Call for Chapter Proposals

Deadline: August 1, 2013

Handbook of Behavioral Operations Management
Social and Psychological Dynamics in Production and Service Settings

Chief Editors
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Overview

Over the last decade there has been an explosion of interest into the study of Behavioral Operations (Behavioral Ops). Artifacts emerging from this interest include special tracks in the major OM conferences (POMS, EurOMA, INFORMS, Academy of Management), three special issues dedicated to research on the topic (two in the Journal of Operations Management, one in Manufacturing & Service Operations Management), and entire editorial departments in top journals (Management Science and Production and Operation Management) devoted to such research. Further, from a practitioner field-perspective, there is also clear interest in bringing recent findings into the mainstream of practice. Several universities have also started to offer or take steps to develop formal elective coursework in Behavioral Operations.

Simultaneous to these developments concerns have emerged over the adequacy with which now established Behavioral Operations phenomena are dealt with in degree granting programs and corporate training agendas. Concerns stem from two points made at a plenary discussion on education at POMS 2011: (1) Pedagogical lessons regarding human behavioral is largely cast in the perspectives and terminology of underlying social/psychological theories. This has traditionally made it difficult for teachers of operations management content to link such knowledge to OM teaching plans and materials. (2) Games are seen as a major contribution to Behavioral Operations education, but experiments as described in literature are usually used for scientific research, and often difficult to replicate in teaching settings due to the use of unique proprietary software or insufficient descriptions of methods and materials used.

No comprehensive teaching-oriented overview of Behavioral Operations currently exists. In contrast there exist numerous scholarly texts on the topic (see Competing Publications) and short review articles published in top tier OM Journals: “Behavior in operations management: Assessing recent findings and revisiting old assumptions” (JOM 2006), “Toward a Theory of Behavioral Operations” (M& SOM 2008), “Bodies of knowledge for research in behavioral operations” (POM 2012), “Behavioral Operations: the state of the field” (JOM 2013), “On the interface between operations and human resources management” (M& SOM 2003), etc. However for educational purposes these reviews suffer from at least two problems.
First they tend to be far too dependent on associated literature, forcing new readers unfamiliar with the domain to seek such additional sources. Second, they are too inaccessible to students (and most university instructors, frankly) given the focus of these reviews on scientific authorship. Once again, these reviews are simply not written for non-research audiences.

A handbook providing easy to access insights into why associated behavioral phenomena exist in specific production and service settings, ready-to-play games and activities that allow instructors to demonstrate the phenomena in class settings, and applicable prescriptions for practice could achieve this end. The same reasoning inspires the idea of a text serving as a desk/training reference to those practitioners already in the field. An interdisciplinary book relating the dynamics of human behavior to operations management would be useful for practitioners seeking to develop greater system understanding among their workers - a value confirmed by both anecdotal and empirical evidence (c.f. “The role of systems thinking in project execution: impacts on information sharing quality and psychological safety”, Bendoly 2013). Furthermore emerging research aimed at providing more insightful prescriptions to practice can only benefit through well documented exercises that can be adapted for use in observing how dynamics can be influenced through changes in the conditions in which they are set. In this sense, the current text in development proves its value on multiple levels.

**Structure**

In order to accomplish the various objectives of this project, learning exercises will be subdivided to cover the main topics common to popular OM text books. These chapters will constitute the bulk of the text, however we will preface this chapters with an introductory chapter on the history and relevance of incorporating human factors in Operations Management decisions – along with the many historically observed pitfalls of failed to do so.

The present Call for Proposals refers specifically to the “learning exercise” chapters. Interested authors that have a successful Operations Management activity in hand, and one that they can clearly associated with a specific Operations Management context (eg. revenue management, quality management, etc.), and which clearly demonstrates the complex interplay between Operations Management policies/structures and human behavior, are encouraged to provide proposals by **August 1, 2013**. The form on the next page should be completed and sent to Dr. Elliot Bendoly (Emory University, Goizueta Business School; Bendoly@emory.edu). Note that proposals that include a co-author in a discipline such as OB/HR, Psychology, Sociology, etc. are ideal. However in lieu of such, authors are asked to provide the name of such a scholar to serve as an advisory editor on the chapter.

The final 2 pages (appendix) included on this Call provides a chapter structure outline, providing the expectations that Oxford has with regards to chapter content and consistency.

Any additional questions can be direct to the chief editors.
Please complete each section below

1. **Chapter of Interest (submit separate forms if interested in more than one chapter):**

   - Production Scheduling
   - Project Planning
   - Work Design
   - Quality Management
   - Service Management
   - Revenue Management
   - Supply Chain Management
   - Design of Tech and I.S.
   - Integrative Capstone

2. **Main Operations Management-Discipline Contributors:**
   
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3. **Main Contributors (if any) from Org, Behavior, HR, Psychology, Sociology or Related:**

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4. **IF (3) is BLANK: Recommended Advisory Editors from Org, Behavior, HR, Psych. Socio. or Related:**

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5. **Description of the Learning Activity to be included in the Chapter:**

   a. What Behavioral Operations Phenomena will it Depict/Convey

   b. **How is the Activity Run?** (electronic/print/etc?, group/individual?, timeline?, etc.)

   c. What are the Practical Ramifications of the Learning Activity (what can we tell Practitioners?)

6. **We Agree to Provide a Completed Chapter Draft no later than January 10, 2014**
APPENDIX

Structure for Each Contributed Chapter

Use as a checklist in chapter development

☐ Pre-approval on chapter authoring obtained from chief editors, via chapter proposal review process (deadline for proposals August 1, 2013)

☐ Final Draft Submitted no later than January 10, 2014

A) Overview (1 page max)

☐ 1-3 paragraphs: Provide an INTRODUCTION to the topic/domain to be dealt with in the chapter discussion (and ultimately the case example and activity)

☐ 1-3 paragraphs: Describe in brief the STATE OF MANAGEMENT PRACTICE with respect to elements of this topic domain (how they are typically thought of, handled, etc.). Highlight typical (anecdotal, not theoretical) pitfalls

B) Theoretical Perspective (6 pages max)

☐ 2-3 paragraphs (1 page max): Summary of TRADITIONAL OM theory/modeling on the topic (may be brief at start and peppered throughout chapter)

☐ 2-3 paragraphs (2 pages max): Existing research showing limitations in the traditional approach/models. Anchoring of this in behavioral sciences (e.g., cognitive psychology, social psychology, sociology, culture, human decision making, etc.)

☐ 2-3 paragraphs (2 pages max): Where available, describe design criteria (prescriptions to practice from the research literature) that incorporate behavioral aspects

C) Case Example (3 pages max)

☐ 1-3 pages (3 pages max): Provide a case (real-world or “realistic”) that provides an illustration of an operational context in which some of these behavioral issues are salient.

☐ This section should refer back to ideas presented in section B

☐ This section should serve as a foundation for the activity used to illustrate associated dynamics/biases/heuristics/complications in this context (as described in section D).
D) Learning Activities (8 pages max)

☐ 4-8 pages (8 pages max): Outline an activity (or a set of activities, perhaps that are variants of the main activity) to provide hands-on illustrations of the behavioral issues of focus in an operational setting.

☐ Electronic versions of the game are a plus, but at least a clear printed outline of the game’s set-up is required here (if an electronic tool is not needed).

☐ Regardless of electronic supplements, a clear table/worksheet must be included in this chapter to allow prospective participants in the activity to take notes/records specific issues of particular interest in the dynamics of the game.

☐ This section should relate back clearly to both sections B and C.

E) Discussion (4 pages max)

☐ 1-2 pages (3 max): Discuss what the participants would likely have observed in the activity (or the range of possible observations).

☐ 1-3 paragraphs (1 page max): Discuss how these kinds of observed dynamics are worthy of greater attention in practice.

☐ 1-2 paragraphs (2 paragraphs max): Discuss how these kinds of observed dynamics are worthy of greater attention in the Operations Management literature.

☐ 1-2 paragraphs (2 paragraphs max): Discuss how these kinds of observed dynamics are worthy of greater attention in the associated behavioral literature (OB/HR, psychology, sociology, etc.).

F) References

Use Oxford University Press guidelines for presenting all references used.