Management as a system: creating value

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Boston University
C O N T E N T S

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As we prepare to enter the twenty-first century, it becomes increasingly clear that schools of business must refocus—to teach the practice of management as it must be, not as it was. Even a cursory review of the economic data over the past three decades suggests that Western management education has not been imparting the management skills required to compete effectively in a global marketplace. The management models that evolved after World War II and were adopted by business schools throughout the Western world focused on managing function rather than managing process.

At Boston University's School of Management (SMG), we are transforming the teaching of management. We seek to create a class of managers who will be equipped with the mind-set, the skills, and the understanding required in an increasingly dynamic economic environment. SMG graduates are trained to deal with the management control systems and with the human resource systems required for operating competitively, for innovating, and for leading. Our objective is summarized in our vision statement:

• Boston University's School of Management is preeminent for producing broadly educated graduates with inquiring minds whose operating orientation is one of business building and adding value.

• In addition to their functional specializations, SMG graduates approach management issues with an understanding of the interdependencies within organizational systems.

• This approach is rooted in a comprehensive grasp of the concepts and skills for total quality management.

The faculty is the School of Management's major resource. Committed to advancing management knowledge through both theoretical and applied research, and to improving the quality of teaching and learning, faculty members bring the benefits of their vast professional experience to the classroom. The SMG faculty has earned worldwide recognition and respect for their applied research. They bring a refreshing approach to teaching within interdisciplinary frameworks and also bring wide-ranging experience with local, national, and global organizations.

Another strength of the school is its students. They are highly intelligent, diverse, ambitious, and determined to make a positive difference in society. Their active participation in the evaluations of our programs and activities assures a continuing vibrancy and responsiveness in the School.

If you aspire to the kind of rewarding management education I have described, if you wish to be challenged and intellectually stimulated, I invite you to consider Boston University's School of Management.

Louis E. Lataif, Dean
A FOCUS ON THE SYSTEM

The Boston University MBA program is designed to give you an overview of organizational structure and functioning, as well as a working knowledge of individual components. We concentrate on process instead of function. At the School of Management you'll learn management as a system—an overall continuum of interdependent departments or functions.

Management as a system is composed of three primary components: the manager, the organization, and the global environment. As a trainer of general managers, we encourage each student to formulate a customized set of learning objectives, to be fostered throughout all advising, team planning sessions, and faculty-student interactions.

With an approach that includes team-teaching, we'll concentrate on the horizontal analysis of events instead of the vertical. Moreover, the underlying principles of total quality management are integral to this program.

In the Boston University MBA program, you'll have more than classwork. Real-world applications are required and you'll be able to tap the School's far-reaching business and organizational connections for internships and onsite consultancies. Few if any MBA programs can compare with the extensive corporate linkages found here.

Furthermore, you will be part of a student body where 40 percent are women and 33 percent are international students—both among the highest percentages nationwide.

Part-time students will be immersed in the same systems orientation and team teaching/team learning environment as full-time students.

Team-Teaching/Team-Learning: Creating an Educational Advantage for You

The best way to discuss processes and systems is by pooling the expertise from various disciplines. An example is CD 700 The Global Manager. In this course, three faculty members will interactively dissect each topic or case study of the day from their own respective viewpoint. So instead of just seeking a strategic solution to a problem, you'll learn to develop a strategic, an organizational, and an MIS, solution. In other words, you'll learn to develop holistic, relevant solutions rather than one-dimensional, mythical ones.

The structure of most of your MBA courses will require you to work in groups, simulating the way actual organizations work. Study groups, project groups, consulting groups to outside industry—each of these experiences provides ongoing peer support during your demanding MBA program. You'll draw on each others' strengths to create solutions together. Most importantly, teamwork is a critical job skill in today's work environment. You'll practice it in every phase of your MBA education. The Boston University team-teaching/team-learning approach is a significant innovation in the delivery of management training.

More Informed Decisions = Better Decisions

One of the major benefits of the systems approach is that it teaches you to plan and allow for the broader impact of your management decisions. By expanding your own vision, you can help others do the same and thus add tangible value to your organization.

Technologies, corporate structures, financing options, communications, and practically all other aspects of business are undergoing such rapid change that managers today need to be flexible and adaptable. They need skills that are transferable from one situation to the next, or from one career opportunity to another. The more experience you have identifying system-wide events, the easier time you'll have identifying isolated ones.

Leading-Edge, Accessible, World Class Faculty

The only way to keep the curriculum current and relevant is to have faculty on the front lines of leading research and in contact with the innovating companies. At Boston University, you'll be taught by faculty who have written cases and
New MBA students completing a team-building exercise as part of MBA First Week.

texts that are used in management schools worldwide.

Boston University MBA faculty are very much in touch with new developments in a wide range of important industries nationwide, and have innumerable contacts and clients in the field. They are in demand as lecturers and consultants, and the research they conduct has palpable results in the higher strata of management and in our daily lives.

Furthermore, they’re accessible. As a group, you’ll find the faculty has a true enthusiasm for teaching and for the significant exchange of ideas. You can visit with faculty members during office hours, or you can sometimes meet them in a more casual setting on Thursday nights at the Pub (MBA night), the University-sponsored cafe near the School of Management.

Systems Orientation Is Only the Beginning

Within the General Management framework, there are opportunities to experiment or to specialize. You can assemble a customized second-year program from more than sixty electives. Or you can enroll in MBA elective clusters that emphasize a particular area of expertise, such as international management or entrepreneurship, or the special MBA Programs in Public and Not-for-Profit Management or Health Care Management. Practical application of your classroom knowledge is also required. Thus in the second year you’ll actually consult in real organizations (see “Conducting a Hunt for the Headhunters,” page 18) or perhaps work as an intern in a company nearby, or as far away as Prague. (See “The Career Center” on page 40.)

Multicultural, International, Multidisciplinary

The Boston University MBA program attracts bright, creative students from six continents. With a 60/40 male/female mix, and a full third of your class coming from foreign countries, all students benefit from a rich and varied exchange of views. Future managers who familiarize themselves with the needs, capabilities, and resources of peoples from around the globe will enhance their own marketability and add further value to their future organizations.

Another significant influence on your education will be the breadth of work experiences of your classmates. Typically you’ll encounter full- and part-time students engaged in every industry imaginable, from high technology to agriculture, from diplomacy to advertising, in Fortune 500 settings to family-owned businesses. The perspectives of each will serve to broaden your own.

A Close, Familiar Community in a Large University

While Boston University serves more than 29,000 graduate and undergraduate students, the MBA program itself is a relatively small group of 1,500 full- and part-time students. During the first semester, students are placed in sections of just forty-five students each so that personal attention is maximized. Sharing all the first classes with your section fosters a sense of cohesion, integration, and community early on. For the next three semesters, when people begin to head toward more specific interests, the average class size is just thirty-five. In addition, the cross-disciplinary nature of the curriculum fosters a much more open exchange between faculty members of various departments than in most other schools. For those who care to venture beyond the confines of management, you can even take courses elsewhere in the University in areas such as engineering, communications, or international relations.

SPECIAL OPPORTUNITIES
Flexible Scheduling, Supportive Environment

All graduate programs are offered on full- and part-time schedules, with identical admissions criteria, academic content, and faculty. Students may change between full- and part-time status on a semester-by-semester basis.

The team-teaching environment means increased faculty attention to individual student needs. With three professors focusing on just forty-five students, individual problem areas will be identified more readily, with appropriate remedies offered.

At SMG, Part-Time Students Are First-Class Citizens

We treat full- and part-time students as equals. No matter what your schedule,
Planning the team-teaching experience.
From left: Professor Marion McCollom, Organizational Behavior, Professor Fred Scott, Management Policy, and Professor Mike Lawson, Management Information Systems.
An integral part of the new curriculum is CD 700, The Global Manager, a team-taught course that draws on the disciplines of strategy, organizational behavior, and management information systems. An informal chat with three of the professors who will be teaching CD 700—Mike Lawson, Marion McCollom, and Fred Scott—reveals some of the thinking behind this new course.

What's new and different about The Global Manager course?

SCOTT: We wanted to link the talents of the different departments, as well as the subject matter. Our new course allows us to cover more ground, build a logical learning sequence across three first-semester courses that used to be taught separately, and take advantage of team-teaching to link ideas across disciplines.

In class, you can find tidy solutions to problems, but once you get into the world . . .

LAWSON: Most new MBAs are panicked by the unpredictability of the world. Courses like ours will embed early on the glossaries that new students need to know—and the expectation that things will not be neat and clean. We’ll mirror the actual world, not the ivory tower “clean case study” world. We’ll deal with the world in real time, rolling the dice with the facts of the real world.

What spurred the idea to create this team-taught environment?

SCOTT: Changes in the private world must be reflected in business school—there are fewer levels in industry now. A very different model is emerging. One of our goals is to reduce the “cycle time” it takes students to put different disciplines together, so that the “aha” experience comes sooner.

Mccollom: Traditionally, business grads have been taught to compete as individuals. Individual performance isn’t enough now—we need collective performance. We need to teach managers to work together. It’s more stimulating, and a better way to work.

Will there be a qualitative difference for students?

MCCollom: Absolutely. One of the major benefits of team teaching is that the same group of forty students will have three or four teachers who will get to know them well as individuals. They’ll go through challenging, demanding semesters, but we’ll be right there in an unusually supportive role.

LAWSON: They can take chances—be more open—because they’ll be more comfortable with us. Together, we’ll be better able to identify who’s struggling with a certain topic and which professor is best suited to help them out.

SCOTT: Overall, the program is a fundamental sea change, but it is precisely what is happening in management across the board today. It’s another way of making the School itself a model of what today’s management should and can be.

You’ll benefit from the same instruction, support, and access to people and materials. Unlike the situation in many schools, our part-time students are able to take the same courses as full-time students. Most MBA electives are offered one evening a week (Monday through Thursday), from 5:30 to 8:30 p.m. The key is that part-time students are able to enjoy flexible, convenient scheduling without sacrificing quality. An added benefit of mixing full- and part-time students in elective classes is that they can exchange experiences from their varied work situations.

Summer courses and multiple sections of evening classes further increase scheduling flexibility. Each semester, a limited number of general management electives are offered in the morning or afternoon. Classes are also available north of Boston at the Boston University Corporate Education Center in Tyngsboro, Massachusetts.

Joining the Team at SMG

For full-time students it’s called “MBA First Week,” and for part-time students it’s “MBA Weekend.” New students are offered a personal introduction to SMG during the first week of classes. Multicultural and communication seminars introduce students to the cultural perspectives necessary for global managers. A set of executive challenge outdoor exercises builds leadership and teamwork skills. Workshops on written and oral communication skills and a case study analysis introduce students to the teaching methodologies of SMG. MBA First Week and MBA Weekend serve as a concentrated immersion in the culture and philosophy of the team that new MBA students are about to join.
INTERNATIONAL STUDY ABROAD OPPORTUNITIES

Manchester, England; Lyon, France

During the second year, students may live and study abroad by applying to the student exchange programs between Boston University and the University of Manchester, England, or the University of Lyon, France, both rated among Europe’s top business schools. This semester abroad provides firsthand knowledge of international management strategies and issues, especially in the EC, as well as a cross-cultural living/working experience. Other European sites may be announced during the academic year. (See “Old World Setting, New World Order,” page 11.)

Kobe, Japan

Entering full-time students may apply to begin the MBA in Boston University’s international management program in Kobe, Japan. For more details see page 12.

The Asian Management Field Seminar

All MBA students may register for a two-week summer visit to China, Hong Kong, Japan, Korea, and Thailand to visit successful firms and to hear lectures by prominent Asian executives and academics. See page 29 for a complete course description.

As an Australian, I grew up with a view on life as a member of the Pacific Rim. My work experience in London extended my horizons to include the EC perspective. Aware that business was becoming increasingly global, I knew that I needed to learn the American way if I wanted to become a serious contender. The international MBA program at Boston University was able to deliver the final ingredient.

JENNIFER HERRERA
Class of 1993

RESEARCH CENTERS AND INSTITUTES

The Boston University School of Management boasts a wealth of research centers and institutes, each of which addresses issues that extend beyond the boundaries of traditional disciplines. These organizations have become magnets for faculty from disciplines around Boston University and for top-level managers from around the world, who come together and share their understanding of contemporary management challenges.

The research centers and institutes, and the School's executive training programs, offer significant advantages to students seeking leadership roles in major organizations. Through an industrial network that extends around the globe, faculty members maintain contact and exchange data with colleagues in universities and business firms. This real-world involvement brings exciting results into the classroom—timely and topical material for case studies, a steady stream of high-level managers from a variety of firms, internship opportunities, and, frequently, contacts for jobs after graduation. For the faculty, these contacts enrich and inform research and curriculum development.

Current centers and institutes at the School of Management are:

- Human Resources Policy Institute
- Manufacturing Roundtable
- Asian Management Center
- Information Systems Research Center
- Entrepreneurial Management Institute
- Institute for Accounting Research and Education/Accounting Curriculum Center
- Public Affairs Research Program

MBA STUDENT GROUPS

Students who wish to increase their involvement in particular areas will probably find like-minded individuals among the varied MBA student activities. Or you might found a group of your own. Some of the more active groups are:

- MBA Association
- Build (real estate investment and management)
- MBA Finance Organization
- Graduate Women in Business
- Health Care Management Student Organization
- International Management Association
- Managerial Understanding of Social Topics (M.U.S.T.)
- MBA Marketing Association
- The Quality Forum (promoting awareness of quality issues)
- The Spreadsheet (MBA student newsletter)

CORE COURSES: AN INTEGRATED APPROACH TO MANAGEMENT EDUCATION

Computer Labs and Usage

Coursework in the MBA core and elective classes will involve computer usage. The School of Management has both a PC Lab and a MAC Lab available for student use. For entering MBA students who do not have the requisite computer skills in word processing, spreadsheet analysis, and database management, there are several options available in the form of workshops provided by Boston University. Course prerequisites are available in the MBA Student Handbook.
CD 700 The Global Manager
Emphasizes how to be effective in a global competitive environment, as individuals, as members of task groups, as part of interfunctional team efforts, and as leaders. The interdisciplinary faculty team combines the theory and practice of organizational behavior, strategic analysis, and information systems and technology to develop students’ fundamental skills and understanding of how effective organizations compete and manage change under increasingly demanding conditions.

AC 710 Financial and Managerial Accounting
An introduction to accounting, and an examination of how it affects present and prospective users of financial information. Financial accounting (information needs of stockholders, creditors, and analysts) and managerial accounting (information needs of managers) are stressed equally.

QM 715 Quantitative Decision Making
Managers must understand the conditions under which quantitative techniques may be appropriately applied to making managerial decisions. This course focuses on probability concepts, statistical estimation and hypothesis testing, selected nonparametric statistical techniques, analysis of variance, and regression/correlation analysis.

FE 721 Financial Management
Financial Management examines (1) saving and investment decisions by households; (2) investment and financing decisions by corporations; and (3) the role of securities markets and financial intermediaries in the economy.

FE 727 Managerial Economics
Covers the fundamentals of economics which affect the firm and the manager’s role in making resource allocation decisions. Topics covered include marginal analysis, market structure, decision making under uncertainty, and decision making in the public sector.

MK 723 Marketing Management
Builds an in-depth understanding of basic marketing concepts and applies them to a variety of management situations, including nonprofit and public sector settings. The course provides working knowledge of the tools of marketing (product policy, pricing, distribution, promotion, consumer behavior).

OM 725 Operations Management
Focuses on the design and control of manufacturing and service systems. Topics include process analysis, capacity planning, forecasting, simulation, scheduling, inventory analysis, quality control, material requirements planning, work design, and technology.

MG 731 Management Policy
Focuses on formulating and implementing business strategy in an ethically responsible manner in today’s complex international environment. There are four modules: strategy formulation; the strategy process; the social, political, and legal environment; and the role of business-government relations in international competitiveness.

Real-World Experience Lands the Job
“As an MBA candidate at Boston University, I learned management skills through classwork, while putting those skills into practice at companies such as Heublein, Inc., Hill Holliday Advertising, and Yankelovich Partners. When I interviewed with the Colgate Palmolive Company, I knew I would be competing against MBA students from many of the top-ranked schools. My ability to discuss the strategic impact of what I had learned at Boston University—by drawing upon my real world internship experiences—were pivotal to my being offered a position at Colgate Palmolive. Boston University gave me the edge I needed to compete.”

ANDREW DONKIN
Class of 1993
Assistant Product Manager,
Global Marketing Management Development Program
Colgate-Palmolive
Second-year Boston University MBA students, Eli Neusner and Wendy Reservitz.
Second-year Boston University MBA students have the option of attending Manchester University in England for one semester. Eli Neusner and Wendy Reservitz both took advantage of the program in the fall of 1992.

Why did you choose to go to Manchester?

WENDY: I felt an exchange program would really enhance my MBA experience, and it certainly did. I lived off-campus with three other exchange students and I was able to absorb some of the local feeling of Manchester. In class, each of my study groups was multinational.

ELI: Going to Manchester was the highlight of my MBA program. The greatest value came from the international exposure. Reading about it and hearing about it in lectures is one thing, but actually living in the middle of another country and experiencing things on a daily basis gives you a much richer experience.

Academically, how did it differ from your U.S. experiences?

ELI: In the United States we tend to see things in terms of American values, American ideas. But in Britain and the rest of Europe, everyone has a more global—or at least European—view.

WENDY: Surprisingly, it's all very informal there. We tend to have this view of “stuffy Brits,” but they weren't at all. All the students and professors are on a first-name basis. And at tea time, the whole class would go down to the lounge together. It made for a very warm, comfortable environment.

You worked in groups, just as you do in Boston?

WENDY: Yes, we worked in teams. These were real projects, and in each one we presented to the actual client, including the board of directors. That added a level of pressure you don't have in a purely academic setting. We had to be sure of our facts, and we had to be completely professional when presenting our findings. That real-world aspect is part of what made it so valuable.

Any other benefits?

ELI: Absolutely. I've made lots of new friends and meaningful contacts. When you live, work, and study with people, you form meaningful contacts. Anytime I need advice about something in Europe, I can just pick up a phone. I think everyone should do this program. And I believe this experience really sets you apart on your resume.
relations, or engineering. (On page 37, you'll also find options for dual degrees.)

Then in a practical application experience, like an internship or second-year field study course, you can test out theories and gain immediate feedback from current practitioners. As a general manager, you need to think like a CEO. That's exactly what you'll practice in the Boston University MBA program.

**MBA in General Management, Beginning in Kobe, Japan**

Students can make an international start to their MBA by joining a ten-week management program in Kobe, Japan. In its seventh year, the program draws students from the Pacific Rim and countries around the world for a rich intercultural experience.

The courses, which are taught by Boston University professors, combine classroom work with field visits and guest lectures to help develop in students an understanding of the social, political, and economical aspects of a global business environment.

Students live and study together at Sanyo Electric Company's Corporate Educational Training Center in Kobe. Depending on their English ability, participants take four or six management courses. Those who take six can go on to complete their MBA in one year, although many use the regular two-year period to finish the program.

For a catalogue and application form, please contact the Boston University International Management Program—Japan, 685 Commonwealth Avenue, Room 131, Boston, MA 02215; telephone 617/353-2673.

**MBA in General Management with Concentration in Information Systems Management**

Managers are increasingly dependent on information and technology, and important organizational questions must be addressed on how it is collected, organized, analyzed, protected, and distributed. Managers must become more knowledgeable about these problems and understand both the relevant technologies and their long-term implications. Managers become agents for substantially improved organizational use and management of information.

Students may complete the Information Systems Management concentration at the Charles River Campus in Boston or at the Boston University Corporate Education Center in Tyngsboro, Massachusetts. The concentration allows both full- and part-time students to increase skills and knowledge in information systems management while acquiring in-depth exposure to a functional area of management.

The components of the program include all required MBA core courses, along with the following four courses:

- IS 806 Systems Analysis
- IS 809 Managing the Information Systems Function
- IS 884 Design of Decision Support Systems
- IS 886 Data Management

In addition, three electives are selected in consultation with the program director.

**Accelerated MBA with Concentration in Accounting (AMBA)**

Public accounting is a demanding, rewarding, and rapidly growing field. The services that public accounting firms provide go well beyond the traditional tax and audit functions to consulting on issues from human resources to entrepreneurial ventures. Success in public accounting requires a strong financial and accounting background coupled with the managerial and communication skills to interact with clients on all aspects of their operations.

The AMBA program is designed to train talented individuals with liberal arts undergraduate degrees to enter successful careers in public accounting. The program is completed in fifteen months with full-time study required for two summers. During the intervening academic year, classes are scheduled one day per week and in the evenings so that participants are able to apply the skills they are learning to their work in accounting settings. Employment opportunities are competitively offered.
in conjunction with the Boston offices of the largest international public accounting firms.

The program combines the core MBA courses with eight sequenced accounting courses that include Introduction to Financial and Management Accounting, Intermediate Accounting I and II, Advanced Accounting, Auditing Issues and Problems, Tax Accounting and Planning, Managerial Cost Accounting, and Concepts and Issues in Accounting, and qualifies individuals to sit for the CPA exam upon completion of the program.

Students are admitted to the AMBA program in June only. Applications must be received by April 1. For a catalogue and application, please contact the AMBA office at 685 Commonwealth Avenue, Room 334, Boston, Massachusetts 02215; 617/353-4206.

MBA WITH CONCENTRATION IN HEALTH CARE MANAGEMENT

The Health Care Management Program strives to contribute leadership and scholarship toward the continuous improvement of health care systems. The program is accredited by the Accrediting Commission on Education for Health Services Administration.

Students

The program seeks talented and highly motivated individuals with broad-based backgrounds. Applicants should desire to be pacesetters, as managers of health care organizations or as policy analysts and decision makers at national, state, and local levels. The ideal applicant will have a strong quantitative and analytical aptitude, an ability to articulate his or her views forcefully, effective interpersonal skills, a high degree of integrity and professionalism, highly evolved ethical standards, and a commitment to making a significant contribution to the delivery of health care services.

The Curriculum

The curriculum strives to balance management and policy thinking. It emphasizes the importance of integrating access, quality, and cost objectives in health care decision making, and of understanding the social context in which decisions are made. Students gain an understanding of the different perspectives that bear upon these decisions, including those of patients, clinicians, managers, insurers, corporate benefit managers, and policymakers. They learn to view management as a process that helps an organization and its members to define and achieve their goals, rather than as a collection of different functional specialities.

The curriculum builds on the MBA core courses. Health care electives can be chosen from a rich menu of courses offered in the School of Management and elsewhere in the University, such as the School of Public Health. Students may pursue selected health care topics further or deepen their understanding of a chosen general management field.

The Practicum

The Health Care Management Program requires a field practicum of all students except the most experienced. Students work in practicum placements, where they are assigned to projects that offer invaluable opportunities to apply what they have learned in their coursework. For part-time students who are employed while they go to school, the practicum typically involves a project within their own workplace.

Health Care Management Faculty

The Health Care Management Program draws upon the services of an outstanding group of faculty. They bring to the classroom considerable managerial experience as well as extensive research and teaching experience in health care management. Many are also active consultants to a variety of health care and public sector organizations.

Full-time faculty are drawn from the departments of accounting, management policy, management information systems, marketing, and operations management. They combine their research and teaching skills with an interest in the application of those skills to health policy and management. Adjunct faculty combine their teaching skills with experience in high-level positions in health care organizations.

Health Care Management Courses

The program requires the following series of courses.

HA 717, HA 718 Introduction to the Health Care Delivery System, Health Policy, I and II

Introduces the unique managerial issues in the health care delivery system, including the role of the manager, the impact of organizational design, and the role of quality; economic, political, and social forces that shape health policy; the balance between regulation and competition, alternative forms of insurance, primary care, the implications of managed care, and financing for the uninsured. (Two-credit courses)

HA 720 Epidemiology and Management

Introduces epidemiology and its implications for managers: the burden of illness in society, measurement of incidence and prevalence of disease, the role of statistical information in determining demand, and the link between disease and programmatic efforts to reduce it.

HA 726 The Managerial Process in Health Care Delivery Organizations

Focuses on the interaction between the interests of various constituencies and the strategies of managers and organizations. Develops strategies that balance the technical attributes of a plan with the organizational and political factors that affect implementation.
HA 733 Health Care Marketing
Examine the problems of organizational responses to market needs and wants. Consumer behavior, strategic and tactical applications of the marketing mix, service marketing issues, social marketing, and evaluation of activities are explored.

Electives offered during the 1993/94 academic year are described below.

HA 834 Management of Chronic and Long-Term Care Delivery Systems
Examine social, political, epidemiological, and service dimensions of chronic disease and long-term care in the United States: chronic illness determinants, economics of long-term care, quality of care, aging, and long-term care services.

HA 844 International Comparisons in Health Care
Other developed countries have taken a variety of approaches to health care system design. Several of these are examined, compared, and analyzed with respect to their applicability to the United States.

HA 845 Ethical Issues in Health Care Administration
This course examines some of the ethical dilemmas that health managers and citizens face daily. Topics include conflicts of interest, the role of financing in medical care, advance directives, and rationing.

HA 890 Health Care Finance
Examine health care organizations critically from a financial perspective. Third-party reimbursement systems and capital financing of new programs are reviewed as well as how providers respond to payment systems incentives.

HA 895 Management Control in Nonprofit Organizations
Focuses on management accounting, budgeting, and financial control in health care and other nonprofit organizations, including cost finding, program budgeting, output measurement, performance evaluation, program evaluation, and system design.

HA 896 Health Economics
A systematic analysis of the markets for health services, with issues including DRGs, health insurance, incentives and patterns of hospital investment and finance, cost containment, control of technological change, and the problem of uncompensated care.

HA 897 Health Care Utilization and Quality Management
Utilization management while maintaining or improving quality is the key nonfinancial method of containing health care costs. Emphasis is placed on continuous quality improvement and appropriate review in health care organizations.

Electives are also available through Boston University’s School of Public Health, which offers Public Health Law I and II, Health Care Negotiation and Conflict Resolution, Hospitals: Structures, Function and Issues, and many other courses.
MBA WITH CONCENTRATION IN PUBLIC AND NOT-FOR-PROFIT MANAGEMENT

The MBA with Concentration in Public and Not-for-Profit Management combines the foundation of traditional management education with an emphasis on the unique skills needed by managers of government and nonprofit institutions. Graduates of the program are awarded the Master of Business Administration degree along with a Certificate in Public and Not-for-Profit Management.

The demand for good management is especially keen within the environment of public and nonprofit enterprise. Boston University’s Public Management MBA Program was a pioneer in addressing this need, and continues to be a leader in training highly skilled managers to serve in federal, state, and local government and nonprofit organizations.

The Public Management MBA Program attracts a diverse and talented group of students, many of whom have substantial professional experience. Both full-time and part-time study are offered, and many students continue to work in government and nonprofit organizations while pursuing their degrees.

The Public Management MBA Program has a proven track record of placing its graduates in a wide range of positions leading to varied careers in the public and not-for-profit sectors. In addition, the management skills gained in the Public Management MBA Program are easily transferable to the private sector, and many graduates assume private sector positions at some stage in their careers.

The Program maintains an extensive job bank for students and alumni, and sponsors frequent activities centered around career options and specific areas of student interest. Public Management MBA alumni hold positions in many government agencies and nonprofit organizations, as well as in the private sector, and provide an active network for graduating students seeking to enter the job market or to make a career change.

Positions held by recent Public Management MBA graduates include the following:
- **Executive Director**, New England Museum Association
- **Senior Policy Analyst**, National Governors’ Association
- **Vice President of Administration and Finance**, Associated Daycare Services of Metropolitan Boston
- **Director of Market Development**, Environmental Futures
- **Chief Budget Officer**, City of Newton, Massachusetts
- **Marketing Director**, WGBH Educational Foundation (Boston)

The Public Management MBA Program curriculum offers students the same core of courses as the general MBA program. All core courses address both public and private sector applications of basic managerial tools, theories, and functions, and Public Management MBA students are integrated with general MBA students in many classes.

During the first year, Public Management MBA students take two public and not-for-profit strategy courses, which deal specifically with opportunities and constraints within the public and nonprofit sectors. In the second half of their MBA program, they take a Public Sector Economics course and participate in a specialized capstone “laboratory.” They complete their degree requirements by selecting among a wide range of Public Management and general MBA elective courses. Public Management MBA students do not take any additional courses beyond those required for the general MBA degree, but rather meet the program requirements through their choice of core and elective courses.

A public or nonprofit internship position is coordinated through the Public Management Office to offer students the opportunity to gain valuable experience and to make contacts in the field or area of their choice, and often leads to part-time or consulting work during the program. The Public Management Office assists students in arranging internships, and offers many resources including lists of potential sites and employers.

A separate brochure is available from the Public Management Office, and personal interviews for candidates to the program are encouraged whenever possible.

**Public Management Faculty**
The School of Management has assembled a distinguished group of experts in Public Management to teach those courses dealing with the public and not-for-profit sectors. In building this faculty, the members of which are assigned to various academic departments, the School has emphasized practical experience and prior teaching experience in Public Management. Faculty members include:
- **David W. Young** (accounting);
- **David Weil** (finance/economics);
- **James Post**, **Steven Rothstein**, **John R. Russell**,
- **Melissa M. Stone** (management policy);
- **Roberta N. Clarke** (marketing);
- **Paul Morrison** (operations management);
- **L. David Brown**, **Gerald Leader** (organizational behavior).

**Public Management Courses:**

**PM 717 Public and Not-for-Profit Management I: The Public Management Context**
Examines the context within which public managers must function. Looks at the external constituencies that impinge on the public manager’s environment; examines the budgetary, personnel, and collective bargaining systems that condition and constrain the public manager’s resources.

**PM 727 Public and Not-for-Profit Management II: The Nonprofit Perspective**
Concentrates on nonprofit organizations, exploring the challenges of managing interdependent relationships with government agencies, nonprofit corporations, and other not-for-profit institutions. Focuses on attending to organizational mission, working with boards of directors,
Crafting an idea through class discussion.

and formulating strategy in uncertain environments.

Public Management electives include the following, full descriptions of which are included under the appropriate academic departments.

- CD 849 Managing Social and Economic Development
- FE 895 Economics of the Public Sector
- MG 844 Management of the Environment
- HA 895 Management Control in Nonprofit Organizations
- MG 837 Public Affairs Management
- MG 842 Real Estate Development
- MK 857 Marketing for Services
- OM 877 Service Operations Management

EVENING MBA, TYNGSBORO CAMPUS

Boston University School of Management’s MBA Program is available to students without traveling to Boston. Students can earn the same AACSB-accredited MBA degree awarded at the Boston campus while taking all their courses at our suburban Tyngsboro, Massachusetts, location. This state-of-the-art facility, the Boston University Corporate Education Center, is near the Massachusetts/southern New Hampshire border and the Route 495 high-technology belt.

All courses in the program are taught by faculty members of the School of Management at Boston University, who are dedicated to maintaining the tradition of excellence that the Boston University MBA Program represents. In addition to outstanding teaching credentials, School of Management faculty members bring with them extensive backgrounds in research and consulting within their management disciplines.

The quality of professional experience that students possess makes classroom activities particularly rewarding.

Faculty of the program are especially pleased with the extent to which students learn from each other as well as from formal instruction. As students work together to solve managerial problems, they bring to class discussions a richness of professional perspectives.

In keeping with our commitment to meeting the needs of suburban students, we offer the following on-site services at the Tyngsboro campus:

- Registration prior to the start of classes;
- In-house academic counseling and administrative support staff;
- On-site payment, including deferred payment programs;
- Book and case-packet purchase at the start of class.

"Knowledge isn’t power—applied knowledge is power. It’s this fact that gives the Boston University part-time MBA program its value. I continually was able to apply the knowledge gained at the suburban campus to my work in today’s business environment. As a result, I brought back to the classroom more relevant input. This reiterative process increasingly raised both the quality of learning I received and the contribution my company received."

BILL NAWN
Class of 1993
Director of Quality Assurance
Scully Signal Company
The Registry is a “headhunting” firm, making temporary placements of computer programming professionals in Boston and other major high-tech markets. The assignment for the MBA student consulting team was to create an objective ranking, with recommendations, of potential new markets.

The team conferred with their client biweekly, doing research meanwhile. Robin says, “I was surprised at how little primary or secondary data existed. There were no data on amount of sales, no trade association data, not even a specific SIC code. Professor Smith just kept encouraging us and pushing us to keep searching.”

After all their research, the team still had only soft data. As Soichi explains, “From the quantitative methods we’d learned in class, we knew a good approach to take. We converted as much data as possible to quantitative factors, and used statistical methods to create our models for ranking cities for expansion.”

Says Erich, “By combining the results from nine models, we confidently recommended three prime target-market cities, first to Professor Smith and then, after a little tweaking, to The Registry. As a proprietary study, we can’t share specifics, but we cross-referenced The Registry’s perceptions of what might be their next target cities and what the data actually told us. In some areas, we found they could basically replicate the business plan they used in Boston; but in other areas, we found they would be better off hiring local people and local expertise because of very different business styles—even within the U.S. It was great to use what we were learning in the classroom in a real situation, with immediate feedback.”

The Registry was so impressed with the consulting team’s findings that they invited the students back after graduation to broaden the study.
Field study consultant group, under the direction of Professor Clifton Smith, confers with Robert Foley, Chief Financial Officer of The Registry. Team members include Robin Boorstein, Erich Nagle, and Soichi Watanabe.
CROSS-DISCIPLINARY

Cross-disciplinary electives offer an opportunity to further explore a full range of topics of management expertise, and the linkages between them, at an advanced level. Each course incorporates a set of objectives, specifically chosen to replicate actual issues encountered by practicing managers. In designing a systems-learning approach for each course, faculty members draw on the interplay between varying functional areas of management, considering the implications of such topics as international management, finance, information systems, strategic management, economics, organizational behavior, entrepreneurship, management communications, and management ethics.

The MBA curriculum also provides each MBA student with an opportunity to apply the team-oriented management systems they have been studying to a hands-on field study project. Electives, such as CD 834 Implementing Strategy: Field Studies, give students the opportunity to act as consultants to a wide variety of businesses and organizations in the dynamic metropolitan Boston community.

Electives

**CD 811 Business Redesign Through Information Technology**
Beyond the concept of increased productivity, *transforming business processes* considers the radical change of how work is done. This course examines the underlying principle of radical process change and explores how these changes have been accomplished across a number of industries.

**CD 834 Implementing Strategy: Field Studies**
Familiarizes students with the business world through practical field experiences and consulting assignments. The program begins with a review of business consulting and problem-solving techniques used in everyday business situations. Teams of four to five students will be formed and organized to plan a project with an existing corporation.

**CD 838 Global Strategic Human Resources Management**
Focuses on those personnel and labor policies that are crucial to the accomplishment of a company’s strategy. Specific topics include: the employment relationship, employee relations, contract negotiation and administration, and benefit policies and programs.

**CD 839 The Global Economic Environment**
All organizations are part of an economic environment. Managers must understand the consequences for their institution of aggregate and industrial economic developments, including fiscal and monetary policy changes, international events, regulatory adjustments, and alteration in competitors’ industrial strategies. This course provides the concepts and tools of economic analysis for these assessments.

**CD 840 Organizational Consulting**
Focuses on learning and applying knowledge, concepts, and techniques of organizational consulting. Relevant for all fields of management, functions, and organizations.

**CD 849 Managing Social and Economic Development**
Focuses on the organizational, managerial, and institutional issues involved in promoting social and economic development. Examines roles, strategies, special capacities, and management dilemmas of agencies involved in development.

**CD 850 Corporate Entrepreneurship**
Considers how to find promising business ideas, evaluate them for fit with the organization, develop and present them to upper management, overcome resistance, get resources, and guide the effort to market entry.

**CD 857 Management Communication**
Focuses on skills and strategies for effectively communicating in organizations. Includes a theoretical framework for understanding communication processes and contexts. Increases skills in analyzing audiences; designing messages and choosing channels to meet specific objectives; communicating visually, nonverbally and symbolically, as well as verbally; and developing feedback mechanisms.

**CD 868 Ethics in the Business Environment**
Conducts a sweeping overview of the ethical aspects of management, from personal values, to the purposes of the corporation, to developing ethical corporate strategies in an international context. The material is quite varied and
intended to help students develop an informed and systematic approach to ethical dilemmas at work, whatever their functional expertise.

**CD 870 Management of Technology**
Explores the role of technological change in improving the productivity of organizations and in facilitating the development of new products and services. Major topics include factors influencing innovation, technological forecasting, formulating technology strategies, implementation problems, R&D planning, and public policy issues.

**CD 880 Product Design and Development**
Explores central managerial challenges in the effective design, development, and introduction of new products: reducing the time to market while meeting cost and quality targets; managing cross-functional projects and inherent technological risks while keeping a focus on customer requirements; and integrated problem-solving by industrial designers, engineers, manufacturers, and marketing specialists.

**ACCOUNTING**

In both the private and public sectors, accountants are expanding their focus from local to global as they serve users whose decisions have an international impact. The way assets are valued on an American spreadsheet may not correspond at all to methods in a Korean company. Appropriately for a management school with such a strong international flavor, many of our accounting faculty are studying accounting with a view toward international ramifications. For instance, Moshe Hagigi and Frank Meanor are looking at the tax implications faced by multinational corporations. In addition, Professor Hagigi has studied the origins of foreign accounting practices, focusing on international statement analysis. In his publication "Privatizing Health Care: Caveat Emptor," David Young, a former program economist for the Agency for International Development, has cautioned European countries on the privatization of health care services. Domestically, he is studying multi-source versus single-source payment of medical care in the United States.

The faculty's research reaches into many other areas as well. Martin Gosman and Phil Meyer look at how well companies' financial reporting reflects their business management decisions. Krish Menon has studied the market for auditing services and the use of accounting as an organizational control mechanism. Mario Maletta researches the psychological make-up of auditors, specifically the human information processing aspects of auditor judgment. Ranjan Sinha is interested in the relationship between accounting information and the valuation of equity securities, and in issues relating to accounting method choice. Lee Stabler has had extensive experience in engineering, program management, and product cost accounting systems.

**Faculty**

**Martin L. Gosman,** Associate Professor of Accounting, Director, AMBA Program, B.B.A., M.B.A., Ph.D., University of Wisconsin; C.P.A.

**Moshe Hagigi,** Associate Professor of Accounting, Chairman, Department of Accounting; B.A., M.B.A., The Hebrew University of Jerusalem; M.Ph., Ph.D., New York University.

**Mario J. Maletta,** Assistant Professor of Accounting, B.S., University of Connecticut; Ph.D., University of Massachusetts, Amherst.

**Frank G. Meanor,** Assistant Professor of Accounting, B.B.A., University of Miami; J.D., Creighton University; L.L.M., Boston University.

**Krishnagopal Menon,** Associate Professor of Accounting, B.Com., Bangalore University (India); M.B.A., Indian Institute of Management; Ph.D., Pennsylvania State University.

**Philip E. Meyer,** Professor of Accounting, B.S., University of Maryland; M.Acc., Ohio State University; D.B.A., University of Maryland; C.P.A.

**Ranjan Sinha,** Assistant Professor of Accounting, B. Tech., Indian Institute of Technology; M.B.A., Baylor University; Ph.D., University of California, Berkeley.

**Lee B. Stabler,** Assistant Professor of Accounting, B.S., U.S. Merchant Marine Academy; M.B.A., Northeastern University; C.M.A., Institute of Management Accounting.
David W. Young, Professor of Accounting and Control, Faculty Director, Health Care Management Program, A.B., Occidental College; M.A., University of California, Los Angeles; D.B.A., Harvard University.

Electives

AC 803 Tax Accounting & Planning
Introduction to taxation with an emphasis on individual and business tax planning. Topics covered include selection of the most appropriate form of doing business, the tax consequences of business formation, liquidation and reorganization, and a variety of property transactions.

AC 810 Managerial Cost Accounting
Examines issues related to measuring costs in organizations and the use of cost data to support managerial activity. Students are exposed to both traditional and current state-of-the-art approaches and concepts to the measurement and use of cost data.

AC 811 Corporate Financial Reporting
In-depth analyses of corporate accounting disclosures contained in financial statements and annual reports. Corporate reporting is surveyed through a course project as well as by discussion of such topics as leases, pensions, business combinations, foreign currency adjustments, quality of earnings, interim reporting, and income statement geography.

AC 812 International Financial Statement Analysis
Deals with reporting problems associated with United States, foreign and multinational business entities, and analysis of the economic implications of such problems for financial decision making and performance evaluation. Focuses on the accounting and economic implications of reporting problems for financial decision making and performance evaluation.

AC 814 Financial Statement Analysis and Investor Decisions
Develops skills in interpreting and analyzing external financial reports. Both traditional and recently advocated methods of analysis are studied, including mechanics of financial statement analysis, managers' incentives in making accounting choices, usefulness of accounting numbers in an efficient market, and international comparisons.

AC 820 Concepts and Issues in Accounting
Focuses on current issues facing the accounting profession: new standards, ambiguous standards, ethical issues, changes in tax codes, and others.

AC 847 Intermediate Accounting I
Review of generally accepted accounting principles, especially matching concept and revenue recognition rules. Consideration of balance sheet and income statement classification issues. Accounting and reporting issues related to cash, accounts receivable, inventories, investments, intangibles, and plant assets, bonds, and stockholders' equity.

AC 848 Intermediate Accounting II
Measurement and recognition issues in accounting for income taxes, lease obligations, and pension liabilities. In-depth focus on preparation of, and uses for, statement of cash flows. Calculating, reporting, and interpreting financial measures, including earnings per share. Nature and purpose of segment and interim reporting.

AC 849 Advanced Accounting
Examines the accounting standards that apply to business combinations, the preparation of consolidated financial statements, and the translation of foreign currency transactions for financial statements.

FINANCE/ECONOMICS

How does a firm set prices for its products? How can a corporation protect itself against currency movements? These are the kinds of questions finance and economics professionals must address. Economics courses focus on understanding and predicting the economic environment in which management decisions take place.

Finance instruction will give you the tools to make financial decisions in a wide range of institutions, including nonfinancial corporations, banks, and pension funds. As one of the largest departments in the School, the Finance/Economics faculty covers the spectrum of issues facing private and public sector organizations today.

Zvi Bodie is a leading pension fund scholar. Negotiation and competitive decision-making are William Samuelson's research interests. Allen Michel and Israel Shaked investigate leveraged buyouts and corporate takeovers. Nalin Kulatilaka looks at the valuation of options on real assets, the international

Michael Salinger is an expert in the industrial organization of cable television and the telecommunications industry. Labor economist Shulamit Kahn counts work, family, and gender issues among her interests. Martha Schary and Sarah Lane specialize in bankruptcy and the rise of corporate debt. Enrico Perotti's recent work involves a study of the structure of the Japanese keiretsu groups and privatization.

Steven Feinstein and Joseph Cherian study the price behavior of futures and options. One of David Weil's current research interests is the economic impact of OSHA regulations. Anne Fremault investigates derivative markets, market microstructure, and issues in international finance. Darwin Neher studies issues in venture capital economics.

Faculty

Jack W. Aber, Associate Professor of Finance, Chairman, Finance/Economics Department; S.B., Pennsylvania State University; M.B.A., Columbia University; D.B.A., Harvard University.

Obiyathulla I. Bacha, Assistant Professor of Finance, B.S.S, Science University of Malaysia; M.A., M.B.A., D.B.A, Boston University.

Zvi Bodie, Professor of Finance, B.A., Brooklyn College; M.A., Hebrew University; Ph.D., Massachusetts Institute of Technology.

Joseph A. Cherian, Assistant Professor of Finance, B.S., Massachusetts Institute of Technology; Ph.D., Cornell University.

Steven Feinstein, Assistant Professor of Finance/Economics, B.A., Pomona College; M.A., M.Phil., Ph.D., Yale University.

Samuel C. Hanna, Professor of Business Administration, S.B., Massachusetts Institute of Technology; A.M., Boston University; Ph.D., University of Pittsburgh.

Shulamit Kahn, Assistant Professor of Finance and Economics, B.A., Columbia University; Ph.D., Massachusetts Institute of Technology.

Nalin Kulatilaka, Associate Professor of Finance, B.S., Imperial College, London; M.S., Harvard University; Ph.D., Massachusetts Institute of Technology.

Sarah J. Lane, Assistant Professor of Finance and Economics, B.A., M.A., University of Toronto; Ph.D., Stanford University.

Allen J. Michel, Professor of Finance, B.S., Carnegie Mellon University; M.A., Yale University; Ph.D., Cornell University.

Darwin Neher, Assistant Professor of Economics, B.S., Queen's University; M.A., Ph.D., Princeton University.

Enrico C. Perotti, Assistant Professor of Finance and Economics, D.E.S., Universita' Bocconi; Ph.D. candidate, Massachusetts Institute of Technology.

Michael A. Salinger, Associate Professor of Economics, B.A., Yale University; Ph.D., Massachusetts Institute of Technology.

William F. Samuelson, Professor of Economics, A.B., Ph.D., Harvard University.

Martha Schary, Assistant Professor of Finance, B.A., University of Washington; Ph.D., Massachusetts Institute of Technology.

Israel M. Shaked, Associate Professor of Finance, B.A., M.B.A., Hebrew University; D.B.A., Harvard University.

Donald J. Smith, Associate Professor of Finance, B.A., San Jose State College; M.B.A., Ph.D., University of California, Berkeley.

Professors Allen Michel and Israel Shaked, internationally recognized consultants and scholars in the areas of mergers, acquisitions, and corporate financial decisions.

Anne Fremault Vila, Assistant Professor of Finance/Economics, B.A., Catholic University of Leuven, Belgium; Ph.D. candidate, University of Pennsylvania.

David Weil, Assistant Professor of Finance and Economics, B.S., Cornell University; M.P.P., Ph.D., Harvard University.

Electives

FE 815 Competitive Decision Making

Explains the strategies of decision makers in a variety of competitive situations. The main topics include bargaining, negotiation, and arbitration; market competition; competitive bidding; group decisions in organizations; and game theory.

FE 820 Corporate Financial Management

In-depth analysis of financial considerations relating to corporate growth. Setting of financial or corporate goals in terms of maximizing shareholders'
Professor Lee Sproull,
Management Information Systems.
Obviously, technology alone has no value. It takes the intelligently planned use of technology to move an organization forward. As the technology keeps shrinking in size, and moves out from behind the glass walls of the computer room, organizations have to develop procedures to share data and build common definitions of data types.

"On the management side, the new role of MIS will influence the new role of the manager. As the mainframes are replaced by smaller machines, the two roles will be working more in partnership. Managers will have to take a more active role in planning and specifying hardware and software, and MIS will have to learn more about the business functions of the enterprises they serve.

"For that reason, we don’t train MBAs in the details of each new hardware or software release. We deliberately avoid the details. However, we feel it’s very important that each manager know the general capabilities for representing data, various storage options, overall network configurations and capabilities, and the general capabilities for analysis such as expert systems and artificial intelligence.

"We also expect everyone to use personal productivity tools. For those who don’t have their own computers, our student computer labs are upgraded to the latest PC and Macintosh standards.

"For a while, we weren’t able to measure any increase in productivity which technology may have delivered—even though we could see the results all around us. But we are finally able to see quantifiable results: we’re getting more benefits. New research shows that the investment in information technology is an asset that delivers better organizational performance. The more we can teach our students about the potential within technological solutions, the more value they’ll bring to their next enterprise."

WE HAVE THE DATA—NOW WHAT?

equity, and relationships among dividend policy, debt levels, capital costs, return on investments, and growth.

**FE 822 Money and Capital Markets**
Focusses on debt securities that are traded in the short-term money market and long-term and mortgage markets. Topics include financial market structure and institutions, the quotation and pricing of debt securities, yield curve analysis, and duration and immunization. Introduction to interest rate risk management products such as exchange-traded futures and over-the-counter forward contracts such as interest rate swaps.

**FE 823 Investments**
Speculative markets, including organized security markets and exchanges, definitions of securities, relevant tax law, and sources of investment information. Principles of stock and bond valuation and security price behavior. Problems and models associated with portfolio analysis and management.

**FE 825 Management of Commercial Banks and Thrifts**
Contemporary problems and practices of managing banks and thrift institutions. Includes decisions about profitability, asset management, liability of management, growth, source of funds, and resource allocations. Aspects of regulation, branch location, corporate banking services, international banking, and multibank holding companies.

**FE 827 International Financial Management**
Acquisition, investment, management, and conversion of funds in the international context; foreign exchange exposure and risk, investment decisions, international capital markets, and banking; trade financing and tax planning, balance of payments and national goals, financial planning from multinational perspective.

**FE 829 Futures and Options in Portfolio Management**
Futures and stock options are recognized as important tools of investment and risk
reduction. Covers the theory of futures and option pricing, and develops a framework for analyzing hedging and investment decisions using futures and options.

**FE 833 Research Frontiers in Finance and Economics**
Explores a broad range of the cutting-edge research currently being undertaken by the Finance/Economics faculty. Sessions are led by different members of the Finance/Economics Department, who discuss current areas of enquiry and more generally explore issues involving the research process itself.

**FE 895 Economics of the Public Sector**
Provides a basic grounding in tax structure and administration, intergovernmental transfers, and municipal bonds. Focuses on state and local financial issues, with an emphasis on sources, rather than uses, of funds.

**MANAGEMENT INFORMATION SYSTEMS**
How can you keep departments communicating with one another? How do you evaluate the efficiency of a wide-area network? While the MIS function is changing, the need for creative MIS managers is more important than ever. The growing sophistication of computer-based systems has dramatically changed the way organizations do business. But today, the changing size of the technology itself is an issue to be addressed. Laptops are now as powerful as minicomputers used to be—everyone can have access to tremendous computing power. The MIS professional must therefore focus on issues of standardization/compatibility; communication among machines, departments, and sites; information shaping and sharing; and the critical overall task of system analysis and design.

The faculty's research interests are an example of how much the field has broadened in the past few years alone.

David Goldstein’s research on scanner data reveals the enormous amount of information gathered by each customer's visit to the grocery store. Patricia Guinan looks at the management of software development teams, and how to improve their efficiency. In her post-installation research on information systems, Suzanne Iacono is trying to determine how managers interpret and personalize those systems. David Klein is exploring how to help people use expert systems, and how to translate computer output into a language managers can understand. The use of information systems in pharmaceutical companies in the United States and Japan is one of Michael Lawson’s chief interests. Lee Sproull is looking into the ways communication applications like E-mail are changing organizational structures, processes of learning, and socialization. Among Diane Strong’s interests are quality control in information-handling processes, and the design and evaluation of information systems.

**Faculty**

David K. Goldstein, Assistant Professor of Management Information Systems, B.S., McGill University; M.Eng., Harvard University; Ph.D., Massachusetts Institute of Technology.

Patricia J. Guinan, Assistant Professor of Management Information Systems, B.A., Boston College; M.A., Ph.D., Indiana University.

John C. Henderson, Professor of Management Information Systems, Director, MS/MIS Program, B.S., M.S., Ph.D., University of Texas.

Suzanne Iacono, Assistant Professor of Management Information Systems, B.A., M.A., University of California, Irvine; Ph.D. candidate, University of Arizona.

David A. Klein, Assistant Professor, B.S., SUNY-Binghamton; M.S.E., University of Pennsylvania; M.B.A., University of Pennsylvania.

Ned Siegel and Laurel Sgan refine an idea with Professor Paul Berger, Chairman of the Marketing Department, at the Boston University Pub.
Michael E. Lawson, Associate Professor of Management Information Systems; B.A., M.A., California State University, Long Beach; Ph.D., University of Iowa.

Soonchul Lee, Assistant Professor of Management Information Systems; B.S., Seoul National University; M.S., Korea Advanced Institute of Science and Technology; Ph.D., Massachusetts Institute of Technology.

Melanie Lenard, Associate Professor of Management Science; B.S., University of Rochester; M.S., Sc.D., Columbia University.

Richard A. MacKinnon, Executive-in-Residence; B.A., Yale University; M.B.A., Harvard University.

Lee S. Sproull, Professor of Management, Chairman, Management Information Systems; B.A., Wellesly College; M.A.T., Wesleyan University; M.A., Ph.D., Stanford University.

Diane Strong, Assistant Professor of Management Information Systems; B.S., University of South Dakota; M.S., New Jersey Institute of Technology; M.S., Ph.D., Carnegie Mellon University.

Electives
Courses in addition to those listed here are offered through the MS/MIS degree program.

IS 806 Systems Analysis
Focuses on the beginning stages of the system development process, including feasibility studies, requirements collection, specification and analysis, system analysis, logical design, and the more technical phases of the system development process.

IS 809 Managing the Information Systems Function
Provides the integrating framework that ties the technical MIS topics to the problems of managing complex organizations. Presents issues and problem-solving approaches that are important in managing MIS projects, functional areas such as programming and design, and the entire MIS organization.

IS 825 Computer Applications for Managers
Students will acquire practical hands-on applications for managers, and explore significant opportunities, risks, and management challenges associated with computing on the desktop.

IS 884 Advances in Decision Support Systems
Combines a theoretical understanding of and practical experience with advanced information technologies, including decision support systems (DSS), executive information systems, and expert systems. Covers the technical and organizational issues for successfully employing systems in addressing semi-structured and unstructured problems. Students will design and build their own DSS and expert systems.

IS 885 Advances in Knowledge Representations
Facilitates an understanding of how to build and manipulate data structures in a typical hardware/software environment. Focus is on building structures that represent organizational entities so users can examine them.

IS 886 Data Management
Covers both technical issues and managerial issues. Students learn how to identify an organization's information requirements and how to translate these into a database design. Coursework includes designing and implementing a database application useful in managerial situations.

IS 891 Current Topics in Information Systems
Surveys a number of current information technologies that have changed the ways in which organizations function. Introduces the student to the array of technology "solutions" for which organizations are only beginning to understand the questions.

QM 887 Experimental Design and Sampling
Design and analysis of experiments. Applications in the various areas of management. Considers many of the more useful designs used in the social, physical, and industrial sciences. Special consideration is given to the factorial and fractional factorial designs.

MANAGEMENT POLICY
How would Eli Lilly plan an expansion into Japan? How could Philips reorganize to become more competitive? In management policy classes, you'll tackle complex questions like these, and more.

General managers are at the very center of an organization, undertaking both current guidance and strategic planning for future growth. Policy planning involves analysis of competitive and sociopolitical environments, the formulation and implementation of strategy, long-term perspective, and the development of an ethical, responsive corporate culture. The Management Policy Department covers disciplines such as international management, strategic decision analysis, entrepreneurship, business and public policy, and law and ethics.

Faculty in this department are in the vanguard of research in many of these areas, and they educate future executives to anticipate, adapt to, and influence changes in the external environment. Theirs is a proactive rather than a reactive approach, as exemplified by James Post and his innovative work on management and the environment.

Management faculty interests cross a wide spectrum. Candida Brush
researches new entrepreneurial ventures and international strategies. She is the coauthor of *The Woman Entrepreneur* and a contributor to several business journals. John Mahon's research focuses on, among other topics, how organizations influence public policy and combat interest groups that also shape public policy. Sushil Vachani has designed business strategies for American, European, and Japanese multinational corporations. Susan Samuelson, a lawyer, is interested in the management issues of law firms and in-house legal departments. Clifton Smith, a founding partner of the Aegis Venture Funds, focuses on entrepreneurship and teaches a course on consulting where MBA student teams help local organizations solve a real problem.

**Faculty**

**Candida G. Brush**, Assistant Professor of Management Policy, B.A., University of Colorado; M.Ed., Simmons College; M.B.A., Boston College; D.B.A. candidate, Boston University. 

Associate Professor Susan Samuelson introduces students to the rapidly changing legal issues of management.

**Stephen M. Davidson**, Associate Professor of Health Care Management, B.A., Swarthmore College; M.S.W., University of Maryland; Ph.D., University of Chicago.

**Robert B. Dickie**, Associate Professor of Management Policy, B.A., Yale University; J.D., University of California, Berkeley.

**Fred K. Foulkes**, Professor of Management, Chairman, Management Policy Department, Director of Human Resources Policy Institute, A.B., Princeton University; M.B.A., D.B.A., Harvard University.

**Kenneth J. Hatten**, Associate Professor of Management Policy, B.E., M.Eng.Sci., M.B.A., University of New South Wales; Ph.D., Purdue University.

**Tomas Kohn**, Professor of Management Policy, B.S., Purdue University; M.S., M.B.A., Stanford University; D.B.A., Harvard University.

**John F. Mahon**, Professor of Management Policy, B.A., University of Pennsylvania; M.B.A., Bryant College; D.B.A., Boston University.

**Edwin A. Murray, Jr.**, Associate Dean, Professor of Management Policy, B.E., Yale University; M.B.A., D.B.A., Harvard University.

**James E. Post**, Professor of Management Policy, B.S., St. Bonaventure University; M.B.A., Ph.D., State University of New York, Buffalo; J.D., Villanova University.

**John R. Russell**, Professor of Management Policy, Faculty Director, Public Management Program, B.M.E., Cornell University; M.B.A., D.B.A., Harvard University.

**Susan S. Samuelson**, Associate Professor of Management Policy, A.B., Harvard University; J.D., Harvard Law School.


**Frederick C. Scott**, Associate Professor of Management Policy, Director, Manufacturing Roundtable, B.A., Wabash College; M.B.A., Harvard University.

**Clifton Smith**, Associate Professor of Management Policy; B.A., M.B.A., Dartmouth College.

**Melissa Middleton Stone**, Assistant Professor of Management Policy, B.A., University of Pennsylvania; M.P.P.M., Ph.D., Yale University.

**Sushil Vachani**, Assistant Professor of Management Policy, Faculty Director, International Management Program—Japan, B.Tech., Indian Institute of Technology; P.G.D.M., Indian Institute of Management; D.B.A., Harvard University.

**Pieter Vanderwerf**, Assistant Professor of Management Policy, B.A., Dartmouth College; Ph.D., Massachusetts Institute of Technology.

**Electives**

**IM 830 International Business Environment**

Focuses on how the social, political, and economic environment in different countries can affect the international competitive environment, and what implications that has for business strategy. Analyzes the environment in diverse countries and regions: Japan,
Korea, Mexico, Canada, France, Eastern Europe, and the former Soviet Union.

**IM 832 Seminar: International Business**
Patterns of conflict and accommodation between nation-states and multinational enterprises. Economic and political aspects of recent governmental regulations. Impact of new regulations on strategy and objectives of multinational enterprises.

**IM 842 Global Strategic Management**
How to manage strategically in a global environment. Explores the major decisions managers must make in such areas as marketing, finance and control, research and development, and human resource management.

**IM 845 Asian Management Field Seminar**
Two-week visit to several Asian countries to study their business operations, philosophies, and environments. A major emphasis will be on the opportunities of U.S. companies to do business in the countries visited, frequently including China, Japan, and Korea.

**MG 829 The Strategic Management of Financial Institutions**
Explores the financial service sector of the 1990s, confronting deregulation, bank and nonbank competition, and volatile fiscal and monetary policy with strategic analysis. Further develops understanding of financial service markets, and ability to size up mergers and acquisitions, value corporations, and businesses.

**MG 835 Real Estate Management**
Designed for students interested in real estate investment and development. Explores property analysis, financial structuring, negotiation, the development process, and managing real estate firms.

**MG 837 Public Affairs Management**
Focuses on the complete task of managing the public affairs function in an organization, and provides a fundamental understanding of the professional practice. Develops insights into the integration of public affairs activities with the primary business activities.

**MG 842 Real Estate Development**
Focuses on project development, from conception to financing, site acquisition, community and legal approvals, and site preparation.

**MG 844 Management of the Environment**
Examines the management implications of current environmental problems, including substances, air and water quality standards and how they affect capital planning, product development, cost accounting, plant siting, operations, and strategic planning.

**MG 851 Entrepreneurship**
Helps students understand the entrepreneurial lifestyle and develop skills needed to analyze and structure business deals. Exposes students to a wide range of business activities, and explores the challenges and opportunities unique to different types of ventures, including real estate, travel, restaurants, mail order, and import/export.

**MG 852 Starting New Ventures**
Addresses the specifics of starting and developing a new business. Students learn how to test the feasibility of new ideas and develop them to their full potential; how to select and deal with partners; how to secure initial financing; how to balance tax and legal considerations; and how to plan for, and manage during, a new venture's early "survival" months.

**MG 853 Entrepreneurial Management**
Addresses the skills, concepts, and attitudes relevant for building new ventures from start-up situations to companies in the $300 million sales range. The student will formulate strategy and indicate action in response to opportunity for new venture creation.

**MG 855 Environmental and Energy Entrepreneurial Opportunities**
Methods of evaluating new ventures, exploring market opportunities, developing financial support, and operating issues are considered. Specific areas include recycling markets, environmental marketing and consumer products, environmental mutual and venture funds, alternative fuel vehicles, and energy conservation.

Continued on page 32
Professor James Post (at left, with MBA student Anne McEwan), collaborates extensively with Tedd Saunders, Environmental Program Director at the Boston Park Plaza Hotel.
James Post is concerned about the future of the Earth. Since 1987, he has worked with the National Wildlife Foundation’s Corporate Conservation Council to create environmentally sustainable business policies. With companies like AT&T, 3M, and USX as members, the Council has addressed such problems as wetlands protection, waste reduction, and global warming.

“They were also eager to get business schools to start talking about the environment. At Boston University, we jumped right in,” says Professor Post. “We were the very first business school to offer a graduate course on environmental issues. The program has become highly visible and we’ve helped to shape the new field of environmental management.”

One case example is the Boston Park Plaza Hotel, recipient of the president’s Conservation and Environmental Medal, the first hotel in the nation to develop an across-the-board recycling/waste reduction program. Tedd Saunders, Environmental Program Director, whose family owns the hotel, cooperated with Professor Post and a team of students in a year-long study of the hotel’s environmental management program.

“For months, a team of students and I have studied the ‘greening’ of the hotel,” says Post, “and its impact on the delivery of service, the marketing results and, of course, the savings to the bottom line.

“All manufacturers are wrestling with environmental issues right now. What we provide is an opportunity to see what’s happening at the frontier—what the leading-edge companies are doing—and to think creatively about how that might apply to other situations our MBA graduates will eventually face.”
A re people who buy Dole canned pineapple more or less likely to purchase a certain brand of canned ham? What will be the best-selling car colors for Ford in 1997? Which of two names will sell more perfume? Increasingly, the marketing function drives the industries of today. Marketing professionals must decide the design of new products, the timing of their releases, which competitive products require reaction and which can be ignored, which media are most effective for an organization’s message, and how to optimize the marketing budget. Marketing must work very closely with engineering, advertising, management information systems, and the CEO and CFO. In a truly global marketplace, television, satellites, and instantaneous international banking creates new markets instantly and just as quickly casts others into the shadows.

Members of the marketing department faculty are currently studying a number of important issues. Paul Berger consults on list segmentation for direct marketing, and investigates how print advertising affects purchase decisions. Roberta Clarke specializes in the marketing of health care. Her study of three hundred American hospitals led to the publication of the leading text in the field, Marketing for Health Care Organizations. Rajiv Dant is currently investigating distribution channels and franchising. Simeon Chow works in advertising and copy-testing methods, developing decision-modeling support systems to evaluate advertising effectiveness. Reed Holden is an expert in pricing strategies, business market research, and the sales process. Ross Rizley studies the psychology of the marketing manager, analyzing the factors underlying the marketer’s decisions. Bruce Weinberg studies the impact of high technology on marketing, including the growing concept of “interactive home shopping.”

### Faculty

- **Paul D. Berger**, Professor of Management Science, Chairman, Marketing Department, S.B., S.M., Ph.D., Massachusetts Institute of Technology.
- **Simeon Chow**, Assistant Professor of Marketing, B.S., Massachusetts Institute of Technology; M.B.A., University of Pennsylvania; D.Phil., Massachusetts Institute of Technology.
- **Rajiv P. Dant**, Assistant Professor of Marketing, B.A., M.A., University of Bombay; Ph.D., Virginia Polytechnic Institute and State University.
- **Jonathan D. Hibbard**, Assistant Professor of Marketing, B.S.B.A., Boston University; M.M., Ph.D., Northeastern University.
- **Reed Holden**, Assistant Professor of Marketing, B.A., University of Rhode Island; M.B.A., Babson College; D.B.A., Boston University.
- **Ross C. Rizley**, Assistant Professor of Marketing, B.A., University of Nebraska; Ph.D., Yale University; M.B.A., Boston University.
- **Bruce D. Weinberg**, Assistant Professor of Marketing, B.A., M.B.A., Boston University; Ph.D., Massachusetts Institute of Technology.
- **Lawrence H. Wortzel**, Professor of Marketing, B.S., Rutgers University; M.B.A., D.B.A., Harvard University.

### Electives

**MK 850 Direct Marketing**

Provides a systematic and thorough coverage of the field of direct marketing, including (1) direct marketing decision variables, such as offer planning, positioning, list segmentation, and creative strategy; (2) special techniques in direct marketing, such as database marketing, fulfillment, and testing direct marketing campaigns; (3) the different direct marketing media, and business-to-business direct marketing.

**MK 852 Marketing Research**

Examines a variety of exploratory and survey research approaches, and their associated data-analysis procedures, to provide participants with state-of-the-art tools for identifying and assessing customer needs and requirements to improve the performance of profit-oriented and public-sector organizations.

**MK 853 Global Strategic Marketing**

Focuses on the key strategic marketing decisions managers must make: deciding whether to market globally; selecting countries; choosing tactics for entry and growth; and organizing for and managing the implementation of global marketing strategies.

**MK 854 Product Strategy and Management**

Formulating and executing competitive marketing strategy, developing and implementing marketing plans, market analysis and the interpretation of marketing data, demand forecasting, marketing information systems, competition dynamics and rivalry, and coping with uncertain environmental forces.

**MK 856 Consumer Behavior**

Looks at who consumers are, how they gather and use information, and how they make decisions. Examines the motivations and personality, and the influence of culture.

**MK 857 Marketing for Services**

Looks at key components of services that affect consumer expectations and perceptions, as well as issues of demand management, developing systems that address custom problem solving and complaint management, the overlap between operational and organizational behavior, and marketing issues in service management.
MK 859 Business Marketing
Examines the unique aspect of conducting market research and forecasting in a business environment to aid in identifying alternate segments and positioning approaches. Stresses the role of the selling process, sales management activities, and other approaches to the promotion and pricing of products and services.

MK 860 Advertising Management
Focuses on marketing situations in which advertising is an important component of the total marketing effort. Topics discussed include defining the specific role of advertising in relation to total marketing efforts; selecting an appropriate target audience; and choosing media, budgeting, pretesting, and measuring advertising effectiveness.

MK 864 Pricing Strategy and Tactics
Techniques of strategic analysis necessary to price more profitably by evaluating the price sensitivity of buyers, determining relevant costs, anticipating and influencing competitors' pricing, and formulating an appropriate pricing strategy.

OPERATIONS MANAGEMENT
How does one implement total quality management at a school of management? How do you effectively provide service to customers when the product line changes every year? Operations management is concerned with the efficient production of goods and the delivery of services, both internally and for an organization's customers. The Boston University Operations Management Department has one of the broadest bases in the world. This highly interdisciplinary group brings perspectives to this field that draw on and influence all areas of management, including total quality management (TQM), new technology management, product development, global operations strategy, materials management, health care management, public management, and operations planning and control. As a hands-on quantitative group, they use cases much more often than texts, and serve as a continuing research source for the Boston University-based Manufacturing Roundtable.

Their research includes Peter Arnold's work on operations planning and control, process redesign, and training for process improvement. Yu Sang Chang is interested in the design and implementation of TQM and in Asian management issues and trends. J. Robb Dixon's interests include performance measurement (he co-authored *The New Performance Challenge: Measuring Operations for World Class Competition*), manufacturing flexibility, reengineering, and technology management. Ron Klimberg's work on multiple objective linear programming has resulted in a model used by the Food and Drug Administration. Janelle Heineke studies quality management and, along with Paul Morrison, the management of professional organizations. Jay Kim's research is focused on implementing TQM and global manufacturing strategy. Jeff Miller is a world-renowned expert in global operations strategy and a coauthor of the recently published *Benchmarking Global Manufacturing* and *The American Edge*. Bob Leone's recent book, *Who Profits*, is a part of his research in the areas of competitive analysis, operations management, government regulation, and public policy. Joseph Restuccia's work in operations in the health care sector has led to improved quality for Blue Cross/Blue Shield plans, health maintenance organizations, and hospitals nationwide. Stephen Rosenthal investigates the managerial aspects of technology and new product introductions. Michael Schwartz researches hospital costs, hospital payment systems, risk adjustment methodologies, and quality of care.

Faculty
Peter Arnold, Assistant Professor of Operations Management, Faculty Director, Undergraduate Programs, B.S., Northeastern University; M.B.A., Ph.D., Indiana University.
Professor Jeffrey Miller,
Operations Management.
The Boston University-based Manufacturing Roundtable is a group of professors and industry professionals dedicated to the task of examining important issues in manufacturing today. As a Roundtable member, Professor Miller sits in on some fascinating debates.

"Arrogance in the U.S. manufacturing industry," says Miller, "made us blind to the competition for so long that suddenly we awoke to find we had fallen behind. Quality and productivity had dropped. When we realized where we were, we became obsessed with the Japanese. We focused on what we were doing wrong and exhausted ourselves trying to figure out what the Japanese were doing and how we could adapt their methods to the U.S. workplace. In the Roundtable, one member asked, 'Do we ever think about what we Americans do that's right?'' That question led to a year of seminars, and eventually to a soon-to-be-published book: The American Edge. We set about to identify American strengths—and we found a number of them.

"American manufacturing has come back dramatically in the past three years. The change has gone unnoticed by many, because of jobs lost. In actuality, we led the world in productivity growth in the past five years. That means we had room for improvement, yes, but it also means we've responded to the competition around us."

Miller says that perhaps a tendency to focus on the negative has crowded out the good news, with lots of handwringing and national self-pity. "If you keep looking around at what the other guy is doing, you may not even notice that you gained ground and passed him. The danger is, you may begin copying someone who is now behind you."

"We wrote this book to bring balance to an unbalanced debate. Certainly the Japanese have done an excellent job in capturing share and dominating markets. But we've done a great deal that's good, too."

Miller concludes, "We have seven institutes and research centers based right here at the University. With so many faculty members participating, they naturally bring fresh ideas—and new solutions—to the classroom the very next day. It places the whole School on the leading edge of major management issues. It's a benefit few schools can even approach."


J. Robb Dixon, Assistant Professor of Operations Management, B.A., Wesleyan University; M.B.A., Ph.D., University of Virginia.


Janelle N. Heineke, Assistant Professor of Operations Management, B.S.N., Marquette University; M.S.N., Boston College; M.B.A., Babson College; D.B.A., Boston University.

Anil Khurana, Assistant Professor of Operations Management, B.S., Indian Railway Institute of Mechanical and Electrical Engineering; M.A., Panjab University; M.S., M.B.A., Ph.D., University of Michigan.

Jong Sung Kim, Assistant Professor of Operations Management, B.A., Seoul National University; M.B.A., Bowling Green State University; Ph.D., Ohio State University.

Ronald Klimberg, Assistant Professor, B.S., University of Maryland; M.S., George Washington University; D.Phil., Johns Hopkins University.

Robert Leone, Professor of Operations Management, Director of Research, B.A., Harvard College; M.A., Ph.D., Yale University.

Jeffrey G. Miller, Professor of Operations Management, B.A., M.B.A., University of California, Los Angeles; Ph.D., Purdue University.

Paul E. Morrison, Assistant Professor of Operations Management, B.A., Harvard College; M.B.A., Ph.D., Harvard University.

Joseph D. Restuccia, Associate Professor of Health Care Management
and Operations Management, B.A., Tufts University; M.P.H., Dr.P.H., University of California, Berkeley.

Stephen R. Rosenthal, Professor of Operations Management, B.S., Brown University; M.S., Massachusetts Institute of Technology; Ph.D., University of California, Berkeley.

Michael Schwartz, Associate Professor of Operations Management and Health Care Management, Chairman, Department of Operations Management, B.A., Johns Hopkins University; M.B.A., University of California, Berkeley; Ph.D., University of Michigan.

Thomas Vollmann, Professor of Operations Management, B.S., M.B.A., Ph.D., University of California, Los Angeles.

Electives

OM 875 Total Quality Management
Examines the challenge of managing for "total quality" in both manufacturing and service companies. Reviews state-of-the-art approaches to pursuing a total quality orientation in leading companies worldwide.

OM 877 Service Operations Management
Focuses on how a service operations manager must combine the operations, marketing, and human resources functional roles in an integrated "service system general manager" perspective. Components cover managing systematic performance improvement in service organizations, managing professional services, and managing multisite operations.

OM 878 Operations Planning and Control
Study of systems to plan and control flows of materials through manufacturing. Emphasizes both modeling techniques and applications in operating companies, including auditing and evaluations, existing systems, and developing a workable improvement plan.

OM 879 Global Operations Strategy
The race for national competitiveness continues at a fast pace, and companies around the world are looking into the future with new competitive priorities and visions. Based on the results from a global research project (covering the U.S., Japan, Europe, and other developing nations), this course provides the future operating managers with evolving concepts, tools, and implementation programs of operations strategy.

Organizational behavior professionals ask: what processes can people use to work more competently? What can individuals and organizations do to capitalize on diversity? The structure and internal culture of an organization is critical to its effective operation. Managers concerned with organizational behavior must be responsive to the multitude of external cultural and societal developments that provide the critical context in which the organization works.

The Organizational Behavior Department strives to understand and answer fundamental questions about human resource management and corporate organizations. Among the current faculty, David Brown works on economic development problems in Asia, seeking to enhance the role of grassroots volunteer groups. Lloyd Baird is investigating the unique qualities that make up global leaders, and what programs can help a corporation to develop such leaders. Douglas T. Hall studies career development, executive succession planning, work/family issues, and diversity. Leonard Johnson focuses on middle management: how to empower middle managers, and how they serve as a source of resistance to change, and as a source of energy for it. Kathy Kram writes and consults on creating conditions that promote mentoring across cultural, racial, and gender boundaries. George Labovitz is an internationally sought consultant on total quality management and organizational change. Gerry Leader is researching school-based management decision making in urban schools in Boston, Chicago, and Miami. Meryl Louis's work includes a major study of the performance of recent MBAs to help identify strengths and weaknesses and to propose changes in the curriculum. Marion McCollom has widely published on organizational structures that facilitate decision making, communication, and cooperation within family-owned-and-operated businesses. Amin Yan writes and consults on international joint ventures between the United States and China.

Faculty

Lloyd S. Baird, Professor of Organizational Behavior, B.S., M.B.A., Michigan State University.

L. David Brown, Professor of Organizational Behavior, Director, Doctoral Programs, B.A., Harvard University; LL.B., Ph.D., Yale University.

Douglas T. Hall, Professor of Organizational Behavior, Faculty Director, Graduate Programs, B.S., Yale University; S.M., Ph.D., Massachusetts Institute of Technology.

Leonard W. Johnson, Associate Professor of Organizational Behavior, Chairman, Department of Organizational Behavior, A.B., Cornell University; M.B.A., New York University; D.B.A., Boston University.

William A. Kahn, Assistant Professor of Organizational Behavior, B.A., Clarke University; M.S., M.Phil., Ph.D., Yale University.

Kathy E. Kram, Associate Professor of Organizational Behavior, B.S., M.S., Massachusetts Institute of Technology; Ph.D., Yale University.

George H. Labovitz, Professor of Organizational Behavior, B.S., Boston University; M.B.A., Boston College; Ph.D., Ohio State University.
Gerald C. Leader, Associate Professor of Organizational Behavior, B.S., Iowa State University; M.B.A., D.B.A., Harvard University.

Meryl Reis Louis, Associate Professor of Organizational Behavior, B.S., M.S., Ph.D., University of California, Los Angeles.

Marion McCollom, Assistant Professor of Organizational Behavior, A.B., Harvard University; M.P.P.M., Ph.D., Yale University.

Amin Yan, Assistant Professor of Organizational Behavior, B.E., M.B.A., Shanghai Institute of Mechanical Engineering, Ph.D., Pennsylvania State University.

Electives

**OB 844 Managing Conflict and Change**
Develops skills for handling conflict at the individual, group, and organizational level, and for understanding and managing change processes.

**OB 846 Management of Innovation in Organizations**
Develops concepts and methods for improving the development and introduction of innovations in organizations. Emphasis is placed on understanding the impact of innovations on organizations and on how organizations can become more innovative.

**OB 847 Managing Work Groups**
Provides opportunity to examine leadership styles in small groups, improve communication and persuasion skills, develop the ability to give and receive feedback responsibly, develop skills in group problem-solving and leadership, and to explore alternatives for managing interpersonal and intergroup conflict productively.

**OB 848 Leadership**
Examines the essence of leadership; its relationship to managing; behaviors, attitudes, and perspectives that distinguish leaders. Considers leadership in a variety of situations: leadership in crises, at the top, in the middle, in groups.

**OB 853 Negotiations**
Considers the issues of negotiating across functions, between levels, across national and cultural differences, over race and gender differences, and between organizations. Students will examine: (1) problems of influence and self-defense in highly competitive “hardball” negotiations; and (2) the art of using differences for creative problem solving and mutual gain.

**OB 855 Managing Employee and Labor Relations**
Although managers continue to deal with such traditional employment issues as compensation, job design, and discipline, they now are also confronted with an array of new concerns. These include: discrimination related to age, sex, race, religion, national origin, handicap, and so on.

**MBA DUAL AND COMBINED DEGREE PROGRAMS**
The Boston University School of Management offers a broad range of accelerated, interdisciplinary study opportunities in the areas listed below. These dual degree programs enable students to be uniquely qualified for positions requiring both management and other graduate discipline experience. Students receive two graduate degrees in approximately five semesters of study, with one exception: the dual Law/MBA program requires four years of full-time study, or five years if the MBA is completed part-time.

Individuals interested in the Law/MBA and the MBA/MS in Broadcast Administration dual degrees must complete two separate applications. All other dual degree candidates should complete only the School of Management application. Copies will be forwarded to the designated dual program by the School of Management.

Further information about dual degree programs may be obtained from the School of Management Admissions Office.

- **MBA/Master of Science in Management Information Systems**
- **MBA/Juris Doctor**
- **MBA/Master of Science in Manufacturing Engineering**
- **MBA/Master of Arts in Economics**
- **MBA/Master of Arts in International Relations**
- **MBA/Master of Science in Broadcast Administration**
- **MBA/Master of Arts in Medical Sciences**
The Charles River and buildings of downtown Boston reflect the day's first light as crew members arrive for practice at the Boston University Boathouse dock.
Boston University

Boston University offers more than three hundred academic concentrations in fifteen separate Schools and Colleges. The University is consolidated at the 105-acre Charles River Campus and the Boston University Medical Center in the city's South End. The School of Management, located on the Charles River Campus, offers a wide range of resources to support academic instruction for management students.

The Mugar Memorial Library provides central library services to all students and faculty of Boston University with more than 4.9 million volumes and microform equivalents. Mugar houses the main book collection, an audiotape listening area, and an excellent rare book and manuscript collection. A special collection, the Twentieth Century Archives, holds an unrivaled collection of personal papers of public figures in literature, film, theatre, journalism, music, politics, and diplomacy.

An interlibrary loan system extends the resources available to students at the School of Management; a consortium arrangement enables students to use the libraries of Boston College, Brandeis, MIT, Northeastern, Tufts, Wellesley, and the University of Massachusetts.

Students and faculty at Boston University have access to a variety of computing facilities through the Office of Information Technology (IT). These facilities include a central UNIX time-sharing system; a high-speed campus network; training facilities; the Personal Computing Support Center; a sophisticated scientific computing and visualization laboratory; and a Connection Machine CM 5, a massively parallel supercomputer.

Boston and New England

Boston is a city rich in history, old world charm, and modern vitality. Home to more than sixty colleges and universities, it is an intellectual and cultural center, diverse in its people, stimulating in its opportunities, and still relaxed and easily accessible.

Boston is the largest city in New England, an early seaport, and site of many significant events in American colonial and revolutionary history. Much of that early flavor remains today in cobbled streets, historic sites that bring alive the events of Paul Revere's ride and the Boston Tea Party, and Federal-style row houses on Beacon Hill under the shadow of the State House. These are juxtaposed with contemporary skyscrapers: evidence of a thriving business and financial community as well as a center of medical and technological research and development.

Boston is the home of the world-famous Boston Symphony and Boston Pops Orchestras and a wealth of music from opera to rock, jazz, and reggae. Boston's dozens of museums include the famous Boston Museum of Fine Arts and the Museum of Science. Galleries intermingle with elegant shops on Newbury Street, while the North End offers superb Italian cuisine and Chinatown's shops and restaurants border the theatre district, where many major shows are previewed before going to New York.

Boston is an enthusiastic sports city, supporting the Red Sox, the New England Patriots, the Celtics, and the Bruins. Each April, the Boston Marathon passes through the Boston University campus. Beaches to the north and south, including the famous shores of Cape Cod, are within easy reach by car or public transportation. For the hiker or skier, the White Mountains of New Hampshire and the Green Mountains of Vermont, as well as the rocky shores and pine forests of Maine, are a few hours' drive.
MATCHING YOUR TALENTS TO TODAY'S OPPORTUNITIES

The mission of the Boston University School of Management Career Center is to assist students and alumni in making informed career and life decisions. Through comprehensive career education programming, job development services, and individualized career counseling, we collaborate with students in developing and managing careers consistent with current market opportunities at both the entry and the experienced level.

At the Career Center, our experienced staff will help you assess personal skills, interests, and values in a way that will optimize your marketability for the career opportunities you seek. We begin this process during Orientation Week and continue it through graduation and beyond. “We work with students at whatever level of career experience and awareness they possess,” says Alexis Lucas, assistant director of the Career Center. “For some students, it takes a full two years to focus on a targeted career objective. For others, all they ask for is feedback on more effective resume or interview strategies.”

Our professional staff members offer a wide range of professional expertise in human resources, telecommunications, high technology, entertainment, human services, retail, and outplacement. We are well connected to the marketplace locally, nationally, and internationally, and can advise you on career paths in both the private and public/not-for-profit sectors. Our contacts are a great source of internship and permanent job leads. Recent placements include positions as a financial analyst at Royal Bank of Canada, marketing specialist at Polaroid, and strategic resource coordinator for a biotech startup.

We have also integrated career development into the newly redesigned curriculum to include career panels in the classroom, employer presentations, and alumni networking events. “Our goal,” says Lucas, “is that students will continue to refine and apply the career planning skills they’ve learned after they graduate, and well into their careers.”

Internships—Real life, real time
Internships provide a critical real-world component to the Boston University MBA. In addition to building your resume and expanding your professional network, internships give you the opportunity to apply leading-edge business knowledge and skills. The Career Center continually develops exciting internship opportunities both domestically and internationally. MBAs have recently interned at Citibank in Frankfurt, in the City of Prague, and in Latvia as part of a government privatization project.

Mapping International Connections

Year in and year out, recruiters remind us of the value of the diversity of our MBA graduates. Our large international student population means American and international students alike can gain experience in thinking and working on a global scale. As a result, we have

Moving with the Marketplace
The trend for real job growth in the nineties and beyond is in small to medium-size organizations. To reflect this reality, we've adjusted our placement strategy to meet the hiring needs of these nontraditional employers. The Career Center proactively markets our students to them through strategic employer outreach, alumni relationship building, and our new computerized Job Matching System. This service makes it easy for graduating students and employers to be matched with a few simple keystrokes.

The Career Center also offers these recruiting programs:
• On- and off-campus recruiting
• TelJobs—phone access to current full-time jobs
• Job Matching
• MBA Placement Consortium Job Fair
• Boston University Career-Expo
• Summer Work Experience Program—internship listing service
• CareerSearch™—research database of more than 200,000 U.S. employers
• Career Advisory Network Alumni Database

Companies Employing 1992 MBA Graduates
• Allmerica Financial
• American College of Health Care Executives
• American Management Systems, Inc.
• Ametek
• Analog Devices
• Andersen Consulting

At General Electric, we view the colleges and universities from which we recruit as being just as critical as any of our material suppliers. We review not only the quality of the input—the graduates—but the responsiveness, customer focus, and commitment of the supplier, the university. Boston University stands up well to these standards. The graduates stand out not only in quality but in the diversity of cultures and background from which they come. Being a global company, our hiring needs may be in New York, London, or Hong Kong. Boston University offers us one-stop shopping to fill such diverse needs, combined with the customer focus and responsiveness of the faculty and placement office. We view Boston University as a strong supplier partner as we fill our management pipeline for the future.

DEREK M. EILY
Manager, Financial Management Program Recruiting
General Electric Company

• Applied Marketing Science
• Arthur Andersen and Company
• Astra Pharmaceutical Products, Inc.
• AT&T
• AT&T Communications
• AT&T Microelectronics
• Ballet Pacifica
• Bank of Boston
• Barclays Bank PLC
• BayBank Systems, Inc.
• Bay State Health Care
• Bechter Corp.
• Winning International Magazine
• Blue Cross/Blue Shield of Massachusetts
• BMW AG Munich
• Bonitech
• Boston Financial Group
• Boston Management Group
• Brigham and Women's Hospital
• Bull Worldwide Information Systems
• Cabot Corporation
• Camp Dresser and McKee
• Carol Management Corporation
• Center for Mental Health
• Charles Schwab and Company, Inc.
• Charm Sciences, Inc.
• Coca-Cola (Japan) Company Limited
• Codman Square Health Center
• Cole Hersee Company
• Commonwealth Automobile Reinsurers
• Comsis Corporation
• Congress Realty
• Coopers and Lybrand
• Coopers and Lybrand ITAS
• CR Bard
• Daily Bread Company
• Danck Medical, Inc.
• Deloitte and Touche
• Demas Leather Products, Inc.
• Digital Equipment Corporation
• Eaton Vance Corporation
• Eli Lilly and Company
• Empire Blue Cross and Blue Shield
• Ensign Bickford Aerospace
• U.S. Federal Government
• Federal Reserve Bank of Boston
• Federated Dorchester Neighborhood Houses

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Samuel Pierce and Lee Rodgers (at left and right), of the National Black MBA Association welcome Derrick McDaniel, a Boston University-sponsored student member, to the Boston chapter.

- Fidelity Investments
- First Data Corporation
- Fleet Bank of Massachusetts
- Fleet National Bank
- Fleet Norstar
- GE Capital
- GE Plastics
- General Electric Company
- Global Petroleum Corporation
- Greenpeace
- Harper and Schuman, Inc.
- Harvard Community Health Plan
- Healthsource
- Hewlett-Packard Company
- Hoffinan-La Roche
- IBM
- IBM Switzerland
- IDX Systems Corporation
- Imperial Consulting, Inc.
- Information Resources, Inc.
- International Center of Photography
- Interactive Systems Corporation
- Interleaf, Inc.
- Internal Revenue Service
- International Bank Services, Inc.
- Invesco Management and Research, Inc.
- John Hancock Financial Services
- Johnson and Johnson
- Keane, Inc.
- Kidder Peabody and Company, Inc.
- Koishi Seianjo Company
- Kokusai Investments
- Krueger Enterprises, Inc.
- Liberty Mutual
- Logicon
- Long Hold Enterprises Company
- Marketing Decisions, Inc.
- Massachusetts HEFA
- Massachusetts General Hospital
- Medical Area Service Corporation
- Medical Systems Management
- Merck and Company, Inc.
- Metropolitan Life Insurance Company
- Miami Heat Basketball Club
- Microsoft Corporation
- Mitre Corporation
- Morgan Memorial Goodwill Industries
- Mount Auburn Hospital
- New England Business Service
- New England Health Care Foundation
- New England Telephone
- New Medico
- Nippon Mining Company, Ltd.
- Northwestern Mutual Life
- Novus Inc.
- NYC Police Department
- Opta Food Ingredients
- Panametrics, Inc.
- Polaroid Corporation
- Precision Combustion, Inc.
- Price Waterhouse Japan
- Prime Computer
- Primerica Financial Services
- Putnam, Haynes and Bartlett, Inc.
- Racal Datacom
- Samsung Software America
- Sanyo Electric Trading Company, Ltd.
- Scudder Stevens and Clark
- Shell Companies in Malaysia
- South Shore Hospital
- State Street Bank and Trust Company
- Stewart Therapy, Inc.
- Sulzer AG
- SunGard Financial Systems
- Swiss Bank Corporation
- Syroco, Inc.
- Tektronix
- The Vinyl Company
- The Bank of New York
- The Boston Company
- The Forum Corporation
- The San-in Godo Bank, Ltd.
- Thomas Jefferson University Hospital
- TM Capital Corporation
- Tufts University School of Dental Medicine
- United States Air Force
- United States Department of Health
- United States General Accounting Office
- The University Hospital
- United States Environmental Protection Agency
- USAF Allied Health Professions
- Velpan S.A.
- W. R. Grace
- Weber Marking Systems
- William M. Mercer, Inc.
- Work/Family Directions, Inc.
APPLICATION AND FINANCIAL AID INFORMATION

INFORMATION SESSIONS

The Admissions Office holds information sessions for potential students to learn about the School of Management and to hear from current students. Call the Boston campus at 617/353-2670 or the Tyngsboro campus at 508/649-9731, ext. 296 for the schedule and to confirm your attendance.

Interviews

Prospective students may meet with a member of the admissions staff to learn more about the program. These interviews are informational only and are not used to evaluate the applicant. Under certain circumstances, the Admissions Committee may request an interview with an applicant in order to clarify certain aspects of his or her application.

Application to the MBA Program

Boston University’s MBA programs are open to qualified men and women who have earned a bachelor’s degree from a fully accredited college or university in the United States or abroad. International students must have an undergraduate degree equivalent to a U.S. bachelor’s degree.

To be considered complete, your application must include:

1. The Application for Admission form.
2. A nonrefundable $45 application fee, payable to Boston University.
3. Official transcripts from all colleges or universities attended. Each transcript should be in a sealed envelope with the registrar’s signature across the flap.
4. Three letters of evaluation. Each letter should be in a sealed envelope with the evaluator’s signature across the flap.
5. Official results of the Graduate Management Admissions Test (GMAT). To expedite processing, you should submit an application that is otherwise complete and forward the score when it becomes available.
6. Completed address labels.

International students must also submit:

7. Results of the Test of English as a Foreign Language (TOEFL).
8. International Student Data Form (available from the Admissions Office).
9. Financial declaration, stating that the applicant has enough funding for tuition and living expenses for the duration of the MBA program.
10. Copies of all current or recently issued visa or I-20 documentation.

Incomplete applications cannot be considered. Check that you have submitted all required items and completed all forms. You are responsible for ensuring that your application is complete. We suggest that you retain a photocopy of the completed application.

Mail your completed application with the application fee to Boston University, Graduate Management Admissions, School of Management, 685 Commonwealth Avenue, Boston, Massachusetts 02215. International students may also mail their application to a Boston University International Liaison Office (listed on back cover). You will be notified by postcard of the status of your application.

Application Deadlines

Students are admitted to the MBA program for full-time study in September only. Candidates may apply for part-time study in January as well as September. Applications must be at the Offices of Admissions and Financial Aid by the following dates.

PROFILE OF SEPTEMBER 1993 ENTERING CLASS

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering Class Size:</td>
<td>180</td>
<td>185</td>
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<tr>
<td>Average Age:</td>
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<td>27</td>
</tr>
<tr>
<td>Average U.S. GMAT Score:</td>
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<td>580</td>
</tr>
<tr>
<td>Average Grade Point Index:</td>
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<td>3.07</td>
</tr>
<tr>
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<td>60%</td>
<td>59%</td>
</tr>
<tr>
<td>Female</td>
<td>40%</td>
<td>41%</td>
</tr>
<tr>
<td>Undergraduate Major:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>39%</td>
<td>38%</td>
</tr>
<tr>
<td>Science</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Social Science</td>
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<td>24%</td>
</tr>
<tr>
<td>Engineering/Math</td>
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<td>24%</td>
</tr>
<tr>
<td>Humanities</td>
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<td>8%</td>
</tr>
<tr>
<td>Other Countries Represented</td>
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<td></td>
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<tr>
<td>United States Citizen</td>
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<td></td>
</tr>
<tr>
<td>Citizen of Other Nation</td>
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</table>

"We hire a lot of graduates from Boston University’s management programs every year. As a group they have several advantages. The diversity of the program—serious students from all over the United States and many countries throughout the world—means they are called upon to communicate more effectively, to negotiate in classes between cultures, and to be resilient. This cosmopolitan influence is invaluable to a firm like Arthur Andersen—we need extroverted, self-confident men and women who can work with different kinds of people. That’s the way the real world is!"

DAVID J. CLARKSON
Director of Recruiting,
Arthur Andersen/Andersen Consulting
**January admission**

Financial aid applications: March 15* 
International applications: April 1 
Full-time applications: May 1 
Part-time applications: July 15 

*If applying for financial aid, both the completed application for admission and the completed application for financial aid must arrive by March 15. The FAFSA must be filed by February 1.
(See “Financial Aid,” page 45.)

**September admission**

Financial aid applications: March 15* 
International applications: April 1 
Full-time applications: May 1 
Part-time applications: July 15 

*If applying for financial aid, both the completed application for admission and the completed application for financial aid must arrive by March 15. The FAFSA must be filed by February 1.
(See “Financial Aid,” page 45.)

**January admission**

Part-time applications: December 1

Applications are reviewed on a rolling system. Review begins in February for September admission and in October for January admission. Because all seats in an entering class may be committed before the end of the admissions period, you are urged to submit your completed application as early as possible. Applicants are generally notified of the Admission Committee’s decision within four weeks of the receipt of the completed application.

**GMAT Administration**

The Graduate Management Admissions Test (GMAT) is administered four times a year at numerous locations in the United States and abroad. The January exam is the last acceptable date for the GMAT and TOEFL tests for the April 1 deadline for international students. March is the last acceptable examination date for the May application deadline (entering full-time in September); June is the last acceptable examination date for the July deadline (entering part-time in September); and October is the last acceptable examination date for the December deadline (entering part-time in January).

In all cases, candidates are advised to take the GMAT well in advance to ensure that the score is received by the Admissions Office prior to the application deadline. GMAT test scores may be no more than five years old. Unless otherwise requested in writing, the Admissions Committee will consider the highest score reported.

Questions concerning the GMAT and score reporting should be addressed to the Graduate Management Admissions Test, Educational Testing Service, CN 6103, Princeton, New Jersey 08541-6103; telephone 609/771-7330.

**International Applicants**

All applicants who are not U.S. citizens or permanent residents must submit an International Student Data Form and a financial declaration. Since scholarship funds are not available to foreign students, each international applicant must submit a financial declaration showing adequate funding for both tuition and living expenses for the duration of the MBA program. Please consult the International Student Data Form for information on the format and amount of this financial declaration. International students should also submit copies of current or recently issued visa or I-20 documentation. The student’s visa will not be issued without this information.

International applicants whose native language is not English and who have not received a degree from an English-speaking institution must also submit the results of the Test of English as a Foreign Language (TOEFL). Arrangements to take this test can be made by writing directly to: Test of English as a Foreign Language, Box 899, Princeton, New Jersey 08540, USA.

All application materials must be submitted in English. A copy of the original document must accompany translations of academic records and other materials. Records of university study should show courses, grades, type of degree received, and exact or approximate rank in class.

**Introduction to the MBA Program**

International students will find the three-week orientation in August to be an ideal preparation for the interactive, dynamic atmosphere of the American MBA classroom. Now in its sixth year, this innovative program is unique to Boston University. The orientation provides an intensive educational experience focused on specific skills and understandings that contribute to students’ success and full participation in the MBA community.

The orientation provides thirty-six hours of intensive English language practice related to management, including skills in listening, speaking, and writing. In addition, students will participate in an actual case discussion, be introduced to the United States economic system, and will refine oral presentation skills.

"I know my career wouldn't have moved ahead so fast without my Boston University MBA. I attended Boston University part-time while I had a management job at Polaroid. I could test my classroom knowledge immediately in the workplace and see what really worked for me. Other students were also from major corporations—we compared notes on how a case would be handled at Polaroid, Kodak, or Xerox. Many of the cases actually came from our companies. It's hard to imagine that the experience could be richer at any other school!"

PHILLIP HILLMAN
Class of 1983
General Manager, Inner City, Inc. (a Polaroid subsidiary)
The orientation is open to all international students who would like this preparation for the rigors of the MBA Program. Attendance may be required for students who are not native English speakers, and whose prior academic work has not been in English, nor fully prepared them for the case study method of education.

Transfer Students
MBA candidates at other institutions who wish to transfer to the Boston University MBA Program must submit a full application packet. All transfer of credit is handled after admission to the program.

Letters of Evaluation and Transcripts
Evaluators who are in positions to assess the applicant's professional work experience should be selected. The most helpful evaluations demonstrate an awareness of management potential. Academic, extracurricular, and/or community performance are also accepted. Evaluations from friends and family, with few exceptions, are of limited value.

Send each evaluator a letter of evaluation form and an envelope. Complete the top portion of the evaluation form and sign it. Clearly type or print your name and address on the front of the envelope and check the appropriate box on the back. Ask the evaluator to complete the form, seal it in the envelope, sign the line across the envelope seal to ensure confidentiality, and return the envelope to you.

Transcripts should be handled similarly. Enclose an envelope, with your name and address clearly typed or printed on the front and appropriate box checked on the back, with your transcript request. The school registrar should seal the transcript in the envelope, sign the line across the envelope seal, and return the envelope to you. If you have attended more than two schools, you may submit additional transcripts in plain sealed envelopes.

A school registrar or an evaluator who is unable to send the requested credentials to you may mail them directly to the Admissions Office. You should submit a note with your otherwise completed application indicating which materials will be sent directly.

Program and Status Choice
Each concentration, General Management, Health Care Management, and Public Management, has a specialized curriculum and focus. Applicants should weigh their choice of concentration carefully before submitting the application. Although it is possible to change concentrations after enrolling, such a change may severely restrict the choice of courses.

Applicants must indicate on the application whether they intend to enter the MBA program as a full-time or part-time student, although they may subsequently change this status. Applicants who are interested in one of the dual degree options should so indicate on the application; acceptance to both Schools is required.

The admissions committee evaluates all applicants according to the same standards.

Admissions Decisions
Applicants not accepted into the MBA program may request to reactivate their application for a later semester. All inquiries, including requests for reactivation, may be discussed with the director of admissions. Applications to all MBA programs are held for one year.

Address Labels
The application packet includes a sheet of address labels to facilitate future correspondence. Please type or clearly print your complete current mailing address on the labels and return them with your completed application packet.

FINANCIAL AID
The MBA Program offers a number of financial aid programs. Financial assistance recipients are selected on the basis of financial need and additionally on academic merit. Students interested in being considered for financial aid can request a complete financial aid information packet from the Admissions Office at 685 Commonwealth Avenue, Boston, Massachusetts 02215. Applications for admission are considered by the Admissions Committee independent of financial need.

Financial Aid Forms
MBA students who are applying for financial aid must file a Free Application for Federal Student Aid (FAFSA) with the College Scholarship Service, and request that a report be sent to the School.

FAFSA forms are available through the Graduate School of Management Admissions Office.

Financial Aid Application Deadline
Financial Aid applications will not be reviewed until an admissions decision has been made. For this reason, all applicants must have both the complete financial aid application (including the FAFSA report) and the complete admissions application (including the GMAT exam and all supporting documents) at the Office of Financial Aid by MARCH 15. To meet this deadline, the FAFSA report should be submitted for processing no later than FEBRUARY 15, and the GMAT exam should be taken no later than January.

There can be no guarantee that applications completed after this date will be reviewed.

Notification of scholarship decisions will be mailed to all applicants in early April.
MBA Scholarships
Boston University offers a limited number of scholarship awards to qualified full-time MBA students who are U.S. citizens or permanent residents. Individual awards for an academic year in the past have ranged between $2,000 and $10,000.

To apply, students must complete the Application for Financial Aid (included in the application booklet) and the FAFSA report.

Scholarship awards will be offered for a two-year period for each semester the student is enrolled full-time, up to a total of four semesters. Scholarship aid is not available during summer sessions.

Renewal each semester of the two-year award is contingent upon:

1. Continued demonstrated financial need (recipients will be required to submit a new FAF report for the second year of the program).
2. Continued demonstrated academic merit (recipients must maintain a minimum cumulative grade point average of 3.00).
3. Full-time enrollment. All courses taken in each semester covered by this award must be used to fulfill MBA degree requirements.

If any of these contingencies is not met, the award will be withdrawn.

Because of the two-year award cycle, the only opportunity to apply for MBA scholarship aid is in the spring prior to the first fall semester of full-time enrollment.

MBA Scholarships for Dual Degree Students
Financial Aid responsibility for dual degree students will be shared by the School of Management and the other School to which the student is applying. Dual degree applicants should submit separate financial aid application materials to both Schools. Each School will review applications and make independent financial aid decisions on the basis of its own eligibility and selection criteria.

United States Public Health Service Traineeships
For Health Care Management students, Public Health Service Traineeships are available in limited numbers. Students who are U.S. citizens or permanent residents are eligible to apply.

Federal Perkins Loan
The Federal Perkins Loan is a need-based loan awarded to full-time students. The interest rate is 5 percent, and past awards have been between $1,500 and $3,000. Applicants must submit the Application for Financial Aid, the FAFSA report, and a financial aid transcript form (included in the application booklet) from each postsecondary school attended at least half time, whether or not financial aid was received at the institution.

Federal College Work-Study
College Work-Study is a federally funded student employment program offered to full-time students who are either U.S. citizens or permanent residents. Eligible employers include Boston University and many other nonprofit organizations. The application procedure is identical to that of the Perkins Loan.

 Educational Loan Programs
There are several other student loans available through private lenders. These include the Federal Stafford Student

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TUITION AND FEES

Tuition and fees are established by the Trustees of Boston University and are subject to change at any time. The following tuition rates have been established for the 1993/94 academic year:

<table>
<thead>
<tr>
<th></th>
<th>Full-time (per semester)</th>
<th>Part-time (per semester)</th>
<th>Part-time (per semester)</th>
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<tbody>
<tr>
<td>Tuition</td>
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<td>$2,172</td>
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<td>40</td>
</tr>
<tr>
<td>Registration Fee</td>
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<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Student Activity Fee</td>
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<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Health Fee</td>
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<tr>
<td>Medical Insurance *</td>
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</tr>
<tr>
<td>U.S. citizens</td>
<td>461 per year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International</td>
<td>461 per year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Massachusetts law requires all students who are carrying at least 75 percent of the full-time curriculum to have medical insurance. Students who cannot demonstrate coverage under a qualifying medical insurance plan are required to purchase the University's student health insurance plan.

Books and supplies for full-time students are estimated to cost $990 for a full year during 1993/94.

Boston University School of Management reserves the right to change without notice any policies concerning, but not limited to, its rules, tuition, fees, curricula, and courses.
Loan, the Supplemental Loan to Students, the Graduate Education Loan, and the Professional Education Plan. For further information about these programs, contact the Graduate Admissions Office.

**Minority Scholarships**
The School of Management has a number of scholarships for minority students. Applicants must complete the Applications for Admission and Financial Aid.

Boston University also has several other scholarships available to full-time minority students: the Martin Luther King Fellowships and the Links Incorporated and Whitney M. Young Fellowships. Applications are due by February 1. For further information on minority scholarships, contact the financial aid officer in the School of Management.

**Financial Aid for International Students**
Because of limited scholarship funds, assistance requests from international students in the MBA program cannot be considered. International students are, however, eligible to apply for School of Management Research or Teaching Assistantships.

**Payment Plans**
*For Full-Time Students:*
Full-time students may spread yearly educational costs over a period of ten months by enrolling with Academic Management Services. There is a one-time fee of $45 with no interest charges. For more information, contact Academic Management Services, Inc., 1110 Central Avenue, P.O. Box 1000, Pawtucket, Rhode Island 02862; or call 800/556-6684.

*For Part-Time Students:*
Part-time students may wish to take advantage of the Boston University Deferred Payment Program. Arrangements for this program may be made at the time of registration or payment, through Student Accounting Services, 881 Commonwealth Avenue.

**ACADEMIC POLICIES AND PROCEDURES**

**MBA Degree Requirements**
Boston University confers the Master of Business Administration degree on candidates recommended by the faculty of the School of Management and approved by the President and Trustees of the University. A candidate's entire course of work and conduct in the program are considered. Each candidate must:

1. Satisfactorily complete the prescribed core courses and elective courses as outlined in the curriculum;
2. Complete a minimum of ten courses within the School of Management;
3. Complete all requirements for the degree within six years of the date of first registration;
4. Have a minimum cumulative grade point average of 2.70 in MBA coursework;
5. Have a minimum cumulative grade point average of 2.70 in all coursework taken while registered in the School of Management and approved for MBA credit.

Further details and information about all academic policies are available in the MBA Handbook, available in the Graduate Programs Office in the School of Management.

**Transfer of Credit and Waiver Examinations**
MBA students with recent undergraduate courses in management have the option of waiving core courses through examination. Students who have taken graduate management courses at other schools accredited by the American Assembly of Collegiate Schools of Business (AACSB) may be able to transfer courses directly. Other transfer of

*Continued on page 49*
Study group members exchange ideas.
From left: Teresa Palacios (Venezuela),
Stephen Villanueva (Philippines),
Caroline Chou (Taiwan and Australia),
Jon Hoot (California)
Within most MBA classes at Boston University, students are asked to form study groups. The study group is a source of mutual support and shared resources, and an opportunity to experience the international flavor of this student body. Perhaps most important, team learning is a valuable practice to carry over into the workplace, where team-oriented projects are becoming the solution of choice. A roundtable discussion with one group revealed what can happen once trust develops between members.

How did you make decisions?
Jon recalls, "Our first project together was a survival test. The assumption was that we had just crash-landed in a wilderness, and we had to rank sixteen objects that we could bring with us as we hiked our way back to civilization. Caroline shared her ideas in a quiet, rather modest way, saying the blanket should be first. But two very loud and verbal people in our group kept insisting on the salt tablets. They had some very elaborate justifications and by sheer force of will got us all to rank the salt tablets first. Eventually, the blanket showed up, but near the bottom of our list. "When the whole class reconvened, and all the other groups reported their lists, everyone else ranked the blanket first and the salt tablets last—every single group! It taught us that all views, no matter how quietly presented, must be considered. From then on, we paid a lot more attention to Caroline's ideas."

What was the biggest adjustment for you here in America, Caroline?
"I was raised as a Taiwanese, and we didn't usually voice our opinions too strongly. But once I got used to the group, and saw they respected my ideas and they expected me to speak up, I felt much freer to express what was on my mind."

And for you, Teresa?
"Coming from Venezuela, I had the viewpoint from a smaller country. Here I learned to look at things on a bigger scale, such as the huge postal service in the U.S. Maybe by the same token, Americans will find it useful to remember my perspective when their company is negotiating with a business in a smaller nation."

How did the group work—how did you decide which ideas to follow?
"We had a free-flowing exchange where the best idea prevailed," says Stephen. "No ideas were necessarily bad, but another idea might just be better. At the start, one person would dominate, but after a while, each of us became more comfortable and made our own contributions to the whole. Industry doesn't run by individuals working on independent projects. What we're learning about teamwork and team processes is a tremendous skill to carry over into our careers."

How would you describe the international experience, Jon?
"I've been struck by how similar we are as people, even though our styles are different. I don't know if it's American versus international, or male versus female—but with different styles, I really learned to listen better. Here there's an opportunity—really a necessity—to evaluate every view."

A SOURCE OF SUPPORT, AN OBJECT OF SELF-STUDY
ADMINISTRATIVE POLICIES

Veterans Information

In cooperation with the Veterans Administration, the University participates in numerous veterans' benefits programs, including educational assistance, Work-Study, rehabilitation, deferred payment, and tutorial programs.

If you are eligible for veterans' benefits or would like more information about VA rules and programs, contact the Boston University Office of Veterans Affairs, 881 Commonwealth Avenue, Boston, Massachusetts 02215; telephone 617/353-2390.

Privacy Act (Buckley Amendment)

Under the provisions of the Family Educational Rights and Privacy Act, also known as the Buckley Amendment, students have the right to inspect the educational records kept by the University concerning them, to request correction of any inaccurate data, and to file complaints concerning any misleading information contained therein. Parents of dependent students may inspect their son's or daughter's academic records after establishing proof of his or her dependency. Disclosures are restricted to those who are authorized and who have legitimate need for the data. The University safeguards against third-party disclosure of personally identifiable information.

An annual notification of rights and the procedures for exercising them are printed on the University registration form and mailed to supporting parents. Copies of the University's Compliance Manual and forms for obtaining access to records are available at each School and College office. For further information, contact your School or College office or the Assistant Registrar at the University Access Office, 881 Commonwealth Avenue, Boston, Massachusetts 02215; telephone 617/353-3678.

Equal Opportunity Policy

Boston University prohibits discrimination against any individual on the basis of race, color, religion, sex, age, national origin, physical or mental disability, or because of marital, parental, or veteran status. This policy extends to all rights, privileges, programs and activities, including housing, employment, admissions, financial assistance, educational and athletic programs.

Boston University recognizes that non-discrimination does not ensure that equal opportunity is a reality for all employees, applicants for employment and students. Because of this, the University will continue to take affirmative action to ensure that employees and students alike are treated equally during their employment and/or matriculation.

Boston University strongly encourages minority group members, veterans, disabled individuals and women to apply for positions for which they are qualified and that are of interest to them.

Care will be taken to ensure that affirmative action includes, but is not limited to the following: employment, upgrading, demotion, transfer, recruitment, layoff, rates of pay, and all other forms of compensation, apprenticeships and selection for training.

The swan boats are a traditional part of the Boston Public Gardens.
Personnel policies and practices have been reviewed and will continue to be reviewed to ensure that there will be no illegal discrimination against employees on account of sex and that all employees of both sexes shall have equal opportunity to any available job that they are qualified to perform.

The University will not discriminate against any employee or applicant for employment because of a physical or mental disability. Boston University takes affirmative action to employ and advance qualified disabled individuals in all segments of its workforce and is committed to full participation in campus life by disabled students, staff and faculty.

The University prohibits unlawful discrimination against any individual in the providing of, or access to, University services or facilities.

Any employee judged to be in willful and deliberate noncompliance with any section of this Equal Opportunity/ Affirmative Action Policy will be subject to disciplinary action.

Inquiries regarding the application of this policy should be addressed to The Office of Equal Opportunity, 25 Buick Street, Boston, MA 02215, 617/353-9286.

Grievance and Arbitration Procedures Under Title IX

Undergraduate students who believe they have been discriminated against because of their race, color, creed, religion, ethnic origin, sex, age, or physical disability may file in writing a formal grievance with the Vice President and Dean of Students. Graduate students file formal grievance directly with the dean of their School or College. The written statement should be as specific as possible regarding the action that precipitated the grievance: date, place, and people involved; efforts made to settle the matter informally; the remedy sought.

Within one week of receiving the statement, the Vice President and Dean of Students forwards a copy to the appropriate person. If the complaint raises an academic question, the statement is forwarded to the dean of the School or College involved; if a non-academic unit is concerned, the statement is forwarded to the administrative head of that unit. Individuals whose actions or inactions are the subject of the grievance receive a copy from their dean or administrative head and have an opportunity to respond in writing.

The dean or administrative head will try to meet with all concerned parties within two weeks of receiving the statement. He or she may receive both oral and written presentations and may make an independent inquiry.

Within one week after such a meeting, the dean or administrative head makes a decision as to the merits of the statement and appropriate resolution of the grievance. Copies of this decision are sent to the student, the individuals whose actions are the subject of the grievance, the dean of students, and the provost. If dissatisfied with the decision, the student may appeal to the dean of students, and from there to the provost.

A record of all formal grievances is kept in the Office of the Vice President and Dean of Students, East Tower of the George Sherman Union, 775 Commonwealth Avenue, Boston, Massachusetts 02215. Copies of all written statements, letters, and so on relating to a grievance should be sent to that office.

Student Retention Information

Statistics for the student retention rate at Boston University are available on request from the Office of the Registrar, 881 Commonwealth Avenue, Boston, Massachusetts 02215, in accordance with the Educational Amendments of 1976, Section 493A.

Salary and Employment Information

Information from a survey conducted by the University concerning general income figures of its recent graduates is available on request at the reception desk in the Office of Admissions, 121 Bay State Road.

The University assumes no liability for failure to provide educational or related services arising out of or due to causes beyond the reasonable control of the University. The University will exert reasonable efforts to provide comparable or substantially equivalent services, but its inability to do so shall not subject it to liability. The Trustees of Boston University reserve the right to change tuition rates or fees at their discretion whenever it is deemed advisable.
MBA students enjoy a volleyball break.
Executive MBA Program
The Executive MBA Program is an accelerated, seventeen-month program designed for experienced managers with a minimum of ten years of work experience. The program begins each year in January and ends in May of the following year. EMBA classes meet for two-day residential sessions (Fridays and Saturdays) every two weeks, and for four week-long residential sessions. The EMBA Program allows experienced managers to pursue an accredited MBA degree at an accelerated pace without interrupting their careers. All Executive MBA classes are held at the Boston University Corporate Education Center in Tyngsboro, Massachusetts, except for the final residence week which is held at an international location.

Applicants to the Executive MBA Program must meet the work experience requirement and must be sponsored by their organizations to be considered for admission. The Admissions Committee selects class members with a diversity of skills and backgrounds, but it also seeks to bring together people of comparable levels of management experience and responsibility. EMBA participants may be middle-level managers preparing for senior management, entrepreneurs, specialists such as engineers seeking management responsibilities, or professionals in nonprofit or public-sector organizations.

For further information on the program, contact the Executive MBA Program Office, Boston University Corporate Education Center, 72 Tyng Road, Tyngsboro, Massachusetts 01879; telephone 508/649-9731, ext. 296.

Doctor of Business Administration
Boston University's DBA Program emphasizes innovation and integration in management theory and practice. Its graduates are prepared as faculty and researchers by a curriculum that combines a depth of knowledge in a major concentration with breadth in a minor area. Majors include accounting, finance, management information systems, management policy, marketing, operations management, and organizational behavior.

The minimum course requirement is fourteen courses (fifty-six credits), with a prerequisite of at least four MBA core courses, which may be waived as appropriate. The minimum of fourteen courses includes four in research methodology, six in the major concentration, and four in the minor. These courses may be completed within two academic years of full-time study.

Other requirements for the DBA degree include the preparation of a scholarly paper; successful performance on the qualifying examination given by the department; development of a proposal representing original research, collection and analysis of data, and preparation of an approved dissertation that contributes to knowledge in the field.

Doctoral-level courses in research usually include:
- DS 905 Research Methods in Social Sciences
- QM 915 Multivariate Data Analysis

Among other methodology courses available are:
- QM 887 Experimental Design and Sampling
- QM 916 Mathematical Models

Further information and complete course descriptions on the DBA Program can be obtained from the Graduate Management Admissions Office, Boston University School of Management, 685 Commonwealth Avenue, Boston, Massachusetts 02215; telephone 617/353-2670.

Master of Science in Management Information Systems
The Master of Science in Management Information Systems (MS/MIS) prepares students for careers guiding organizations toward more effective use of information. A one calendar-year program integrates general and functional management knowledge with the theory and practical applications of sophisticated information systems.

The MS/MIS Program curriculum consists of a rigorous series of twelve courses that provides the essential technical foundation of an MIS education while emphasizing the strategic issues of information technology in a business environment. These courses include five technical courses, three applications courses, a three-course sequence in managerial perspective on systems analysis, design, implementation, and management, and an MIS elective.

During the second and third semesters of the program, all MS/MIS students work on internship teams for professional organizations. The internship requirement enables students to become involved with a substantive information systems project. Student interns develop organizational skills to meet the challenges of implementing systems within complex organizations. For further information, contact the Master of Science in Management Information Systems Program, 704 Commonwealth Avenue, Boston, Massachusetts 02215; telephone 617/353-3522.

Program Accreditations
Boston University as a whole is accredited by the New England Association of Schools and Colleges, one of six nationally recognized accrediting agencies. The Master of Business Administration degree programs are fully accredited by the American Assembly of Collegiate Schools of Business. The Master of Business Administration Program with Concentration in Health Care Management is also accredited by the Accrediting Commission on Education for Health Services Administration.
Midcampus. Near the center is Marsh Plaza, a frequent gathering place for students. Across the Charles River, in the upper right, is the Boston University Boathouse.
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