsi.org>

The Western Region will hold its 2007 (36th) Annual Meeting on April 3-7, 2007, at the Inverness Hotel and Conference Centre in Denver, Colorado. Submission deadline was October 1, 2006. Contact: Program Chair G. Keong Leong, University of Nevada Las Vegas, 702-895-1762, WDSI2007@unlv.edu.

<http://www.wdsinet.org>

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www.cistm.org

Call for Papers

Conferences

The International Conference on Operations and Supply Chain Management (ICOSCM) in China will be held from **June 26 to 30, 2007** in Xi'an Jiao ton g University, China. Paper submission deadline is April 23, 2007.

<http://som.xjtu.edu.cn/icoscm/>

International Conference of the System Dynamics Society will be held July 29 - August 3, 2007, in Boston, Massachusetts. Submission deadline is **March 26, 2007**.

<http://www.systemdynamics.org/conferences/2007/index.htm>

5th International Conference on Business Process

Management (BPM 2007) will be held **September 24-27, 2007**, in Brisbane, Australia. BPM 2007 is organized by the BPM Research Group, Faculty of Information Technology, Queensland University of Technology. Submission deadline is April 16, 2007.

<http://bpm07.fit.qut.edu.au>

See **ANNOUNCEMENTS**, page 34



2007 Program Chair's Message

Janelle Heineke, BostonUniversity



To be successful, every organization—large or small, public or private, for-profit or not-for-profit—needs to serve its customers. Traditionally,

we have thought about managing goods-producing organizations differently than service-producing organizations, but it's becoming increasingly clear that, in the end, it's all about service. As the world becomes smaller and customers' expectations continue to rise, making decisions that will enable us to serve customers efficiently and effectively becomes increasingly important. We need to discover how organizations can use what they know about their customers, their operations and their workforce to make decisions that will enable them to serve their customers better and gain strategic advantage in the marketplace.

So the theme of the DSI 2007 Annual Meeting is, "It's all about service." The four-day meeting will provide an opportunity to examine how organizations of all kinds can better serve their customers through more agile supply chains, e-commerce, and better decision making of all kinds. Of course, the meeting will also provide a venue for academics to study and discuss the services we ourselves provide, both to our students in the classroom and to the customers of our research.

Along with our traditional tracks, there will be four new tracks at this year's meeting: including Ethics and Sustainability, Information Security, the Marketing/OM/IS Interface, and New Product Development/Project Management. We'll continue to learn from the knowledge and experience of our DSI Fellows through the sessions in an Invited Fellows Track, chaired by Bob Markland of the University of South Carolina. We'll also continue our tradi-

tional Doctoral Student and New Faculty Development Consortia, the Professional Development, Curricular Issues, and Technology in the Classroom Miniconferences. This year we will again offer the popular miniconference first held last year on Successful Grantsmanship, a topic that is becoming increasingly important in business schools around the world. Speakers from major funding organizations such as NSF/CISE, NSF/ DRMS, and NIH will provide insight into how to write successful proposals and experienced proposal reviewers and grantwriters will offer advice from their own perspectives.

At this year's meeting there will be a new \$500 award for the Best Doctoral Student Paper (must be written solely by a doctoral student or students), along with our awards for the best Doctoral Dissertation, Instructional Innovation, and Case Study.

And, of course, we'll have some time for networking and social events! On Sunday evening, there will be a Family Barbeque on the grounds of the Marriott Desert Ridge Resort and Spa, the conference hotel. Members will be able to network in a non-hurried social setting and equally important, can spend time with the ones closest to them: their families! We'll also continue the new tradition, started last year, of honoring current and new DSI Fellows at an appreciation luncheon on Sunday. Monday will end with the President's Reception, honoring DSI President Ken Kendall. The 2007 DSI Annual Meeting will close with the President's luncheon, where we'll recognize distinguished paper recipients, competition winners and the year-long efforts of the Program Committee.

Our meeting site is a lovely scenic desert environment: the Marriott Desert Ridge Resort & Spa in Phoenix, Arizona. With an average high temperature of 85

degrees, Phoenix provides a great setting for outdoor activities such as golf, horseback riding and hot-air ballooning. In nearby Scottsdale is Taliesin West, Frank Lloyd Wright's former winter home that showcases the famed architect's ability to blend buildings and natural environments. Also worth a visit is the Heard Museum's world-renowned Native American art and artifact collection. The Desert Ridge Resort offers several unique resort shops and boutiques, and enterprising shoppers will want to visit such nearby malls as Desert Ridge Marketplace, Kierland Commons and Scottsdale Fashion Square. Downtown Scottsdale also offers a diversity of many shops, galleries, museums and restaurants.

We invite you to join us for the 2007 DSI Annual Meeting to present your most recent research and teaching innovations. The deadline for refereed papers is April 1, 2007; the deadline for abstracts is May 1, 2007. Bookmark the 2007 Annual Meeting website (see below) and watch for updates! ■

2007 DSI Annual Meeting Website

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



Instructions/Checklist for Contributors

The Decision Sciences Institute (DSI) invites contributions to the 2007 Annual Meeting in the following categories: Refereed Research Paper, Non-Refereed Research Abstract, and proposals for a Workshop, Tutorial, Panel, Symposium, or Colloquium. Authors can choose between submitting a refereed research paper that will receive reviews from at least two referees or of submitting a non-refereed research abstract of 50 words or less (500 characters maximum). If accepted, refereed research papers will be published in the Proceedings (available in CD-ROM format only), as well as scheduled for presentation during the annual meeting.

If an author elects to submit a non-refereed research abstract, it will be scheduled for presentation during the annual meeting but will not be published in the Proceedings. Acceptance of abstracts and papers are subject to final approval by the track chairs. Proposals for a workshop, tutorial, panel, symposium, or colloquium will be evaluated for possible inclusion in the annual meeting by the appropriate track chairs or program chair.

Authors are required to submit all contributions online using the instructions provided in the following section and updated on the DSI Web site. When using the Web site for submission, contributors of refereed research papers and proposals for a workshop, tutorial, panel, symposium, and colloquium will also be required to submit an electronic version of their paper or proposal as a pdf attachment. So that a double-blind review process can be maintained, the electronic file should contain only the body of the paper and the title of the submission, but no author identification information (which will be captured via a Web-based form).

Any individual author or co-author may submit up to three refereed research papers and/or non-refereed research abstracts to the annual meeting. (This does not include invited papers, workshops, tutorials, panels, symposia, and colloquia.) The submission of a refereed research paper or non-refereed research abstract means the author certifies the manuscript is not copyrighted, has not been accepted for publication in a journal, has not been presented or accepted for presentation at a professional meeting, and currently is not under review for presentation at another professional meeting. (Material printed in its entirety in any conference proceedings is considered published.) Furthermore, the author certifies his/her intention to register for and attend the meeting to present the paper, abstract, or proposal if it is accepted. The copyrights for all forms of presentation at the Institute's Annual Meeting shall remain with the authors.

The submission deadline for refereed research papers is **April 1, 2007**. The submission deadline for non-refereed research abstracts and proposals for workshops, tutorials, panels, symposia, and colloquia is **May 1, 2007**. (Please refer to specific competitive awards for their respective submission deadlines.) Submitting authors will be acknowledged through a reference number right at the conclusion of the submission process.

Instructions for Electronic Submissions

The 2007 DSI Annual Meeting will use the existing conference information system (CIS) owned by the Institute. The authors must do all submissions electronically only using this system available on the DSI Annual Meeting Web site. All of the following information must be provided for the submission to be accepted.

- a. Title of submission (title changes will not be allowed at a later date)
- b. Type of submission (must select one of the following):
 - Refereed Research Paper - treat as an abstract for presentation if the paper is not accepted for publication in the Proceedings
 - Refereed Research Paper - withdraw if rejected
 - Non-Refereed Research Abstract
 - Workshop Proposal
 - Tutorial Proposal
 - Panel Discussion Proposal
 - Symposium Proposal
 - Colloquium Proposal
 - Award Competition Entry
- c. Track that best fits the submission (to determine the proper track for your submission, see the track list along with descriptions and contacts of the track chairs)
- d. Abstract of 50 words or less, which must accompany all types of submissions
- e. Stage of your research as of today and by the time of the conference
- f. Invitation information ■

SERVICE SCIENCE, from page 26

The extended abstract must be submitted through the regular submission process which is accessed through the conference website at

<http://atc3.bentley.edu/site/dsiminiconference/>

The deadline for all abstracts, including those being submitted for a scholarship is March 15.

In addition to submitting the extended abstract through the conference website, each student must submit the following to Dr. Rohit Verma at the address below: (a) a letter from his/her faculty advisor that states that the author is a full-time student, and that the above eligibility requirements have been met (the faculty letter should also include the title of the paper, the institution where the student is studying, and the student's expected graduation date, (b) the student's current CV, and (c) a copy of the extended abstract. These should be sent to:

Rohit Verma
DSI Miniconference
Cornell University - School of Hotel
Administration
338 Statler Hall
Ithaca, NY 14853-6902
rv54@cornell.edu

For further information or questions regarding this conference please go to the conference website at

<http://atc3.bentley.edu/site/dsiminiconference/>

or contact General Conference Chair:
Mark M. Davis, Bentley College
mdavis@bentley.edu ■



2007 Professional Activities

Curricular Issues Miniconference

Is your curriculum getting stale? Have you struggled unsuccessfully with program restructuring? Would you like an opportunity to benchmark world-class curricula? If so, the Curricular Issues Miniconference may be just what you need. This year's conference will provide a forum for exchanging ideas and discussing curricular challenges and opportunities in degree-granting business institutions. Separate tracks will explore issues of interest to those who design, run, and contribute to programs at the undergraduate, MBA, and Ph.D. levels.

Ina Markham, James Madison University,
markhais@jmu.edu

Doctoral Student Consortium

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

Powell Robinson, Texas A&M University,
e-robinson@tamu.edu

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

New Faculty Development Consortium

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

Maling Ebrahimpour, Roger Williams University, Gabelli School,
bizdean@rwu.edu

Professional and Faculty Development Program

The Professional and Faculty Development Program is for Institute members in all stages of their careers, with the goal of keeping them current in their fields. The content of the sessions is designed to provide insight into the challenges and opportunities in today's rapidly changing environment. Topics include, but are not constrained to the following: new instructional and research methodologies; professional service and counseling; balancing the needs of different stakeholders (students, corporations, alumni, etc.) in the educational process; globalization of business education; the role of grading and assessment; obtaining research funding; career path strategies; meeting increasing demands in teaching, service, and research; and the challenges and opportunities of new technologies. In addition, the program will include a series of sessions related to research, teaching, publishing, and other professional development issues for faculty who are beginning their academic careers. Please submit proposals for workshops, tutorials, and other special sessions directly to the professional development program coordinator by May 1, 2007.

Joy Field, Boston College Carroll School of Management, fieldjo@bc.edu

Technology in the Classroom Miniconference

The Technology in the Classroom Miniconference provides a forum for participants to share novel or innovative applications of technology in the classroom that enhance the student's learning experience. Submissions should be limited to creative approaches and best practices for using course support

See **ACTIVITIES**, next page

2007 Annual Meeting Coordinators

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2007 Competitions

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

Elwood S. Buffa Doctoral Dissertation Award Competition

The purpose of the Doctoral Dissertation Award Competition is to encourage and publicize outstanding dissertation research by selecting and recognizing the best dissertations written in the past year in the decision sciences. The Elwood S. Buffa Dissertation Award, accompanied by a \$1,500 prize, will be presented at the annual meeting. Applicants for this award should submit three (3) hard-copies of their dissertation in the required format directly to the Doctoral Dissertation Award Competition Coordinator by April 1, 2007. For more information concerning this competition, please contact the coordinator.

Rohit Verma, Cornell University, School of Hospitality Administration,
rv54@cornell.edu

Instructional Innovation Award Competition

The Instructional Innovation Award Competition seeks to recognize outstanding contributions that advance instructional approaches within the decision sciences. The focus of this award is on innovation in college- or university-level teaching. Three finalists will be chosen to make presentations at the conference competition. The winning entry receives an award of \$1,500, and \$750 will be divided among each of the other finalists. Applicants are required to submit all contributions electronically using instructions on the conference Web site. The due date for submissions is April 3, 2007. For information concerning this competition, please contact the coordinator.

Peter M. Arnold, Boston University,
parnold@bu.edu

Best Case Studies Award Competition

The Case Studies Workshop serves an active role in the dissemination of new ideas with respect to case studies topics. The Best Case Studies Award will be presented in conjunction with the 33rd annual DSI Case Studies Workshop on "Case Techniques in the Decision Sciences." Cases may be methodological in nature (i.e. crafted to support the learning of a specific technical skill) or integrative (i.e. designed to foster the integration of scientific approaches and analyses with real-world decision making).

Kathleen McKone-Sweet, Babson College,
kmckonesweet@babson.edu ■

ANNOUNCEMENTS, from page 30

Seventh International Conference on Electronic Business (ICEB Taipei 2007) will be held **December 2-6, 2007**, at The Grand Hotel, Taipei, Taiwan. Submission deadline is July 1, 2007. Conference Chair is Eldon Y. Li, National Chengchi University, Taiwan.

<http://iceb.nccu.edu.tw/iceb2007/>

Publications

UCFV Research Review seeks papers for a special issue on Ethical Citizenship and Post-Secondary Education (2:3), to be published in October, 2007. Submissions are due **April 15, 2007**. Contact: editor-stj@ucfv.ca

<http://journals.ucfv.ca/ojs/rr/RR-info/cfp-4.html>

Management Research News seeks papers for a special issue on "Strategy in Emerging Markets." Guest Editor: Prof Rajesh K Pillania, Management Develop-

ment Institute, India. Deadline for submission of papers is **June 1, 2007**. Contact: Rajesh K Pillania, Management Development Institute, r_pillania@yahoo.com

Management Science Journal seeks papers for a special issue on "Interfaces of Operations and Finance." Guest editors are John Birge, University of Chicago, jbirge@chicagogsb.edu; Panos Kouvelis, Washington University in St. Louis, kouvelis@wustl.edu; and Duane Seppi, Carnegie Mellon University, ds64@andrew.cmu.edu. Submission deadline is **July 31, 2007**.

http://bctim.wustl.edu/topics/topics.cfm?Categories_ID=1

ACTIVITIES, from previous page

software, multimedia, spreadsheet software, simulation software, online tutorials, or other applications of technology, and be capable of being demonstrated and discussed within a 20-30 minute timeframe. Submissions will be competitively reviewed and selected for their creativity, novelty, and contribution to pedagogy, and should not be duplications of material found in existing textbooks. Please send submission (following the "Instruction for Electronic Submissions") directly to the miniconference coordinators by May 1, 2007.

Keong Leong, University of Nevada, Las Vegas, keong.leong@unlv.edu



2007 Case Studies Award & Workshop

Disseminating new ideas in case studies topics

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

Worthy Focus: Does the case address an important and timely business or managerial issue?

Learning Challenge: Does the case engage the student in an appropriate and intellectually challenging way?

Clarity: Does the case present the facts, data, and decision(s) to be made in a clear and concise way, consistent with its focus and objectives?

Professional Appearance: Does the case and teaching note present a well-written and complete teaching package?

Potential for Use: Is the case and teaching note likely to receive widespread and effective use?

Comprehensive Analysis: Does the teaching note provide a complete analysis

of the qualitative and quantitative issues raised in the case? Are the theoretical linkages appropriate to the course and the topic?

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

The top three contestants, selected by a panel of case experts, will present their case studies and analysis at a regular session at the 38th Annual Meeting of the Decision Sciences Institute held in Phoenix. The case study must be presented at this regular session to be eligible to win the Best Case Studies Award. The panel of judges will then select the winner from among the finalists, based both on the written material and the presentation. The winner will be announced at the Awards luncheon.

Cases not selected as finalists may be presented at the Annual Case Writer's Workshop to be held at the 2007 Annual Meeting (see below).

33rd Annual Case Workshop

The 33rd Annual Case Workshop for members engaged in developing new instructional cases will be held at the 2007 DSI Annual Meeting in Phoenix. Members are invited to submit completed case studies along with an appropriate instructor's note to the DSI program chair. The format this year will include critiques of the individual cases by case writers in appropriate fields. The purpose of these discussions is to help the case writer further develop their case studies so that they can be shared with other faculty using the case method. Attendance at the Case Writers' Workshop is open to all conference attendees. Submission deadline is April 1, 2007. ■

**Best Case Studies Award Competition
Coordinator**
Kate McKone-Sweet
Babson College
kmckonesweet@babson.edu

LOOKING AHEAD TO THE 2008 ANNUAL MEETING

■ MARC J. SCHNIEDERJANS, 2008 DSI Program Chair, University of Nebraska-Lincoln



THE DECISION SCIENCES ARE operationalized by the act of decision making, and decision making is not limited to a particular type of institution, industry, functional area, or discipline. The Decision Sciences Institute encourages the advancement of decision-making research in many ways, including the sponsoring of its Annual Meeting where scholars and practitioners from all over the world are

invited to share the latest decision-making developments.

The Decision Sciences Institute's 2008 Annual Meeting theme is "Improving Competitiveness Through Information and Decision Sciences." The DSI 2008 Annual Meeting invites basic, applied, theory, and case study research in the field of decision-making, as well as proposals for panel discussion, symposia, workshops, and tutorials dealing with research or pedagogical issues. This meeting will include invited ses-

sions featuring highly respected researchers, educators, and practitioners who will share their knowledge and experience on decision-making practices. The sessions will be organized into various tracks and mini-conferences. The meeting will also feature curricular issues, technology in the classroom, doctoral student consortium, grantsmanship, and faculty development programs for both new and senior faculty.

See 2008 ANNUAL MEETING, next page



2007 Doctoral Dissertation Competition

Searching for the best 2006 dissertation in the decision sciences

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

McGraw-Hill/Irwin and the Decision Sciences Institute are co-sponsoring the Elwood S. Buffa Doctoral Dissertation Competition. The purpose of the competition is to identify and recognize outstanding doctoral research in the development of theory or applications of the decision sciences completed during 2006. A monetary award of \$1,500 will be presented at the 2007 Annual Meeting. Submission deadline is April 1, 2007.

Instructions

1. The dissertation must deal with the development of methodology for, or application of, the decision sciences.
2. The dissertation must have been accepted by the degree-granting institution within the 2006 calendar year. It is not necessary for the degree to have been awarded by the end of 2006. Also, the dissertation may not have been submitted previously to a Decision Sciences Institute dissertation competition.
3. The submission materials consist of the following:
 - a. A nominating letter on university letterhead stationery submitted by the student's major professor. This letter introduces the student, the supervisor of the dissertation, and the degree-granting institution. It also certifies the

acceptance of the dissertation by the institution within the required time frame. All contact information for both the author and the major professor should also be stated in the letter. **This letter should be sent as a PDF file to the e-mail address given below.**

- b. A separate statement by the major professor about why the dissertation deserves special recognition. **This statement should be sent as a PDF file to the e-mail address given below.**
- c. A summary of the dissertation. This five-to-ten page double-spaced overview should include a description of the problem, the methodology, and the major findings/conclusions. At the top of the first page, the dissertation's major and minor fields should be identified. Major fields typically are accounting, economics, finance, information systems, organizational behavior/design/theory, operations management, and strategy/policy. Minor fields are often simulation, optimization, service sector, quality, quantitative analysis, artificial intelligence/expert systems, experimental design, and so on. The summary should include a 250-word abstract. **This summary should be sent as a PDF file to the e-mail address given below.**

- d. A PDF file of the complete dissertation. This should be a single file—separate files for individual chapters or appendices are NOT acceptable. Please send this file in a ZIP format to conserve space.
4. Because of the blind-review process, it is essential that the author, degree-granting institution, and supervising professor not be identified in items 3b, 3c, and 3d. All acknowledgments or other references that would identify the author, institution, or professors must be removed from the dissertation and all accompanying documents except the nominating letter.
5. Supervising professor and student materials may be submitted together or separately. If the latter is done, the student will also need to include an identifying cover letter or e-mail. ■

Direct all inquiries and applications to:

Rohit Verma
School of Hotel Administration
Cornell University
338 Statler Hall
Ithaca, NY 14850
(607) 255-2688
rv54@cornell.edu

2008 ANNUAL MEETING, from previous page

The DSI 2008 Annual Meeting offers much more than just a paper presentation conference! The Annual Meeting offers faculty opportunities to renew teaching/technology skills, learn how to use current methodologies to enhance future research efforts, find employment, and establish networks that can last a career lifetime. As a member of DSI for over 25 years, I can attest to the value of these unique opportunities and fellowship available only at DSI Annual Meetings.

The 2008 DSI Annual Meeting will be held in Baltimore, Maryland, at the Baltimore Marriott Waterfront Hotel from November 22nd to 26th. For tourism information visit www.baltimore.org. Detailed information on the hotel and event activities in Baltimore will be made available in the future on the meeting website. In the meantime, if you have any questions, suggestions, or requests, feel free to email me at dsi2008@unl.edu.

You are invited to participate in the 2008 DSI Annual Meeting in Baltimore. Come to present your most recent research and teaching innovations, and attend a number of mini-conferences and consortia scheduled during the meeting. Consistent with the Institute's commitment to collaboration across academic disciplines, the meeting encourages research and teaching innovations in all areas of information and decision sciences. ■



2007 Doctoral Student Consortium

Creating successful career paths for students

DSI's 25th annual Doctoral Student Consortium is an engaging, interactive professional experience designed to help participants successfully launch their academic careers. We are pleased to have the sponsorship of McGraw Hill/Irwin and Beta Gamma Sigma for this important event. The Consortium will take place on Saturday, November 17, 2007, at the 2007 DSI Annual Meeting in Phoenix, Arizona.

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 2007. 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 Reviewers. 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 2007- 2008, 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. A letter of recommendation from your dean, doctoral program director, department chair, or dissertation chair. The letter should attest to the applicant's qualifications and good progress in the doctoral program. Interested students are encouraged to apply early if they wish to ensure themselves space in the Consortium. Materials should be sent to Robb Dixon & Janelle Heineke, Doctoral Consortium Co-Coordinators, by July 30, 2007. Those who apply by this date and meet the criteria listed above will be accepted for

participation. Applications received after July 30th will receive consideration on a space-available basis.

Participants must pay the regular student registration fee of \$45 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 Co-Coordinators

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2007 Track Chairs

Accounting: Theory Applications and Practice

Ashley Burrowes, University of Wisconsin - Lacrosse
Nihel Chabrak, Institut National des Telecommunications

Case Studies

Larry Meile, Boston College

DSS/AI/Expert Systems

Binshan Lin, Louisiana State University - Shreveport

E-Commerce

Tim Laseter, University of Virginia
Elliot Rabinovich, Arizona State University

Ethics and Sustainability

Shirley Hopkins, California State University, Chico

Finance/Financial Management

Barbara Poole, Roger Williams University

Information Security

Chao-Hsien Chu, Pennsylvania State University
Robert Deng, Singapore Management University, Singapore

Information Systems

J.P. Shim, Mississippi State University

Innovative Education

Jo Ann Duffy, Sam Houston State University
Kellie Keeling, Virginia Polytechnic Institute and State University

International Business

André M. Everett, University of Otago, New Zealand

Knowledge Management

Dianne Hall, Auburn University

Manufacturing Management and Practice

Nada Sanders, Wright State University
Greg Graman, Michigan Technological University

Marketing/OM/IS Interface

Michael Pangburn, University of Oregon
Effie Stavrulaki, Bentley College

Marketing: Theory Applications and Practice

Bruce Weinberg, Bentley College

MS/OR: Techniques, Models and Applications

Jennifer V. Blackhurst, Iowa State University

MS/OR: Techniques, Models and Applications

Scott Webster, Syracuse University

New Product Development and Project Management

William H. A. Johnson, Bentley College
Rupak Rauniar, Jackson State University

Organizational Behavior/Organizational Theory

Thomas Callahan, University of Michigan - Dearborn

Quality

Stephan Vachon, HEC - Montreal

Service Management

Steven Yourstone, University of New Mexico

Statistics and Decision Analysis

Philip Mizzi, Arizona State University

Strategy and Policy

Scott Latham, Bentley College

Supply Chain Management

Anthony Ross, Michigan State University
Dan Conway, Indiana University ■



New Faculty Development Consortium

The New Faculty Development Consortium is for faculty in the beginning of their careers who would like to learn more about teaching, research, publishing and other professional development issues. Attendance at this consortium is by application and is open to faculty members who have earned their doctoral degree and are in the first three years of their post-doctoral teaching career.

The consortium will last a full day on Saturday, November 17, 2007. It will include interactive and panel sessions with faculty at varying stages of their careers. The consortium will also provide many opportunities for interaction and networking with peers and more experienced colleagues. The content of the sessions offered is designed to provide insight into the challenges and opportunities in today's rapidly changing environment. Topics include, but are not limited to, the following:

- Your personal concerns about being a faculty member
- Knowing tenure policies at different schools
- Balancing the needs of different stakeholders (students, corporations, review committees, alumni, etc.) in the educational process
- Publishing strategies
- Obtaining research funding
- Career path strategies
- Building an academic portfolio

Faculty in all business disciplines who have finished their doctorate and are in the first three years of their post-doctoral teaching career are encouraged to participate. Please submit proposals for workshops, tutorials, and other special sessions directly to the NFDC coordinator by May 1, 2007.

Applications, using the form below together with a recent vita, should be submitted by September 15, 2007. Participation is limited to the first 50 qualified applicants. Each participant will be expected to register for the Institute's 2007 Annual Meeting in Phoenix, Arizona. No additional fees are charged for the consortium. ■

Direct all inquiries and applications to:

Maling Ebrahimpour
Roger Williams University
Gabelli School of Business
Email: bizdean@rwu.edu

Application for New Faculty Development Consortium

November 17, 2007 • Phoenix, Arizona

Send in this form and a current copy of your vita to either one of the consortium coordinators (see above) by September 15, 2007.

Name: _____ Research interests: _____

Current institution and year of appointment: _____

_____ Teaching interests: _____

Mailing address: _____

_____ Major concerns as a new faculty member: _____

Year doctorate earned: _____

Phone: _____

Fax: _____ Have you attended a previous DSI Doctoral Student Consortium?

E-mail: _____ yes no

If so, when? _____



2007 Instructional Innovation Award Competition

Recognizing outstanding contributions that advance instructional approaches within the decision sciences

Co-Sponsored by Alpha Iota Delta, Prentice Hall, and the Decision Sciences Institute

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 2007 Annual Meeting, the 29th 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 winning submission will be encouraged to prepare a paper for possible publication in *Decision Line*.

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 2, 2007.

Instructions

Applications must be submitted in electronic form using instructions on the conference Web site at www.dsi-2007.org. A tentative summary of instructions appears below; however, applicants should consult the Web site instructions before submitting. Submissions will consist of one document electronically submitted using the conference Web site, and one supplemental letter sent via US mail.

Electronic Submission Notes

1. Number of documents and their format: The electronic submission must consist of one document, in Adobe 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, Web sites, or other identifying information in your document. This information is captured separately on the electronic submission form. Applicants not adhering to this policy will be ineligible for consideration.

Document Format

Competition finalists will closely adhere to these format requirements.

1. Length: Your one electronically submitted document can be no more than 30 total pages when formatted for printing.
2. Title Page: On the first page, provide the title of the submission and a table of contents. Number all pages in your submission in the upper right-hand corner.
3. Innovation Summary: On the second page, explain why your submission provides a new innovative approach to teaching. You may also incorporate this into the abstract to be entered separately on the electronic submission form.
4. Summary Section: On the next 3 to 7 pages, present a double-spaced summary of your submission, with the following headings:
 - a. Topic or Problem toward which your approach is focused.
 - b. Level of students toward which your approach is focused.
 - c. Number of students with whom the approach has been used.
 - d. Major educational objectives of your approach.
 - e. Innovative and unique features of your approach.
 - f. Content: Describe the content or substance of the material addressed with your approach. Indicate why you focused your innovative efforts on this material or content.
 - g. Organization: Explain how you structured the material or content, unique features of your approach, and how your approach contributes to student learning.
 - h. Presentation: 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.
 - i. 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 how you evaluated 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.

- j. Transferability: Explain how this innovation could be used by other institutions, professors, or courses.

The Summary Section will be used for the first round of reviews and may also serve as the Proceedings version for both finalists and papers accepted for presentation in regular sessions.

5. Expanded Section: This is the complete, full version of the submission that should stand alone without the summary section. The expanded section may not exceed 21 pages, including exhibits. This document is used in the second round of reviews and permits you to describe the content, organization, presentation, and effectiveness in more detail. In addition to the same information provided in the Summary Section, you may:

a. List experiential exercises, handouts, etc. (if any), which are part of your innovative approach and explain where they fit in your approach.

b. Add any other discussion or material that you feel is essential to an understanding of your submission.

c. Appendix. Attach copies of illustrative material, especially any that you have developed, and a copy of the most recent course syllabus 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.

Page Counts

Title Page	= 1 page
Innovation Summary	= 1 page
Summary Section	= 3-7 pages
Expanded Section	= less than or equal to 21 pages
TOTAL SUBMISSION	= less than or equal to 30 pages

Supplemental Letter

In addition to the document submitted electronically, send a letter via US mail to the competition coordinator (address given below) from your department chair, head, or dean attesting to the submission's authenticity. Include a self-addressed,

stamped postcard or envelope that will be returned to confirm receipt of the supplemental letter.

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) organization, (3) presentation to students, (4) transferability to other institutions, professors, courses, etc., and (5) 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 two 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, 2007. If you are one of the finalists, you will be required to attend the Instructional Innovation Award Session at the annual meeting in Phoenix. At that session, each finalist will do the following: (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.

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 2, 2007. ■

Instructional Innovation Coordinator

Peter Arnold

Operations and Technology Management
Boston University School of
Management
595 Commonwealth Avenue
Boston, MA 02215
parnold@bu.edu

Future DSI Annual Meetings

November 17-20, 2007

The Marriott Desert Ridge
Resort & Spa
Phoenix, Arizona

November 22-25, 2008

Baltimore Marriott Waterfront
Hotel and Courtyard by Marriott
Baltimore, Maryland

November 21-24, 2009

Hyatt Regency New Orleans
at the Superdome
New Orleans, Louisiana

November 20-23, 2010

San Diego Marriott Hotel and
Marina
San Diego, California

November 19-22, 2011

Boston Marriott Copley Place Hotel
Boston, Massachusetts



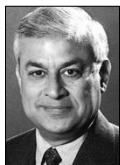
PRESIDENT-ELECT
Norma J. Harrison

is a professor of operations management and associate dean, International Alliances and Accreditation, in Macquarie Graduate School of Management at Macquarie University, Sydney, Australia. She holds a BA and BSocSc (Hons) from National University of Singapore, an MBA from the University of Western Australia, and a PhD from Macquarie University. She is the co-author of *Technology Management: Text and International Cases* (with Danny Samson, McGraw-Hill USA, 2002) and has published articles in *International Journal of Operations and Production Management*, *International Journal of Internet and Enterprise Management*, *International Journal of Entrepreneurship and Innovation Management*, *International Journal of Production Research*, *International Journal of Technology Management* and *International Journal of Logistics: Research and Applications*. She is also a member of Production/Operations Management Society, INFORMS, APICS and the Australian & New Zealand Academy of Management (ANZAM). She has served for a number of years on the Australian Government's Board for the Joint Accreditation System for Australia and New Zealand (JAS-ANZ) as well as the NSW Government's Council on the Cost & Quality of Government, and was chair of the Review Committee for the NSW Board of Studies.



Secretary
Soumen Ghosh

is a professor of operations management at the College of Management, Georgia Institute of Technology. He holds a BS in mechanical engineering from Birla Instt. of Technology (India), an MS in industrial and systems engineering from The Ohio State University, and a PhD in operations management/management science from The Ohio State University. He is the co-editor (with Don Fedor) of *Advances in the Management of Organizational Quality*, JAI Press (Elsevier, Volume 1-5, 1995-2001); and the author of articles in *Decision Sciences*, *European Journal of Operational Research*, *IIE Transactions*, *International Journal of Operations and Productions Management*, *International Journal of Production Research*, and *Journal of Operations Management*. He is also a member of INFORMS and Production/Operations Management Society.



At-Large Vice President
Krishna Dhir

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



At-Large Vice President
Manoj Malhotra

is Jeff B. Bates Professor and chair of the Department of Management Science in the Moore School of Business, University of South Carolina. He holds an engineering undergraduate degree from The Indian Institute of Technology, Kanpur, India, and a PhD in operations management from The Ohio State University. He is the co-author of *Operations Management: Processes and Value Chains* (with Lee J. Krajewski and Larry P. Ritzman, 8th ed., Pearson Prentice Hall, 2007), and the author of articles in *Decision Sciences*, *European Journal of Operational Research*, *IIE Transactions*, *International Journal of Production Research*, *Journal of Operations Management*, and *Production and Operations Management Journal*. He is also a member of APICS, The Educational Society for Resource Management; INFORMS; and Production/Operations Management Society.



At-Large Vice President
Ram Narasimhan

is John H. McConnell Professor and University Distinguished Professor in the Department of Marketing & Supply Chain Management, The Eli Broad Graduate School of Management, Michigan State University. He holds a BSME from the Indian Institute of Technology, and an MSIE and PhD in management science, both from the University of Minnesota. He is the author of *Computer Integrated Manufacturing: Lessons from Leaders*, *International Sourcing for Operations*, and *Computer Integrated Manufacturing- A Source Book*; and he is the author of articles in *Decision Sciences*, *European Journal of Operational Research*, *IIE Transactions*, *International Journal of Production Research*, *Journal of Operations Management*, *Management Science*, among others. He is also a member of Academy of Management, INFORMS, Institute for Supply Management, and Production/Operations Management Society.



At-Large Vice President
Peter Ward

is a professor and chair of the Department of Management Sciences at The Ohio State University. He holds a BS and MSBA from the University of Massachusetts and a DBA from Boston University. He is the author of articles in *Annals of Operations Research*, *Decision Sciences*, *IIE Transactions*, *Journal of Management*, *Journal of Operations Management*, and *Production and Operations Management Journal*. He is also a member of Academy of Management, INFORMS, and Production/Operations Management Society.



Southeast Regionally-Elected Vice President
Kirk Karwan

is Robert Hughes Professor of Business Administration and Chair in the Department of Business and Accounting at Furman University. He holds a BES in operations research and industrial engineering from Johns Hopkins University, and MSE in operations research from Johns Hopkins University, and a Ph.D. in public policy and management from Carnegie-Mellon University. He is the co-editor of *Global Information Systems and Technology: Focus on the Organization and its Functional Areas* (P. C. Deans, Idea Group Publishers, 1997) and *Proceedings of the Third International Conference: Expert Systems and the Leading Edge in Production and Operations Management* (with J. R. Sweigart, 1989); and he is the author of articles in *Information and Management*, *Interfaces*, *Journal of Operations Management*, *Naval Research Logistics*, *Production and Operations Management*, and *Journal of Applied Psychology*. He is also a member of APICS, The Educational Society for Resource Management; American Society for Quality; and Production/Operations Management Society.

Newly Elected 2007-2008 Decision Sciences Institute Officers



Southwest Regionally-Elected Vice President
Binshan Lin

is the BellSouth Corporation Professor at the College of Business Administration, Louisiana State University in Shreveport. He received his PhD from the Louisiana State University in 1988. He is a seven-time recipient of the Outstanding Faculty Award at LSUS. He has published over 150 articles in refereed journals, and currently serves as editor-in-chief of nine academic journals. He received the Computer Educator of the Year by the International Association for Computer Information Systems (IACIS) in 2005, Ben Bauman Award for Excellence in IACIS 2003, Outstanding Educator Award by the Southwest Decision Sciences Institute (SWDSI) in 2004, and Emerald Literati Club Awards for Excellence in 2003.



Western Regionally-Elected Vice President
Karen L. Fowler

is a professor of management at the University of Northern Colorado. She holds a BSBA in management from Colorado State University—Pueblo, an MBA in management from University of Wyoming, and a PhD in strategic management from the University of Nebraska-Lincoln. She is the author of articles in *Academy of Management Journal*, *Journal of the Operational Research Society*, *Strategic Management Journal*, *Journal of Managerial Issues*, *Central Business Review*, and *Journal of International Information Management*. She is also a member of Academy of Management, Institute for Supply Management, Strategic Management Society, International Association of Business and Society, and Beta Gamma Sigma. ■

Thanks to 2006-2007 Committee Chairs and Coordinators . . .

Case Studies Committee

Janelle Heineke, Boston University

Development Committee

Gary L. Ragatz, Michigan State University

Doctoral Student Affairs Committee

Christine T. Kydd, University of Delaware

Executive Committee

Mark M. Davis, Bentley College

Fellows Committee

James R. Evans, University of Cincinnati

Information Technology Committee

Subhashish (Sub) Samaddar, Georgia State University

Innovative Education Committee

Nada R. Sanders, Wright State University

Investment Advisory Committee

Cliff T. Ragsdale, Virginia Polytechnic Institute and State University

Member Services Committee

Gary Hackbarth, Iowa State University

Nominating Committee

Thomas E. Callarman, CIBA

Programs and Meetings Committee

Madeleine E. Pullman, Portland State University

Publications Committee

Linda G. Sprague, CEIBS

Regional Activities Committee

Kenneth E. Kendall, Rutgers University

Strategic Planning Committee

Mark M. Davis, Bentley College

Strategic Planning for International Affairs Committee

Norma J. Harrison, Macquarie University

Ad hoc Committee to Enhance the Reputation of the *Decision Sciences Journal*

Vicki Smith-Daniels, Arizona State University

Ad hoc Committee to Evaluate the Current Organizational Structure of the Institute

Vicki Smith-Daniels, Arizona State University

. . . and Thanks to Outgoing Board Members

Past President

Thomas E. Callarman, CEIBS

Secretary

Karen A. Brown, Thunderbird University

Vice President

Maling Ebrahimpour, Roger Williams University

Vice President

Ina S. Markham, James Madison University

Vice President

Robert J. Pavur, University of North Texas

Vice President

Stephanie S. Robbins, University of North Carolina at Charlotte

Vice President

Vickie Smith-Daniels, Arizona State University

Vice President

William J. Tallon, Western Kentucky University ■

President Mark M. Davis (Bentley College) chaired the Board of Directors meeting that was held on Saturday, January 13, 2006 in Palm Springs, CA. The following is a report of the actions taken by the Board and matters brought to its attention. The Executive Committee also met on Friday, January 12. Its recommendations to the Board are included in the items reported below.

1. The minutes of the November 2006 Board of Directors meeting were approved, with noted corrections.
2. The financial statement for the period ended December 31, 2006, was reviewed and accepted.
3. Reports from the following 2006-07 committees and elected or appointed officials were accepted for review:
 - 1) Case Studies Committee
 - 2) Development Committee for Excellence in the Decision Sciences
 - 3) Doctoral Student Affairs Committee
 - 4) Fellows Committee
 - 5) Information Technology Committee
 - 6) Innovative Education Committee
 - 7) Investment Advisory Committee
 - 8) Member Services Committee
 - 9) Programs and Meetings Committee
 - 10) Publications Committee
 - 11) *Decision Sciences* Journal
 - 12) *Decision Sciences Journal of Innovative Education*
 - 13) *Decision Line*
 - 14) Ad Hoc Committee to Enhance the Reputation of *DSJ*
 - 15) Regional Activities Committee
 - 16) 2006 Regional Activities Workshop
 - 17) Strategic Planning for International Affairs
 - 18) Marketing Director
 - 19) 2006 Annual Meeting Program Chair
 - a) Program Chair's Message
 - b) Successful Grantsmanship Miniconference
 - c) Professional Faculty Development Program
 - d) Doctoral Dissertation Award Competition
 - e) Technology in the Classroom Miniconference
 - f) Instructional Innovation Award Competition
 - g) Doctoral Student Consortium
 - h) Professional Development Program
 - i) Best Case Studies Award Competition
 - j) Curricular Issues Program
 - k) New Faculty Development Consortium
 - 20) Coordinator of Job Placement Services
- 21) Ad hoc Committee to Evaluate the Current Organizational Structure of the Institute
- 22) 2008 Annual Meeting Program Chair "Visionary" Meeting
- 23) State of the Region Reports
 - Western
4. The Fellows Committee's Other Recommendation to develop a policy statement that members of the Fellows Committee not be permitted to nominate candidates during their tenure on the committee was accepted.
5. The Information Technology Committee's recommendation to hire an independent third party consultant with requisite qualifications and that an audit of the CIS be conducted regarding its current completeness, documentation, and usefulness in future DSI conference programs was rejected.
6. The Investment Advisory Committee's recommendation to transfer the balances in entirety from the 500 Index Fund and the Extend Market Index Fund to Vanguard Total Stock Market Index Fund Admiral Shares was accepted.
7. The Board accepted the Programs and Meetings Committee's recommendation to institute a Best Paper Award for PhD students.
8. The Board accepted the Publications Committee's recommendation to appoint Krishna Dhir (Berry College) as the incoming editor of the *Decision Line* newsletter.
9. The Board accepted the Publications Committee's recommendation to appoint Chetan Sankar (Auburn University) as the incoming *DSJIE* editor.
10. The Board accepted the *Decision Line* Editor's recommendation to publish a proposed book on the Dean's Perspective columns in *Decision Line* and to include it as an alternative item in the 2007-08 Budget.
11. The Board accepted the *Decision Line* Editor's recommendation to place *Decision Line* as a PDF file in its entirety on the website.
12. The Board accepted a recommendation to have a Board sponsored session to increase the visibility of both journals *DSJ* and *DSJIE* at Annual Meetings.
13. The Board accepted the Ad Hoc Committee to Enhance the Reputation of *DSJ*'s recommendation to limit journal editor participation in the Annual Meeting Program to only the Institute's journals.
14. The Board accepted a recommendation to assign a quarter-time student to improve the visibility, stature, and citation of both journals.
15. The Board accepted a recommendation to have Best Paper sessions at the Annual Meetings comprised of best papers from regions, as so determined by the regions, and to ask Alpha Iota Delta for money and to include an amount in the budget as an alternative budget item.
16. The Board accepted a recommendation to reissue the evaluation form for each session as part of the Annual Meeting.
17. The Board accepted a recommendation from the Ad hoc Committee to Evaluate the Current Organizational Structure of the Institute to accept the Committee's recommendations to create a new full-time staff position "Director/Manager of Web and Information Technology Services" to manage and to provide technical support as needed; that the Director/Manager of Web and Information Technology Services reports to Executive Director and serves on the Executive Committee and the Board of Directors; and that the Director/Manager of Web and Information Technology Services also reports to the Vice President of Information Technology and Vice President of Members Services.
18. The Board accepted a recommendation from the Ad hoc Committee to Evaluate the Current Organizational Structure of the Institute to appoint a small sub-committee of Krishna Dhir, Janelle Heineke, and Powell Robinson to look at the strategic process and report to the Executive Committee in March. Additionally, at the same time look at how that process will affect changes to the Policies and Procedures Manual and to have those specific changes updated in the manual to report to the Board at its April meeting.
19. The Board accepted a recommendation from the Ad hoc Committee to Evaluate the Current Organizational Structure of the Institute to create functional Vice Presidents elected to serve for a three-year term on the Board of Directors in the following areas - Information Technology, Publications, Member Services, and Global Development, and that the secretary and treasurer positions also be three-year appointments and the six three-year term positions be staggered.
20. The Board accepted a recommendation from the Ad hoc Committee to Evaluate the Current Organizational Structure of the Institute to eliminate the Director of Marketing position and assign responsibilities to V.P. Member Services and Home Office staff as deemed appropriate.

See **BOD REPORT**, next page

First, I want to welcome the newest region to the Institute, the Indian Subcontinent Region of DSI (ISRDSI), and I want to thank Jeet Gupta and Benito Flores for all of their hard work and commitment to making this happen. I know that plans are already underway for the ISRDSI to hold their first conference next January in India, and I for one am planning to attend.

This year, the Institute has taken a major step into the Information Age. First, the Institute's homepage has had a brand new "facelift," which was long overdue. The new homepage is more user friendly and easier to navigate, making it much easier to access the wide variety of information that DSI has available to its members. If you haven't recently visited the Institute's homepage, I would encourage you to do so. As the old saying goes, "Try it, you'll like it."

Similarly, the DSI annual meeting website has a new look, which is more compatible with the new DSI homepage. One of the decisions we made this year is that we will keep the overall framework for the annual meeting website from year to year so that there is a much higher level of consistency. This will make it easier for members to access and navigate, instead of requiring them "to reinvent the wheel" each year with a new and different conference website structure.

A lot of individuals provided inputs into the design of both the DSI homepage and the annual meeting website, but I would especially like to acknowledge and thank Vicki-Smith Daniels for shepherding both of these projects through to completion.

For the first time, DSI will sponsor a stand alone miniconference, the first

one taking place in May of this year at Carnegie Mellon University in Pittsburgh. The focus of this miniconference is service science. The goal of these miniconferences is to provide a forum for individuals who share a common interest in a particular area or topic. We have tentative plans to hold a second miniconference in Philadelphia in 2008 that will focus on enterprise resource planning (ERP) systems.

DSI has always been my professional organization of choice and will continue to be so in the future. I hope that it also will continue to be yours, and that the changes we have tried to make this past year will reflect positively on the Institute in the years ahead. ■

DSJ TOPIC, from page 20

decisions. The research should provide better understanding of global supply chains as complex systems, and integrate concepts such as strategic sourcing, effective asset management, appropriate information flows, and incentive structures that coordinate complex relationships in global supply chains. No matter what research approaches are employed, a rigorous application of methodological tools should provide insight into the challenges facing managers as they structure their supply chains. Articles published in this STF must meet *Decision Sciences'* high standards of

research rigor and originality, while embracing managerial relevance, not only in the research problem studied, but also in their impact on enhanced decision making.

Topics of Interest include, but are not limited to: Global outsourcing strategies; alignment of products and supply chains; interaction of supply chain design and product design; positioning/repositioning supply chain assets (facilities, inventories, and transportation) in response to business dynamics; design of global supply chains for rapid response; and supply

chain design for managing disruption risks

Manuscript preparation and submission instructions can be found on the journal's Web site (see below). In the cover letter to the Editor-in-Chief, Professor Vicki Smith-Daniels, please indicate that your submission is for the Supply Chain Design Special Topic Forum.

Submission deadline: July 31, 2007.

<https://wpcarey.asu.edu/dsjOnline/index.cfm>

BOD REPORT, from previous page

21. The Board accepted a recommendation from the Ad hoc Committee to Evaluate the Current Organizational Structure of the Institute to appoint an Ad hoc Committee to Evaluate Strategic Affiliations and Regional Development during 2007-2008 with the charge of evaluating the role of regional VPs on the Board and the need for restructuring regional representation as affiliations and/or regional VPs based on a comprehensive global plan.

22. The Board postponed consideration of a recommendation from the Ad hoc Committee to Evaluate the Current Organizational Structure of the Institute to hire an organizational consultant to make recommendations to the Ad hoc Home Office Review Committee.

23. The Board rejected a recommendation from the Ad hoc Committee to Evaluate the Current Organizational Structure of the Institute to appoint a corporate member to

the Board of Directors to fill a new board position and to appoint an Ad hoc Committee for the recruitment, evaluation, and recommendation of this position to the Board of Directors.

24. A master sign-up sheet for Board member participation in organizing high visibility sessions for the 2006 Annual Meeting was circulated.

OFFICERS' NOMINATIONS

The Institute's 2007-08 Nominating Committee invites your suggestions for nominees to be considered for the offices of President-Elect, Secretary, and Vice Presidents elected at-large to serve on the Institute's Board of Directors, beginning in 2009.

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, 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 to the Chair of the Nominating Committee, c/o the Decision Sciences Institute, Georgia State University, J. Mack Robinson College of Business, University Plaza, Atlanta, GA 30303.

The Nominating Committee is most appreciative of your assistance.

Office _____

Nominee's Name & Affiliation _____

Statement of Qualifications _____

Nominator's Name & Affiliation _____

FELLOWS' NOMINATIONS

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

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

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

Decision Sciences Institute Fellows

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

JW Marriott Desert Ridge Resort & Spa

For reservations at the conference hotel of the Decision Sciences Institute's 2007 Annual Meeting, please complete the form below and fax or mail it directly to the JW Marriott Desert Ridge Resort & Spa. You may also make your reservations online.

The JW Marriott Desert Ridge Resort & Spa requires a credit card to guarantee reservations or a check for one night's deposit. We accept the following major credit cards: Visa, Master Card, American Express, Discover, Diners Club, with expiration date, and must be received by October 26, 2007. (Reservations after this date—or after the room block is full—are subject to availability.) Failure to submit a deposit can result in cancellation of your reservation by the hotel.

If for some reason your plans change, you must cancel your reservations with the hotel 7 days prior to arrival or you will be

billed for the first night's room charge plus tax. Also, should you be making your reservations without this form, it is necessary that you mention the Decision Sciences Institute in order to secure the special room rates and a room being held within our room block.

Check-in time is 4:00 p.m. Check-out time is 12:00 p.m.

JW Marriott Desert Ridge Resort & Spa

Three ways to make reservations:

Fax Reservation Form to: (480) 293-3891

Reservations Line: (800) 228-9290

Reservations Online (use group codes below):

<http://marriott.com/property/propertypage/PHXDR>

MAIL THIS FORM TO:

JW Marriott Desert Ridge Resort & Spa
Attention: Group Housing Department
5350 East Marriott Drive
Phoenix, AZ 85054

Hotel Reservation Form

Decision Sciences Institute

2007 Annual Meeting

November 17-20, 2007

(Group rate available from November 12-27, 2007)

Room type requested:

- Nonsmoking
 One king-sized
 Double/Double

Special needs _____

Room requested:

- \$169 (single)
 \$189 (double)
 \$209 (triple)
 \$229 (quad)

For registering online:

Group Code	Guests	Rate
DSIDSIA	1 person	\$169
DSIDSIB	2 people	\$189
DSIDSIC	3 people	\$209
DSIDSID	4 people	\$229

A check, money order, or major credit card information must be submitted for guaranteed reservations.

Credit Card Name _____

Number _____

Expiration Date _____

Card Holder's Name _____

Signature _____

(please print)

Arrival date: _____ Departure date: _____

Time: _____

Last Name _____

First Name _____ M.I. _____

Sharing with _____

Organization _____

Address _____

City _____

State/Province/Country _____ Zip _____

Phone (work) _____ Fax _____

Email _____

CALENDAR

MARCH

March 28

The **Northeast Region** will hold its 2007 Annual Meeting on March 28-30, 2007, at the Renaissance Harbor Place Hotel in Baltimore, Maryland. See page 30.

APRIL

April 1

Submission deadline for refereed papers for the **The 38th Annual Meeting of the Institute** (November 17-20, 2007, in Phoenix, Arizona). Abstracts and proposals are due May 1, 2007. Contact Program Chair Janelle Heineke, Boston University, School of Management, 595 Commonwealth Avenue, Boston, MA 02215, (617) 353-2919, fax: (617) 353-4098, dsi2007@bu.edu. See page 31.

April 12

The **Midwest Region** will hold its 2007 Annual Meeting on April 12-14, 2007, at the Hilton Garden Inn in Chicago, Illinois. See page 30.

April 3

The **Western Region** will hold its 2007 (36th) Annual Meeting on April 3-7, 2007, at the Inverness Hotel and Conference Centre in Denver, Colorado. See page 30.

MAY

May 1

Submission deadline for the **Technology in the Classroom Miniconference and Professional and Faculty Development Program** at the **2007 DSI Annual Meeting** (see page 33).

MAY 1

Submission deadline for non-refereed research abstracts and proposals for workshops, tutorials, panels, symposia, and colloquia for the **2007 DSI Annual Meeting**. See page 31.

JULY

July 11

The **9th Decision Sciences Institute International Meeting** will be held in conjunction with the Asia Pacific Region's Annual Meeting (July 11-15, 2007) in Bangkok, Thailand. Submission deadline is March 30, 2007. See page 30.

Decision Sciences Institute Application for Membership



Name, Institution or Firm _____

Address Home Business _____

Phone Number _____

Dues Schedule: ___ Renewal ___ First Time ___ Lapsed

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

Regular Membership \$125 \$125

Student Membership \$25 \$25

(Student membership requires signature of sponsoring member.)

Emeritus Membership \$35 \$35

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

Institutional Membership \$125 \$125

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

Please send your payment (in U.S. dollars) and application to:

Decision Sciences Institute, Georgia State University, J. Mack Robinson College of Business, University Plaza, Atlanta, GA 30303. For more information, call 404-651-4073 or email dsi@gsu.edu.

CREDIT CARD INFORMATION: Visa MC AmEx Disc.

Total amount \$ _____

Card No. _____ Expires: ____ / ____

Card Holder's Name _____

Signature _____

(Please Print)

Nonprofit Organization
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DECISION SCIENCES INSTITUTE
J. Mack Robinson College of Business
University Plaza
Georgia State University
Atlanta, GA 30303