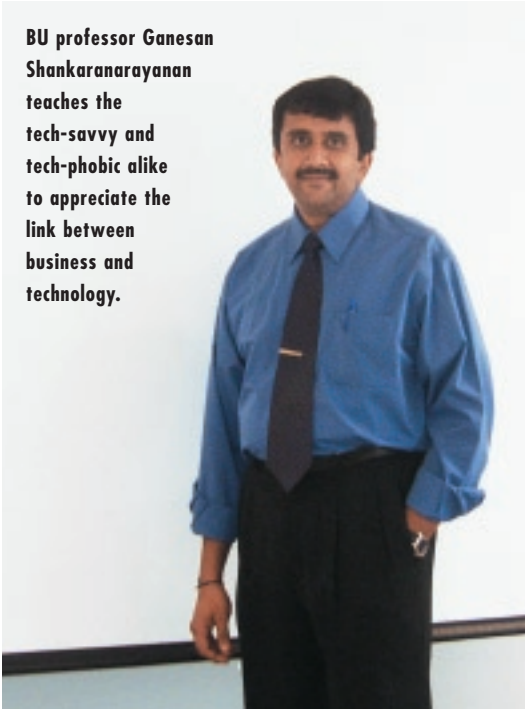


# Technology

**BU professor Ganesan Shankaranarayanan teaches the tech-savvy and tech-phobic alike to appreciate the link between business and technology.**



## BU Honored for Linking Biz and IT

The MS-MBA program at Boston University School of Management was recently named a Laureate by the *Computer-world* Honors Program for its use of information technology. BU's MS-MBA received the recognition in part for its systems design and data management course developed by

Ganesan Shankaranarayanan, assistant professor in the information systems department.

Required for all MS-MBA students, the course was singled out for its incorporation of Unified Modeling Language (UML), a data modeling tool that allows programmers to specify the characteristics of the design and architecture of projects. The course also incorporates business process and data modeling in software environments such as .NET, Workspace, PowerBuilder, Java, and Eclipse. Students learn to use UML and other tools to design their own enterprise models.

Students in the course ranged from those with years of IT experience to those with little or no exposure to IT, says Shankaranarayanan. He had to convince both sets of students that technological understanding is critical to improving an organization's performance and profitability.

Shankaranarayanan presents students with three cases: The first is the basis for his teaching in the

classroom; the second, for individual homework assignments; and the third, for team projects. For each case, students identify primary and secondary business processes, create models that outline the flow and function of these processes, and create data models to show what support is needed to make these processes most effective. In one case, for example, students studied Boston Flicks Inc., a fictional Internet movie-rental company similar to Netflix. In the case, Netflix is considering a hostile takeover of BFI, and students must analyze both companies to see how well Netflix could integrate BFI's operations into its own.

As businesses' reliance on IT intensifies, it will be critical for managers to align business and technology, says Shankaranarayanan. "Successful managers must effectively communicate business requirements to the technologists who implement systems," he says. "They also must understand technology well enough to know how to change and improve business processes to leverage the technology effectively."



## FINANCIAL TRADING ROOMS BY THE NUMBERS\*

### BUSINESS SCHOOLS BUILD TRADING ROOMS TO:

- CREATE A SHOWCASE - 77 PERCENT
- BOOST PROGRAM QUALITY - 76 PERCENT
- PROVIDE REAL-LIFE TRADING EXPERIENCE - 70 PERCENT
- INTRODUCE A STUDENT-MANAGED FUND - 60 PERCENT
- ATTRACT HIGH-LEVEL FACULTY - 37 PERCENT

### SCHOOLS' LABS INCLUDE:

- LED STOCK TICKERS - 72 PERCENT
- LCD FLAT-PANEL SCREENS TO DISPLAY CUSTOMIZED FINANCIAL CONTENT - 48 PERCENT
- WORLD CLOCK DISPLAYS - 39 PERCENT
- CUSTOM LED WALLBOARDS - 41 PERCENT

\*Source: "Financial Trading Labs Reap Benefits for Colleges and Universities," a survey from Rise



## Two Campuses Connect with Web 2.0

Through the spring semester, students from North Carolina State University's Jenkins Graduate School of Management in Raleigh, North Carolina, worked with students from Indiana University's Kelley School of Business in Bloomington to learn about service innovation. What made this project different from other student collaborations was that these two groups of students never met in person. Instead, they worked together exclusively through Web 2.0 technologies.

Communicating through wikis and meeting in the virtual world Second Life, student teams from both campuses were given the same assignment—make the business case for the use of Second Life for service innovation. Faculty and students held meetings in Second Life, conducted Webinars, and used open source document repositories and wikis to work on corporate-sponsored projects. The course culminated in a seven-week case competition among the teams.

Many companies have yet to see a practical use for these technologies because the number of people they can reach via virtual worlds is limited, says Riley Gaddy, a Kelley business student. "It will take some time before the general public has enough understanding of these technologies," he says. "Many of these applications, especially virtual worlds, have hardware and graphical requirements that many household PCs do not meet."

However, he and other students in the program saw the potential of virtual worlds in a number of business sectors. Companies in the pharmaceutical industry, for instance, might use them to develop testing and screening services to identify patient populations for new drugs. In healthcare, physicians might cre-

ate environments that encourage greater patient compliance with medication regimens.

"Web 2.0 has been evolving, and 3D virtual worlds are rapidly emerging as a way to enable collaboration" not only among co-workers, but also between companies and their customers, says Anne Massey, dean's research professor of information systems at Kelley. "Today's students need to develop skills that will enable them to be effective collaborators, particularly in the context of technology-enabled virtual worlds."

## Capstone Simulation At Northeastern

The Northeastern University College of Business Administration in Boston, Massachusetts, has chosen a new Web-based simulation for its undergraduate capstone course. Designed by Business Game Factory, a Web-based business tournament design company in Helsinki, Finland, the simulation is run in the last three weeks of the semester-long course "Strategy in Action."

More than 200 seniors take part in the simulation. Students are divided into five-person teams, each managing a global mobile cell phone manufacturing company and network

### SCHOOLS USE TRADING ROOMS TO:

TEACH GENERAL FINANCE AND RESEARCH - 79 PERCENT

OPERATE A STUDENT-MANAGED FUND WITH ACTUAL MONEY - 73 PERCENT

RUN SIMULATED PORTFOLIOS (NO ACTUAL MONEY TRADED) - 58 PERCENT

### SCHOOLS' BUDGETS FOR TRADING ROOMS:

< \$100,000 - 29 PERCENT

\$100,000 TO \$500,000 - 40 PERCENT

\$500,000 TO \$1 MILLION - 9 PERCENT

> \$1 MILLION - 7 PERCENT

A PORTION OF A LARGER CAPITAL PROJECT - 15 PERCENT

Display, a trading display system company based in Shawnee, Kansas. To read the full white paper, visit [www.risedisplay.com/business-schools.html](http://www.risedisplay.com/business-schools.html).

# Technology

service. Their goal is to win the game by conceiving and implementing the best working strategies, winning market share, and maximizing long-term shareholder value.

The simulation is held in four rounds, each equaling one year of business operation. For each round, teams submit dozens of online spread-

sheets that outline their financial and operational decisions regarding product line, manufacturing options, pricing and marketing strategies, competitor analysis and benchmarking, and investment in new services such as music or games. Those “year-end” results are analyzed and returned to them within 36 hours.

The experience demonstrates the cross-functional links inherent in business enterprises, says Bert Spector, professor of international business and strategy. “The emphasis is not on the technology,” he adds. “The emphasis is on the process of information sharing and decision making that occurred within the groups.”

## TOOLS OF THE TRADE

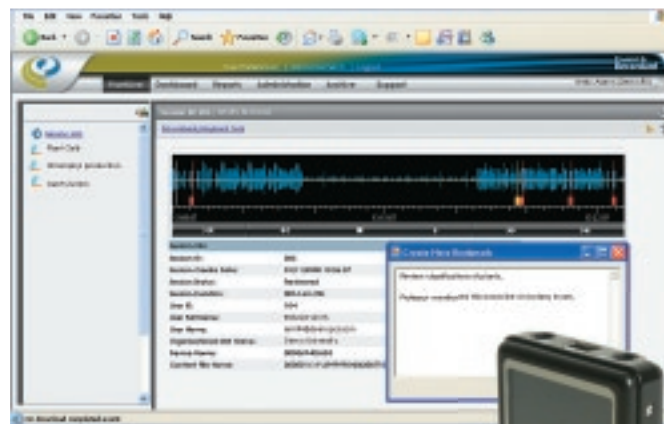
### Note Taking—A Thing of the Past

*Digital audio-capture technology allows students to play back, search, and bookmark course content.*

There was a time when college students took such copious notes during classes that professors became accustomed to talking to the tops of students’ heads. When technology allowed students to replace scribbling with key tapping, professors learned to talk to students over a sea of open laptops.

Now, digital audio-capture technology promises to make both scenarios obsolete. In fact, two professors at Wake Forest University’s Calloway School of Business and Accountancy in Winston-Salem, North Carolina, put this technology to the test last spring. J. Bren Varner, center director, and John Abraham, general partner at Massachusetts-based Kodiak Venture Partners, used a digital audio-capture device in their course, “Venture Capital: From an Entrepreneur’s Perspective,” offered through the school’s Center for Entrepreneurship.

Kodiak Venture Partners is an investor in Recordant, an audio-capture technology vendor based in Alpharetta, Georgia. The technology was originally designed to allow retailers, law enforcement officers, and military



**Using Recordant’s personal recording device (right), instructors at Wake Forest capture the audio of their venture capital courses. The technology recognizes phonemes, or syllables of speech, so that students can conduct keyword searches of audio files.**

organizations to record face-to-face interactions for training and process improvements. Abraham and Varner thought Recordant’s technology also would have applications in academic environments.

The instructors recorded the audio of each class and then uploaded the recordings to a secure Internet site. In addition, they attached graphics such as handouts or PowerPoint slides. They also could add question sets to the end of each recording that helped them gauge their students’ understanding of the material. Students then

could log on and review the material, perform keyword searches of the audio, and bookmark points in the audio they wanted to revisit.

Varner and Abraham wanted to create a teaching environment that made real-time note taking unnecessary. “We ask students to close their laptops and concentrate on comprehension of the lecture material,” says Varner.

For more information about Recordant, visit [www.recordant.com](http://www.recordant.com).



## NEWSBYTES

### ■ ECONOMY BLOG

The Ewing Marion Kauffman Foundation has launched growthology.org, a blog dedicated to entrepreneurship. Authored by two economists at the Kauffman Foundation, the blog addresses topics such as “jobs of the future,” “the evolution of cities,” and “law and entrepreneurship,” in an effort to foster economic growth.

### ■ GIFT FOR INTERACTIVE MEDIA

The Wharton School of the University of Pennsylvania in Philadelphia has received \$1 million from alum-

nus Art Bilger and his wife, Dahlia, to create and support the Wharton Interactive Media Initiative (WIMI). Wharton professors Eric Bradlow and Peter Fader are spearheading the initiative, which will conduct research on the effects of interactive media on global businesses and the implications for traditional media business models.

### ■ PROF IS ONLINE HALL OF FAMER

Kevin Lowe, a professor of business administration at the Bryan School of Business and Economics at the University of North Carolina at Greensboro, will be inducted into the Business Strategy Game Online

Hall of Fame as a Master Professor. He was recognized for having one or more Grand Champion teams in the Best Strategy Invitation for the May 2008 Business Strategy Game.

### ■ ISCHOOL OFFERS DOCTORATE

Syracuse University’s School of Information Studies, or iSchool, has launched an executive doctoral program for mid-level managers. Its Doctorate of Professional Studies in Information Management is a three-year, limited residency, distance learning format.



## Is your faculty making the grade?

Learn to leverage faculty resources while sharing experiences with peer schools. AACSB presents two seminars developed for deans, associate and assistant deans, department chairs, faculty, and accreditation committee members.

### **MANAGING FOR HIGH-PERFORMING FACULTY SEMINAR** March 25–26, 2009

Introduces techniques for recruiting and retaining quality teachers by examining case studies, management strategies, salary data, and AACSB faculty standards.

### **ENHANCING FACULTY EFFECTIVENESS & QUALIFICATIONS SEMINAR** March 27, 2009

Expands on topics from the Managing for High-Performing Faculty Seminar, including criteria for participating and supporting faculty, and AQ/PQ faculty performance.

*Hosted by Steven G. Mihaylo College of Business and Economics, California State University, Fullerton*

Visit [www.aacsb.edu/seminar](http://www.aacsb.edu/seminar) for the latest information.

