From Cybersecurity Consultant to MBA Professor: The Journey of Dominic Sellitto

Podcast episode was recorded on 3/1/24

Patrick Lageraaen:

Welcome to another episode of the UB School of Management's Manage-A-Bull Podcast. My name is Patrick and I'm your host. Also in the studio is my co-host, Eric Raine. On today's episode, we have Professor Dominic Sellitto, he's an MBA professor teaching the first year MBA class, IT for Managers. He's also the director of the MSBA program and an ex-Deloitte cybersecurity consultant. We talked to him about his background and how he went from UB student to UB professor. We also talked to him about his course, IT for Managers, and about AI and how it's being leveraged in the School of Management. All right, so Dominic Sellitto, thanks for being here in the studio, maybe to start us off, could you tell us a little bit more about your background?

Dominic Sellitto:

Yeah, sure. Well, first, thanks for having me. So, I am a faculty member here at the School of Management, but that wasn't my career journey. I started as an undergrad here at UB, finished my graduate degree in MIS here, and then I went into the cybersecurity field for a number of years. I was working with companies like Deloitte and Touche, and predominantly in consulting, escalating up to an executive role as a chief information security officer. And then, many people during the pandemic, I quit, and decided to chart a different path, and it led me down the pathway here, to the school. And so, now I'm a faculty member here, and I am teaching things like IT to our MBA students, and running the business analytics program, and it's just a blast now. And so, that's my... Oh, and also artificial intelligence, that is, diving very deep into that in terms of building tools and getting into the research on that front. But that's the quick about me.

Patrick Lageraaen:

So, not diving too deep on AI at this moment, but... So, you got a BS and an MS from UB.

Dominic Sellitto:

Yep.

Patrick Lageraaen:

What year did you graduate?

Dominic Sellitto:

This gives away the secret sauce. So, for me, I graduated with the BS in 2013, and the MS in 2014. So, coming up on my 10 years. 10 years since, yeah. Yeah, it's been 10 years.

Eric Raine:

I was going to say, I think one of the cool things though is, given that timeline, the fact that you're able to take those degrees, go out into industry, work in various roles, get a lot of background and experience before coming back and teaching to students, which I think translates well into the classroom.

Dominic Sellitto:

Yeah, it was something that's really funny, because I never imagined myself, especially when I was a student, coming back and ever teaching. And when I first got the call, or the first contact that was made to me about teaching, my first thought was, nah, I'm not doing that. I'm just not the guy, it's not for me, I don't have that yet. And then, over time, the stuff that I learned, the classes that I took, and even the connections that I made while in both of the programs led down that pathway to this. And I realized, probably a little bit later than I would've preferred to, that a lot of overlap between consulting and teaching because consulting is solving problems and then showing the client how to do that themselves in the future, most of the time. And that kind of training element is the distilled essence of that consulting arrangement, it's a natural fit for teaching. And so, it's been an interesting journey, and it's interesting to be on the other side of the podium, that's for sure.

Patrick Lageraaen:

What was it that pushed you over the edge and made you decide to come back and teach?

Dominic Sellitto:

Yeah. I like that-

Eric Raine:

Other than COVID.

Dominic Sellitto:

I like that phrasing, pushed you over the edge.

Patrick Lageraaen:

Sounds like you didn't want to. Yeah.

Dominic Sellitto:

No. Yeah. No, no, no. So, it's funny, I started as an adjunct, and so a lot of our adjunct faculty, within the School of Management, it's really cool, because they're all working professionals. And so, part of the big benefit of that is you get this real time knowledge transfer from what's happening that day in the field. And so, I started teaching digital forensics in, I think 2018 or 2019, as an adjunct faculty member. So, one night a week I would end work at 6:00 PM instead of 9:00 PM and would drive to the university and teach. And it gave me this opportunity that was a double benefit to me, because it helped me refine my skills in that particular topic area, but also, I was working in that area as a consultant, and so I'd be able to bring this, here's this crazy thing that happened today... Obviously, for confidentiality reasons, I couldn't talk about the names of the actual companies and organizations. But some of those cases were so salient, and turned into actual assignments in my course, and I really enjoyed that dynamic.

And then, there's nothing, and I think if you ask any faculty this, there's nothing more rewarding than to have somebody come back, whether it's immediately, two years, three years, five years down the line, and say, hey, look, that thing that you taught in class, I got a job off of it. Or I did that exact thing yesterday, and it's amazing how like for like, one for one, that particular thing we did in class was. And I think that's what really sold me on it, is this, hey, this is very impactful. And instead of it just being impactful through the lens of one very specific niche topic, like digital forensics or cybersecurity, like what I was delivering to clients back then, it could be more globally valuable, and I could give back and build classes, and it engage with students, and learn from the students, and stuff like that. And it just, I don't know, it sold me just naturally over time.

And then, in the middle of the pandemic, everyone hit this... I like to use the Gartner trough of disillusionment terminology, it's something that a lot of people hit. And when I hit it, I was considering different career paths, and my wife had said to me, why not teaching, full-time? And I said, there's no way, they wouldn't hire me full time. And as it turns out, a job had opened up a couple of months later, I applied for it, I went through the process, and wound up. And so, it's interesting, and it's the story that I tell my students, you never know... You never know where you're going to wind up, and just to be open

to that journey, taking different branching paths, because I honestly have never been happier in my career.

Patrick Lageraaen:

That's great to hear. Would you say that it's more valuable to teach after time in the industry, both for you and for your students?

Dominic Sellitto:

I think that this is different depending on the individual. For me, yes, because my methodology for teaching tends to be one that is largely example and case-driven. And it's hard for me personally to synthesize and direct casework that I don't have direct experience in. So, I can't speak to the minutia of some very, very small microscopic concept that's happening in say, a prefab case study, because well, if I've never experienced it and a student asks about it, because they can't cover everything at the subatomic level, in the case documentation, then I don't really... I either have to go and learn it and make something up, which is not exactly valuable-

Eric Raine:

That's a hypothetical.

Dominic Sellitto:

Right, hypothetical. And so, I actually, for me, having that experience was valuable, especially when it got to the more leadership in executive level, when it comes to the MBA, because some of the very difficult scenarios that I've had from hiring and firing, to budget determinations, to strategic planning, these things are things I can pull from my own experience and bring into the classroom, and then I can talk about the minutia, everything down to waking up in a cold sweat at 3:00 in the morning over a decision that I had to make. And I think that helps me connect a little bit more, and I hope the students find it valuable as well.

Eric Raine:

I think inherently then students also see the value in actually plugging into what you're teaching them, in a way where it's like, oh, wait, you actually did this in the real world, and I should probably pay attention in a different capacity, even if it's subconscious.

Dominic Sellitto:

Yeah, and I think that's a really interesting point, is that, thinking back when I was a student... Again, as we discussed, it wasn't exactly that long ago. I always struggled with that. And it's hard to, and not for lack of trying, but it's hard often to see, especially back then, when I was in an undergrad or in a master's degree, and I hadn't started my full-time career yet, to really understand what the nuances of day-to-day work would look like for me, and the strategies that I was going to be helping to deliver, and how that all worked. And so, for me, it was all like a role-playing game.

It's like, oh, yes, I am this person in this case, and yes, that makes sense to me. But now that I've seen it, I can go back and connect to those cases a lot more, and I'm trying to, a big part of what I do when I iterate my classes is trying to think back to when I was in that spot and try to do things in a way that will help people to synthesize that information and to relate to it better.

Patrick Lageraaen:

And I would imagine that's valuable for students as well, when they're learning their fourth or fifth software in a calendar year, and you tell them, no, they actually want this. When you apply for this job, they're going to be looking for this.

Dominic Sellitto:

Yeah. And it's more and more, right? And especially, it's one of the cool things of being in this role is I get to talk to a lot of employers, more than the companies that I would when I was consulting, and so I see, and I talk with our alumni, and I get to see, wait a minute, no matter what I do, no matter what angle I approach this from, if you're going into a field that has anything to do with data, every single job wants you to be an expert in SQL. Okay, simple, right? Let's dive super deep into that. Let's get everybody experience with that. Let's show everybody if they're not comfortable with programming, that it's actually not as bad as it seems to get started with it.

And so, that at least we start building that proficiency, and I can tie back and say, no, no, no, no, what company do you want to work for? Yeah, that company, they're going to ask you for it. And in concert with groups like the CRC, internally, I think we have a really interesting dynamic that can help bring that to the forefront, and that better prep students, because that's what we're here for.

Eric Raine:

I think another thing too is, at least from being a former student in your class in the MBA program, is that the classroom design is well-balanced between the things that you bring in from cases that are real world examples, but also at the same time, one of the things that I really enjoyed was the fact that you said really early on in that course, what is it that you want out of this as well? What do you anticipate thinking you might need? And then, you were able to actually balance both the things that you want us know and the things that you feel like we need to know, and the things that we think we might want to learn about as well.

Dominic Sellitto:

Yeah, no, I'm glad that you enjoyed that part. It's one of the things I was thinking about, especially in the MBA program. You guys come in with an average set of years of work experience, and so many folks have already experienced things. And whether that's from my microcosm of my engagement with the MBA program through IT for Manager's core, is many times that's not in IT. Or maybe it is, and so what do you want to focus on? Because I think at the end of the day, everybody comes to a graduate program for a very specific reason. Whether that reason is because you have a clear vision of what you want to do post, or because you don't have a clear vision and you want to explore. And either way, you've got some driver for that.

And so, the courses, in my opinion, should always give that opportunity for you to say, okay, what is it that you want to learn? Yeah, there are things that we have to teach, there are things that are built into the course, there are learning objectives, and all of that needs to map, because we're an accredited program and we make sure we hit all of those notes, but we always leave some room, and that room is to explore. And every year it's different, every year we get engaged in something different. And so, I always want to make sure students have a hand in that, because that's what you're here for.

Patrick Lageraaen:

Yeah. So, speaking of things changing and needs of the class changing, when we were in his class last year, this time, last year, ChatGPT was just becoming a thing. So, talking about AI a little bit, what are your thoughts on it? What are you working on with AI?

Dominic Sellitto:

Yeah. Yeah, I think, if I recall correctly, and please correct me if I'm wrong, I think what we talked about, data analytics in the class. So, we did that module. So, the IT for Managers course is broken down into

these modules over the course of the seven weeks, I think one of the modules was data analytics, and I think we talked a little bit about how to use ChatGPT to help you with coding back then. And it's amazing because that was April of 2023, and what was mind-blowing then is baby stuff compared to now, in the same time in 2024. And so, we're in this really exciting time from a technology perspective that I, again, not to be dramatic about it, but that I would liken to as big as or bigger than the dot-com boom in the 90s, both in terms of the technological advancements and the speed of that, and the relative business landscape, with startups, and funding just exploding around this... And you can't see me if you're listening to the podcast, but air quotes, "new technology." It's not new, we've had-

Patrick Lageraaen:

New applications, right?

Dominic Sellitto:

Yes, new applications, new methods that speed it up and make it more accessible. And so, we're doing an incredible amount of work in AI. And so, personally, I've got grant funding that I'm working on right now internally at the school, to build internal AI apps to help students and faculty. And so, I'm working with our CRC on building some UB specific applications of generative AI to help in career preparation, with the understanding that well, yes, set up a time to meet with the CRC, meet with your career advisors, talk to a human. But sometimes it's 3:00 in the morning, and you see a job, and you're just trying to apply for it. Can we help you? And the answer is, can ChatGPT help you? Yes, but the amount of prompt engineering you're going to want to do in order to get something solid out of that, can we just truncate that process? Can we make it easier so that you just fill in a form, submit it, and you get some response back, that is through the voice of one of our career advisors?

And so, things like that, we're working on, and that's translating down into the class. So, this year, IT for Managers, the AI component naturally is expanding quite dramatically in that course to encompass a lot of other neat things like, in use cases, so using generative AI to simulate difficult conversations and workplace conversations to scrutinize business proposals, to play the role of an investor when you're trying to pitch something to them for funding, and things like that. It's like, how do we use these tools consistently, and in ways that can help us that aren't just, hey, ChatGPT, tell me a joke? Or something that's very simple, how do we get past that into the real meat of why it's valuable for you guys, as you head into that incredibly exciting and definitely super scary realm of how these generative tools are going to change the landscape over the next five, 10 years.

Eric Raine:

Yeah, I think one of the things that School of Management, especially your course, obviously we took it a year ago, and things are changing, like you mentioned, is the fact that we have AI, this inertia, and it's moving really quickly, and how do we plug into it? And the thing that I really enjoy about the course, and the fact that the School of Management is embracing how students can learn to leverage AI, and also benefit from it. Because there's two ways to go, and I've seen this around us over the last year, is do we sort of move away from it? Do we not want to? Do we want to avoid it? Or should we just embrace it head on, and just figure out a way to leverage it in a way that's most useful for students? And I think doing that is the best thing that we can do.

Dominic Sellitto:

Yeah. And I think one of the things that's really interesting about the conversations around AI, and that is confusing to me about some of the reactions to it, personally, is that the reactions oftentimes appear to be coming from a place that's like, this has never happened before, so therefore we must block it and ban it. And I respect that perspective. But on the flip side of it, I seem to recall when smartphones first became popular in the late 2000s, after the launch of the iPhone, everybody was moving to ban them in every classroom. We can't use them, we can't have them, we can't this, we can't that, no. Okay, fine, so what do we have now? Everybody's got their phone in the classroom. Back in 2005, in 2004, you know what got banned in classrooms? Laptops. Do you know what everybody has in a classroom now? Laptops.

Patrick Lageraaen:

You're referring to academic integrity?

Dominic Sellitto:

Yeah, and so-

Eric Raine:

They even have them in elementary school classes at this point.

Dominic Sellitto:

Yeah, my wife teaches first grade and they have iPads. And I'm thinking back to this time where I think that cautious approach to integrating with new technology is important, especially from academic integrity, the other AI that we talked about with this, but I also think that human psychology dictates that if we say no, it just makes people find ways that are more dangerous to engage with that. And so, it's imperative on us, us being the school, us being the academic society, to say, no, no, no, no... It's not that we're going to say, you're banned from using ChatGPT, and then we're going to close our eyes, shut our ears, and say, la, la, la, can't see you using ChatGPT. No, instead, why don't we just be modifying the way that we do things, like we've done every single time something has advanced in history, and work toward new ways to engage, while enabling our students to understand that there are boundaries to the usefulness of these things.

And I give this example all the time, because students use this to write emails, ChatGPT, and I use it as a learning opportunity. So many emails I get, for example, I get these emails, I don't take attendance in class, so it's weird to get, I'm not going to be in class emails, though, I respect it and appreciate it. But it'll say, I'm not feeling well, so I'm not going to be in class today. And then, the next paragraph, the telltale sign always, I understand the importance of attending class regularly, and that is the consistent sentence in every email that happens. And I use this as an example, and I'll use it as an example in IT for Managers, of ways in which it is dangerous to use AI.

Because AI, when you're not using it thoughtfully and engaging with an understanding of those boundaries, you are going to create a situation that puts you at a detriment, that causes me as the person receiving that email to say, yeah, that was disingenuous, I know the voice of ChatGPT, I know what it looks like when you just have it spit out something, therefore, in the process of trying to make your letter sound better, you've actually created a detrimental impact to yourself, in my mind. And so, how can I help the students to engage with this thoughtfully? And that's where I am at.

Eric Raine:

[inaudible 00:21:14].

Patrick Lageraaen:

So, how could you use it thoughtfully?

Dominic Sellitto:

Yeah, I think-

Patrick Lageraaen:

What's the difference there?

Dominic Sellitto:

Yeah, I think this is-

Eric Raine:

Yeah, like what do you do?

Dominic Sellitto:

Yeah. So, I think this is a nuanced conversation, where I'll say the word, it depends, which is, if you take a class with me, a very common theme. Because it always depends, right? There's never one size fits all, and I think only a sith deals in absolutes is a Star Wars quote that is relevant. But for the most part, I think there's this idea that there's a duality to it. There's folks who think that these tools, all you can do is chat with them, tell me a joke, and ha ha, they give a funny output. And then there are people who think, no, no, no, no, I am going to say, write me an email to my professor, letting him know that I am out today, because I'm sick. And that approach, in my opinion, injects laziness into that process, because all that ChatGPT and those things are, are really, really fancy versions of auto complete, like Grammarly is.

And so, what they'll do is if you write a prompt that's lazy, is they will output the same thing every single time, or very close to it. That's why we say there's a voice to ChatGPT. But if instead what I did was I wrote an email and then I went to ChatGPT and I said, yeah, my grammar is not good, please fix this for me, and write it a little bit better.

Eric Raine:

Yeah, [inaudible 00:22:57] individualized.

Dominic Sellitto:

Then it keeps my voice, many times in the process, and rewrites it in a way that allows me to use both my strengths and the tool's strengths to create something that's better than the sum of the parts. And I think that's really the best way to engage right now with many of those tools is in that sort of way.

Eric Raine:

Yeah, and I think, the interesting thing I was going to say was, you mentioned because you don't take attendance, in the example that you gave, students don't necessarily need to send an email saying, hey, I'm going to be out sick, and then using AI and sending that message was actually worse than just sending nothing at all.

Dominic Sellitto:

Yeah.

Eric Raine:

And so, the fact that that is the comparator here is, either don't engage in it, unless you're going to engage in it the right way, and then learning what that right way is the important component in the classroom.

Dominic Sellitto:

Right. And it might seem silly to go in and say, oh, come on man, a typical professor, mad about an email, but it's not the email that bugs me about it, it's the habit, right? Because that habit persists post-graduation, and the habits that you build when you're here will have a detriment to you when you try to use them in a business setting. And so, I always feel like part of my job is to harp on that point a little bit, to say, listen, it's fine, feel better, don't come to class. I'm not going to call you out for using ChatGPT and that voice there, but I will turn it into a lesson for the class to say, here's why this would really be a bad move, if I was your manager and you worked for me. Because it removes the personal element, and when you over-rely on these tools, what it shows people is that you're not capable of doing the base task.

And that over-reliance on that tool leads me to think, well. Either one, I don't need you to do that task anymore, which is bad for your long-term sustainable job prospects, or two, that you are not capable of doing that basic task-

Eric Raine:

[inaudible 00:25:06]-

Dominic Sellitto:

11

... and I can't trust you to even review the output of ChatGPT, to know if it's correct. You're just going to give me something that outputs from it, without any modicum of thought into it, and both of those are equally dangerous, and I don't want to get into a scenario where we wind up like that in a business setting. And to be fair, businesses have this problem too right now. Just in the news the other day, there was a major airline that launched a chatbot too soon, in my opinion, and it referenced a refund policy to a customer for bereavement that didn't actually exist, and promised them a refund, and then the company was like, no, no, no, no, we're not going to give the refund, and then a court was like, no, sorry, you got to give a refund.

Patrick Lageraaen:

[inaudible 00:25:51].

Dominic Sellitto:

And so, that is what we referred to in AI as a hallucination. The chatbot said something that wasn't correct, that wasn't true, that it made up on the spot, and they tend to do that. Without understanding that that's a limitation of them, you may have a tool that does that, and then you're in a situation where you wind up in court for a situation to give money back, or it costs you money, reputation damage, those sorts of things. Understanding those downsides helps us to really, really hone in on that and not build bad habits.

Eric Raine:

Which, ironically, the implementation probably, from that airline example, is them thinking, okay, if we do this, it's more efficient, it'll save us money, and then the byproduct of that is actually, it was more efficient, but it cost us more money [inaudible 00:26:42].

Dominic Sellitto:

Yeah, exactly. And I don't want it to sound like... And I think this is the real salient point that I think a lot of people miss when we're in the classroom. Is that what a student does when they tell ChatGPT to write an email, it's not a student thing, it's a human thing, that's what we do as humans. Businesses do it, they rush to implement things, like that. And students do it because students are also humans. Professors are humans too, despite some thoughts of the contrary, I suppose, sometimes. And I think

that really talking about that human element of it can stop them from making those same mistakes in the future, and that's what I think school is for ultimately.

Patrick Lageraaen:

So, ChatGPT is good at reviewing your emails, talking to students at 3:00 AM, what are some other uses that you foresee for Ai?

Dominic Sellitto:

Yeah. Well, so there's some really cool ones.

Patrick Lageraaen:

Research, can it assist you with research?

Dominic Sellitto:

Yeah. One is synthesizing large amounts of information very quickly. And so, you can feed it 1000 pages of text, and tell it, give me the high-level outcomes. But again, with that, you still should probably have read that document. See, the benefit of that is not to have it read 1000 pages for you, it's for you to read 1000 pages, come up with what you think are the top things, then have ChatGPT check your work, and see if it comes up with the same things, or if there's something it can bolster and add to your own analysis. And so, there's that. But the one really cool thing that I don't think a lot of people use it for, and I'm going to be talking at a conference about this next month. And giving a demo, is the role-playing aspect. See, these tools are really good at playing characters if you prompt them right.

And so, one of the most difficult things... And I'm talking to an MBA crowd who are going to be executive leaders, probably much sooner than they think they're going to be, given what I've seen about the knowledge and the awesome things that you guys are all working on. So, you'll be in these executive roles, and you'll be put in really tough situations, tough situations from layoffs, to other types of staffing and resourcing decisions, to tough conversations with other members of the executive leadership panel when it comes to your strategic direction and what you need for it. These are the types of conversations that are very, very, very difficult to imagine before they happen, and every time they're going to be different. And yeah, you could go on Google and say, how to lay off employees, and you'll get a WikiHow article, that's like, well, pretend like you're crying, and then act somber, and then don't take a pay cut yourself, and make everybody on the internet mad.

All these things... You'll get these silly outputs. But they never really tell you, they never really simulate for you what that's like. And so, you can use these tools to construct a world, to construct a character, to construct a situation. So, you could say, you know what? I am the chief operating officer, and I've got a hostile CFO, and I'm about to go to that CFO and have a very, very, very difficult conversation with them about bias and budget allocation across the organization. Here are the things that are on the agenda for the meeting, I need you to pretend that you are the CFO, and I need you to ask me questions. I need you pretend to be ruthless, hostile, whatever it is... You give it all those keywords, like a mad lib, right? And then, at the end, this is the key, at the end of the conversation, I want you to break out of that character and give me feedback on how I responded to you.

Patrick Lageraaen:

Wow.

Dominic Sellitto:

And in doing that, you can start to simulate those conversations. Now, will it ask you the same questions? No, it's like a sample question on an exam. It will give you an idea of the types of questions that could be asked. Is that what they're going to ask? No. But when you're sitting there, and you can turn on the microphone to even talk and have the conversation verbally with the tools now, it gets your brain in this mindset where you're talking, and you're going through it. And you think to yourself, oh, you know what? Actually, you'll think that's not how I should have responded to that, I wasn't prepared for that question, I didn't think about that angle. And at the very end, it'll give you tips on, Hey, here's how I think you could improve. It's not perfect, but it's better than going in just having read a couple WikiHow articles.

Patrick Lageraaen:

Absolutely. Yeah.

Dominic Sellitto:

And so, these are some of the ways that you can use AI in transformative ways. And you could tell it... And I don't know, anybody listening, if they're in the job search, or if you guys are in the job search, I would use it to help me prep for interviews. I'd say play the role of this interview, here's their LinkedIn

profile, the person interviewing me. Here is the company's mission, here is the job posting, interview me. Tell me how I did. Ask me technical questions, ask me non-technical questions.

Patrick Lageraaen:

That's cool.

Dominic Sellitto:

And if I could do that, then, especially for individuals that are nervous in interview settings or tend to be less assertive in executive conversations, can help you build that confidence, can help you build that background. And so that's one really, really, really niche example of how you can use it. But that's one of a million,

Patrick Lageraaen:

That's a really cool example. You look at industries like, pilots have to have a certain number of simulation hours, ship captains go through simulations, it makes me wonder if there's a future where business students, who have to be really good at interpersonal skills, are going to go through simulations of firing people, or hiring people, and all these types of things.

Dominic Sellitto:

I wish I had a simulation the first time I had to have a conversation to let somebody go. It's one of those things that... It's the worst thing, I'll say, it's the worst thing I've ever had to do in my entire career. Even if you feel that it was deserved, right? Even if it was with cause, that you had to let somebody... It is one of those things that will keep you up at night, for weeks, months, because just the impact of it. And it should, incidentally. It should, it should never be an easy thing. And I wish I had that, because the first time that I went into it, I'm relatively... I try to be amicable, and jovial, and that is not the time to do that. And so, stumbling over words, not really having a response... I just, I wish I had that. And now, we have this capability, and I really want people to being able to use it.

Patrick Lageraaen:

And even if it doesn't, it'll prepare you for the types of questions that you'll get, but it'll also prepare you emotionally just for that mood that it'll be in a meeting like that.

Dominic Sellitto:

Yeah. Yeah, yeah, absolutely. And yes, so I've been using this myself as a test. So, I wind up our wonderful communications team in the School of Management, led by Jacqueline Ghosen, they often get solicited for news articles. And we'll get calls from reporters, and they'll direct them down to faculty members who have that expertise, and so I get them from time to time. I use it to help me prep for those interviews, because they're difficult questions. And they're difficult situations about data breaches and the impact to consumers, and there's a lot of emotion that goes into that. And being able to practice and go through and say, okay, well, I said this thing because my perspective is this, but actually, kind of insensitive to say it like that. That, oh, well, to heck, everyone's data is compromised anyways... It's not really the best approach to those sorts of conversations because it's not productive. And so, instead try framing it like this. And I'm like, yeah, you know what? That's right. And over time, that's helped me personally quite a bit. And so, it's definitely something that is really, really interesting.

Eric Raine:

I think one of the things that people bring up when it comes to AI, in the context of this conversation and the example you gave, is that there's the lack of the human element, and it's thinking in certain ways and algorithms. But, for example, if you use that to prepare for a difficult conversation, when that time comes where you're executing on that conversation, it really was more so the preparation that you utilized the AI for. Because you're not going to turn around and say, hey, you know what? After running through the simulation, I feel like I can't do this. So, ChatGPT, will you just have this conversation for me with the CFO? And it's like, that's not going to happen. So, you still have to take the human element and blend it with the things that you're doing to prepare, and then execute, and that is the human element. We are the human element, and we're leveraging AI's capability to prepare us for those types of situations.

Dominic Sellitto:

Yeah, absolutely. I think you've unlocked a new fear for me, that is that there's probably companies out there right now that are having AI-generated layoffs.

Eric Raine:

Wow.

Dominic Sellitto:

I've not seen one, to be clear, I've not seen one personally, but-

Eric Raine:

I could see that being a tempting thing for an organization to say, you know what? Maybe we should do this.

Dominic Sellitto:

Yeah, to heck with that, I don't want to do anything difficult, so let ChatGPT lay off all these people. And hopefully it makes the same mistake in that case that the airline thing did, and gives them all golden parachutes.

Eric Raine:

Yeah, for real.

Dominic Sellitto:

Honestly. Because I think the duality of this as well is that, in this program we have the opportunity to get ourselves as leaders, and the students as future leaders, or returning leaders as it were, into this mindset of what's acceptable and what's ethical, and so that we can really drive the future of this in the correct ways, and not those incorrect, absurd ways that are cost-cutting gains, at what is currently an unknown, but definitely substantial long-term detriment to the businesses themselves.

Patrick Lageraaen:

I just had one final thought on AI while we were talking about it. So, while you do these simulations, have you ever tried doing a speech to text? Because the way you talk and answer questions in real time is a lot different than the way you type.

Dominic Sellitto:

Yeah, yeah. No, no, I definitely kick on the microphone for those. So, UB now has a license to Microsoft Copilot, which is running off of the same backend engine as ChatGPT Pro GPT-4. And you can talk to it, and I recommend that. When you're having a human conversation, typing things, there's a cadence to typing that allows you to have greater thought between words and sentences and structure before you send, that gives you a lot more control over that particular scenario. But when you're talking, you got to hold yourself accountable to what you're saying, you can't backspace-

Patrick Lageraaen:

You can't backspace a word-

Dominic Sellitto:

You can't backspace something you've said, right? And trust me, I've learned this the hard way in lectures. When you go down a pathway, and you're like, okay, I wish I could undo the last 15 minutes because that didn't lead anywhere. No, in a conversation, when you're talking, it keeps you honest, it keeps you on that... It will respond to what you're saying, and it will comment on things... I do this all the time. It will comment when you add things you shouldn't add. So, I tend to end sentences or start sentences with the word right, just as a confirmation. It's like, stop doing that.

Eric Raine:

And you're like, oh, okay.

Dominic Sellitto:

I'm like, well, okay, now I'm self-conscious, but thank you. It's interesting.

Patrick Lageraaen:

That's really cool.

Dominic Sellitto:

Because it can clue us into things that we don't necessarily see that our brains gloss over.

Eric Raine:

And that might not even be something someone would say either, which is great because it doesn't have that human-

Dominic Sellitto:

No, it doesn't have that filter.

Eric Raine:

... bias of, maybe I shouldn't say that to Dom because it might make him feel a certain way, but this is just basically just giving you feedback that's blunt and straightforward.

Dominic Sellitto:

Yeah, in a tough conversation with another executive leader they're never going to stop mid-conversation and say, you know what? Your cadence of speech includes a lot of this one word, and I just want you to be aware of that. That's never going to happen. It would be absurd for that to happen, but ChatGPT will tell you if it's happening. And that's really valuable to me personally.

Patrick Lageraaen:

For sure.

Eric Raine:

I think the creativity component that seems to be jumping out at me, at least in this conversation is, really what it comes down to is reframing the way that we think about how we use the inputs to ChatGPT, because then the outputs will be much more valuable. And for example, you could even, like moving outside of let's say a one-on-one conversation to prep for, you could say, hey... You could give it inputs and say, look, create for me an advisory panel of three people, one person who has an IT background, one person who has a finance, and let's say marketing, and then I could sit down and say, okay, now that there's three of you in the room here with me, the hypothetical room, here's my background, and I'm going to bounce ideas off of you, and then give me advice based on your separated perspectives.

And then, that just basically gives you new ways of thinking about things. And it's almost a harmless environment because you could just think through your thoughts, and then from that you can turn around and utilize that new way of thinking, a new perspective in real life conversations.

Dominic Sellitto:

Correct. Yeah. And if one of our students were to tell me something like, I really like writing proposals, in the consulting realm, but I hate this idea that they're going to be mean in their feedback, and they're going to rip it to shreds, and I can't handle it, and it just is something that stresses me out a lot. Then, what I'd tell them is, okay, let's build a persona that's unkind, and let's have you go through some scenarios with a proposal that you've written, and let's just have this thing tear it to shreds. And let's just have this thing be rude, and not professional, and whatever it is your fear is, let's simulate it. Now, again, I'm not a psychologist, so I don't exactly know...

Eric Raine:

[inaudible 00:41:07].

Dominic Sellitto:

This is not therapy, this is simply just to go in and say, hey, you know what? Let's practice this. Because the more we practice it, the, one, either, the better your proposal will be, or the more comfortable you will be at the tough conversations. And that's what we really want to simulate.

Patrick Lageraaen:

Thanks for telling us about this, I learned things that I didn't even know it could do, I definitely plan on utilizing some of these simulations. So, maybe coming back to you a little bit, what sort of extracurriculars do you have outside of your roles at the School of Management? What do you like to do for fun?

Dominic Sellitto:

Work here keeps me pretty busy, so I'm laughing because I'm imagining-

Patrick Lageraaen:

Free time.

Dominic Sellitto:

Yeah. Well, yeah, I'm imagining free time-

Eric Raine:

The things you'd like to do.

Dominic Sellitto:

I'm actually, I'm imagining what my wife would say when she hears me talking about extracurricular activities. She'd be like, what extracurricular activities, Dominic? So, it's funny, when our MBA students come in, you guys take the personality tests that give you an indication of what type of person you are. I, big shocker, for the tech nerd, I come out as introverted in many of these. And it's certainly true. And what that tends to mean, as I'm told, is that I recharge in isolation, that is how I recharge from long-term

social situations. The funny part about that is, as a professor, it's all social situations all the time. It is lectures, it is office hours, it is-

Patrick Lageraaen:

Podcasts.

Dominic Sellitto:

... projects, it is podcasts, it is all of these things. And so, my extracurricular activities are going home, shutting the door in a dark room, and playing my PlayStation, and assuming I have the time to do that. But you know what? It's funny. I work on... I build my own AI tools in my spare time as well. I like to tinker with my home automation, and I built my own version of the... I'm not going to say the wake word for the device, the personal device, because you know the person listening to this is going to be like, it's going to order a pack of paper towels for them by accident, or something. But I built my own, soldered it, and all the wires, and trained my own words and everything, and it hooks into a large language model, like ChatGPT in the background. And why? I don't know, it was fun. I got to learn about how that works and things like that. And I get to now Ask Jeeves, if you're old enough to know what that means.

Eric Raine:

Oh yeah, absolutely.

Dominic Sellitto:

In my house, instead of asking Google, or the other one from Amazon. And so, now I yell at Jeeves to turn on my lights, and that took entirely too long to get to that joke that no one gets anymore, but it's fun in the process. So, I like to do that. I was just telling... I think we were talking before the podcast today about me doing challenge runs of Elden Ring and stuff like that, which I'm definitely a nerd through and through.

Eric Raine:

It's good to have a balance though.

Dominic Sellitto:

Yeah, no-

Eric Raine:

Even when you're busy, you can still find ways to... When you do have that time, it's good to recharge.

Dominic Sellitto:

No, 100%, you got to. It's something I didn't learn for a long time in my career, where I was pulling... I joked earlier about leaving the office at 9:00 PM. And not leaving at the office at 9:00 PM so I could teach until 9:00 PM. And those habits that you build of not giving yourself that time, they're mind-numbingly difficult to break, and-

Patrick Lageraaen:

Was there a lot of pressure in the consulting industry to do that?

Dominic Sellitto:

Yeah, it doesn't come from people though, that's the problem. Every job that I've ever had, consulting for large companies, consulting in small companies, the pressure has never been by a manager.

Eric Raine:

It comes from within?

Dominic Sellitto:

It's this internal pressure to not fail, to do more, to deliver to the client, to deliver more work, to do this, to do that... And you see those around you that feel that pressure too. And that's fine, that pressure to do well, it's good in the right dose, but there's a certain point at which you're on your 82nd hour of the work week and it's not healthy.

Eric Raine:

And there's diminishing returns at a certain point too.

Dominic Sellitto:

Yeah. And you don't even realize it, because you think, oh, well, I'm just working, working, working, and I'm just going to keep doing this, and you don't realize how the quality of work suffers at that point, or beyond that point. And then, you've got this scenario where your quality of work has diminished, even though you're doing more of it, and you've got no free time to recharge, and it's this spiral. And where it

ends, I'm going to say the word burnout. If you're not burnt out before, anybody listening, it's different for everyone, but usually the result is you have to leave that job. Or that area.

Because once you burn out, it's very difficult to crawl out of that pit in the same role that you're currently in, because you've set this expectation, and everybody looks at you, and then you have this internal pressure that's like, if I change this, everyone's going to notice that I'm doing less work... Even if it's not true. And so, the often result for employees that burn out is they leave. And it sucks because if you really enjoy a job burning out at it is kind of a death sentence.

Eric Raine:

Yeah. And that feedback loop turns into just basically being a situation where you continue to try to do more to keep up and then by doing more to keep up, it's a race to the bottom at that point.

Dominic Sellitto:

It is, 100%, 100%.

Patrick Lageraaen:

So, pivoting back to your course in the MBA program, MGS 305 IT for Managers. What's covered in this course?

Dominic Sellitto:

Well, to start, I can tell you it's designed to not burn you guys out as students.

Patrick Lageraaen:

Thank you.

Dominic Sellitto:

I call it a survey course in IT. And what I mean by that is, we have seven weeks, and my job is to help people to all come to a common understanding of what is IT, information technology, in a modern business, how are you going to engage with if you are not in IT, or how are you going to engage with the rest of the business if you are in IT? And it's interesting because I have to craft this course, that is, some people have IT experience and they are IT pros, and some people aren't, and how can we merge that together? And so, we cover, each week is a module, and so we cover everything from digital product

management, and the innovative side of technology and launching a product, to artificial intelligence and data analytics and business intelligence, all the way to cybersecurity, privacy, and the regulatory landscape, and culminating in, so what does a CIO or a CTO do,?

And in all the while, my goal is to get you guys hands on with that tech. To either reinforce skills that some of our more technical folks already have, or to break down that barrier and show people, no, actually, we can do a little bit of SQL and Python, and it's not as bad as it might seem, if you've never had the experience before. Because I think one of the boundaries for people who have never had that experience with programming languages is, I'm not going to touch a programming language, that's some sort of magical nightmare of a thing that I don't want to get involved in. But the reality of it is, is most of the ways in which you can engage with it are relatively simple and straightforward, and if we can just get you past that barrier, then we can hopefully enhance some of the things you're able to do, and streamline some of the things you're able to do. And so, that's really the high level of the course.

Patrick Lageraaen:

Thinking back to the different topics that we learned about, like SQL, for example, I remember it being the perfect size or amount of information to be just bite size enough, where it's not like, all right, I'm sick of this, but it's enough to get me familiar enough to seek out more information, or to learn more on my own.

Dominic Sellitto:

Yeah. And you brought up a really good point about the next steps. And so, each module in the course, the way that I've designed it is that our first year MBA students have the opportunity in their second year, I think, to explore more elective opportunities. Some of those elective opportunities are the full database management systems course, my data warehousing course, they are predictive analytics, and digital product management, et cetera, et cetera. And so, each week in the course has a direct tie to a full elective course, or multiple, that students can take in the following year to round out their knowledge or deepen their expertise in a particular topic. And so, I always try to make sure that there's tie-in for students, so that if you really like something, you can explore it, but if you really hate it you know to stay away from it. Yeah.

Eric Raine:

I like the fact that it was appetizers for these larger meals that you can choose from later, because it gets us across lots of different things, and we know what we might like or what we don't like, but at the same time, I think one of the most important pieces for me personally with your course was there might be an appetizer I've never tried before, and it's also one of those ones I heard is maybe not the best because of whoever told me that, and that was their opinion. And I tried it, and I said, hmm, I liked that more than I thought it would, maybe I should find out more about this. And that's really valuable, especially because students go through the MBA program, and they go out in the professional space, and you're going to be interacting with IT and IS every single day, whether you even realize it or not. And understanding what they're doing on the other side, let's say, if you're not in IT or IS, is crucial to being able to communicate properly and effectively.

Dominic Sellitto:

Yeah, absolutely. You put it perfectly. One, we don't live in an era where the business units are siloed, like they once maybe were. And some organizations still have those silos, where there's different... IT is its own separate thing, and they're in the basement, down 67,000 flights of stairs, in the dark.

Patrick Lageraaen:

The dungeon.

Dominic Sellitto:

Yeah, the dungeon. And when you go down there, it's like Nosferatu. But now it's collaborative, business revenue generation is derived from these digital products that we're launching, and the digital products are supported by both traditional and non-traditional more modern IT. And understanding how that works gives you a better sense of that. But the sampler, or appetizer, I think you said, is the important thing there because I think that that is the transformative nature of what the core courses can do for a student, just like they did for me. So, when I joined the MIS program, I was originally very, very, very set on a focus in healthcare technology.

I had done undergraduate research in that, I had been writing my undergraduate thesis in that, I had gone in and started taking healthcare courses in the MIS program. And one of the professors, professor Dave Murray, was like, why don't you take one of these cyber courses? And I was like, nope. And he's like, I think you'll like it. And I was like, all right, I'll take it. And then, I took that course, and I thought, wow, I like this a lot, and then it became my whole career. And so, those little appetizers, my opinion,

from my anecdotal experience, is that they can be transformative. And so, I want to give people this taste of things that they would never explore on their own to see if you like it.

Eric Raine:

And I think for prospective students, the people that might be listening to this episode who are either accepted in the program, or haven't taken your course yet, or are thinking about applying to UB, is that is one of the aspects of this program that I personally love, I know Patrick and I have talked about this type of thing, is there's so much to be had, and really just come in with the appetite. That's really what it is. And if you do that, there's so much that you can plug into.

Dominic Sellitto:

Yeah. And it's very low risk for the students to just be open to it. Being a leader, and the inevitable CEOs that you'll all be, is you have to have that understanding of what's happening, to really have the empathy for the roles, the empathy for the units, the understanding of how the machine all works together, and that includes being open to SQL. And we'll make sure that it's not painful, and maybe you could go into that, and you go, you know what? I actually really like that, and I'm going to make my career into that. But you don't know until you try, and this is the opportunity to try, in a very, very low risk setting.

Patrick Lageraaen:

So, you just touched on it, but let's just clarify, why is this a required course and not just an elective?

Dominic Sellitto:

Yeah, yeah. So, it's funny, this is a question that shows up on the course evaluations from time to time.

Patrick Lageraaen:

I can imagine.

Eric Raine:

We think it should be core. [inaudible 00:54:17] glad that it is.

Dominic Sellitto:

You're just saying that. The thing of it is, The MBA program, despite what you wind up going in... This is my opinion, and every faculty, including your faculty director, will maybe have differing opinions on it. But my view of a MBA graduate from UB, and again, the inevitable CEO, is that you are a leader that understands the pieces that fit together to make your business successful. And in order to understand the pieces that fit together to make your business successful, you need to experience those pieces. It's very hard, in my opinion, for... And I've worked in these organizations. Where there's somebody in a business unit that says, I want to do this, IT can do this, but there's no communication that can happen between the two because one doesn't understand the other. IT doesn't understand the business function, the business function doesn't understand IT, and therefore, the business function goes and says, I want a system that does this.

IT then builds a system, in isolation, with no understanding, they have no understanding, the business unit, of what IT can deliver to them, IT spends a lot of time and money building something, and they go and they use it, and it's their four-letter swear word for the next decade, until they retire that system. Because it doesn't do what they wanted it to do, it was made in isolation, it's broken, it doesn't do this, it doesn't do that, it doesn't do the other thing. That dynamic is not sustainable, it wastes money, it causes frustration, it creates an adversarial relationship between business units.

Eric Raine:

And the outputs are just awful.

Dominic Sellitto:

And the outputs are awful.

Eric Raine:

It's not that indifferent from our conversation on AI and the inputs, right?

Dominic Sellitto:

Right. So, the reason why I think it's required is the same reason why I think any other core is required for any other business unit in an organization. It's so that what's going on, at a bare minimum, what's going on in that unit, and that way you can intelligently interface with that unit from the outside, and use it a way that is collaborative, that leads to a reduction in costs, that leads to higher efficiency, that leads to better products being built by that business, and inevitably higher revenue. That leads to a

conversation in the executive leadership room that doesn't devolve into a shouting match between different people who don't understand what the other ones are doing, but just want their piece of the funding for the year. And so, I think that, it might sound a little lofty for me to say that that's what your cores are preparing you for, but I truly do believe it. So, yeah.

Patrick Lageraaen:

Is it fair to say it's about IT literacy?

Dominic Sellitto:

Yeah, there's a lot of literacy that happens there. Yes. I think it's about IT literacy, and IT... I want to say empathy. At a certain point. But also an understanding that you don't need to be in IT to do something technical, to start a business that's built off of a AI product, or a software as a service environment, or something like that, that you don't need to be the career IT person with 15 years of experience, 20 years of experience, to get engaged in this, and removing that misconception that I think a lot of people have, and empowering people who aren't traditionally technical to be able to engage more thoughtfully with this process, and build really cool things.

Eric Raine:

Yeah, that makes sense. I think, what you just mentioned makes me think of this idea of if you were to think of an MBA student or the product of the program being a house that's being built efficiently, and let's use... I was trying to think of which component of the house to use. Let's use Windows, because Windows is an IT term, right? Imagine building an entire house without any windows. It would be probably a pretty solid house, it would probably function pretty well for the most part, but I would say the windows are pretty essential to the fact that it's actually built properly in the end. And so, I think having IT in the core is important because you don't want to build this foundation as an MBA student and just be missing one essential piece that really doesn't make that house function the way it was designed to.

Dominic Sellitto:

Right. And if you don't even know what a window is, or you're afraid of windows, you're just going to curse the house, and the home builder, and everything about it, and you're going to try and find other ways to keep warm in the winter, that doesn't just involve installing windows.

Eric Raine:

Or wondering, why is it drafty in here, right?

Dominic Sellitto:

Yeah, yeah. And then cursing the sky for it. When in reality you could be enabled to solve that problem, if only we had built the house correctly the first time. Yeah, I like that analogy quite a bit.

Patrick Lageraaen:

That's a good analogy. So, I'm assuming at this point in the episode, our listeners have at least some interest in IT, so I think a good way to wrap up would be this question. Is an MBA or MSBA degree necessary for excelling in an IT role? Or are certificates and experience enough?

Dominic Sellitto:

I think this is an interesting question. I think the expectation that people might have about what I'm about to say is, well, you're a faculty director and a professor who teaches this class, I run the MSBA program, and therefore you are going to tell us to go to grad school, and get these degrees, and get these things. And the answer to that is, no, I'm actually not going to do that, because I think that grad school is a very, very... Well, you guys know. It's a big investment, both in terms of time, in terms of money, in terms of emotion, and sacrifice for people to do. Do I think that the degree has the ability to accelerate those pathways that you focus on? Yes, 100%. That's what it's designed for. It's designed to prepare you for things, it's designed to help you stand on the shoulder of giants, to leverage the benefit of that experience, to build those connections and those networking that lead you to that level that you're trying to get to at an accelerated pace.

Do I see people that go into the fields that don't have that? Absolutely, absolutely. Like anything in life, there are different pathways that you can take. The pathway, I will say, the pathway that is more certificate driven. Or not degree driven, somebody that may graduate and have a GED. Or a high school diploma and not go to college and not take that route and then try to break into the field, I'm not going to lie and tell you it's not an uphill battle, but I'm also not going to lie and tell you it's impossible. People do it, some of my closest friends and colleagues are folks that don't have formal or traditional education. But that said, there are a different set of challenges that arise at that point. And if what you are seeking though is a spot at the executive level, they are going to expect... They're either going to

send you back for a degree, like an MBA, or a very, very hyper-focused MS degree, in most cases, especially at large organizations.

And the reason for... Or they're going to send you for a whole ton of certificates to demonstrate that. And the reason isn't because you don't have the competency, at that point. If you've made it to that level, and they're telling you to go back. The reason is so that you can gain those additional perspectives that you couldn't have otherwise gained. The reason is to have a synchronized credential that is, I have an AACSB accredited degree, or a degree from an AACSB accredited program, I should say, or accredited business school. And it's this thing that is universally understood in a way that oftentimes just gaining experience over time doesn't. And so, is it right for everybody? No. Should everybody do it? I think it's a very, very, very heavy commitment. Are there certain roles that are going to eventually send you down that path? Yes. Yes. And I don't see that changing really anytime soon.

And so, it's this tough question. But if the actual question is, can you go into IT without a degree? Yeah. But if you already have this firm view that I want to be in the executive leadership role, I want do this, I want to do that, my opinion would always be that you would be better served making this investment upfront, and joining a program, versus taking that uphill battle, all so you can potentially inevitably wind up back in school anyways. Because the further you get away from school, it's not impossible to come back-

Eric Raine:

It's harder.

Dominic Sellitto:

But it gets harder and harder and harder every year that you are away.

Patrick Lageraaen:

That's a good point.

Dominic Sellitto:

And that's okay, because at the end of the day, it's a decision that you make, and it's the sacrifices that you make. But the benefits that you gain from a degree, even if you just entertain, that you coast through your classes, which is not really, in my opinion, something that is possible. You guys could tell me more about that, I suppose. But even just the connections, and the friends, and the things that you

make... I can't tell you how many times I have come across a classmate of mine from my undergraduate or graduate school, that I didn't even talk to for years post-graduation, that wound up paying dividends. It's why I'm here. My classmate in the MIS program, is now a professor in Memphis, his name is [inaudible 01:03:53], he's the former director of the MIS program. The only reason I'm teaching right now is because he thought to call me-

Patrick Lageraaen:

Oh wow.

Dominic Sellitto:

... as a former classmate in the MIS program.

Patrick Lageraaen:

You really never know, yeah.

Dominic Sellitto:

And so, it's one of those things where the sum of the opportunities that a degree program gives you, not just the knowledge and the experience, but the connections and the friendships and the networking, that I think is something that if you know that you want to go that path, there's very little downside... Again, aside from the sacrifices you have to make to be there.

Eric Raine:

I think the other thing too, going off of everything that you said, is if you're listening to this episode and you've made it this far into the episode, and you're really considering it, trust your gut, there's a reason-

Dominic Sellitto:

100%.

Eric Raine:

So-

Dominic Sellitto:

100%. And if you're sitting there... Yeah, if you made it this far, you probably want to be here. And we have fun with it. And it's also one of those things where making that decision doesn't mean that suddenly you have to be that thing forever.

Eric Raine:

Exactly.

Dominic Sellitto:

It's like, I went to the MIS program for cybersecurity, am I cybersecurity consultant anymore? Sort of, on the side, in the summer is when I'm not teaching. But no, it's not my primary role anymore. I didn't go to school for teaching, and so I think the idea there is that it acts as this springboard that can enhance every aspect of your career, and accelerate it. Again, again, I know I'm being particular and very direct on the, do you need it? I think if you know what you want, then going for it has only upsides to you. It can only benefit and accelerate and make you a more well-rounded professional that is able to accelerate to those upper echelons of an organization.

Patrick Lageraaen:

Great. Thanks so much for your insights on that.

Eric Raine:

Yeah. Yeah, we really appreciate you taking the time out of your day, and this discussion I think has been really fruitful. It's making me think back on a lot of things from the course, and I had a great time. So-

Dominic Sellitto:

You can take it again. It's coming up in a couple of weeks.

Eric Raine:

Yeah, why not?

Patrick Lageraaen:

[inaudible 01:05:48]. I might just come sit-in on it.

Eric Raine:

Yeah, could I TA for it or something?

Patrick Lageraaen:

Yeah. All right. Well, thank you, Dom, thanks for being here.

Dominic Sellitto:

Awesome. Thank you guys so much, so much.

Eric Raine:

Yeah, we appreciate it.

Dominic Sellitto:

Have a great day. And oh, oh, for the people listening on the podcast, if you have questions. Reach out to me. I don't know if my email goes somewhere here, but you can find me, I'm pretty easy to find.

Patrick Lageraaen:

Yeah, Dominic Sellitto.

Dominic Sellitto:

Never hesitate, I'm always happy to help, I love talking with folks, especially as they're in that decision-making process. So, I didn't tell you guys I was going to say that at the end, but I'm going to do it anyway.

Eric Raine:

And Sellitto is two Ls, two Ts.

Dominic Sellitto:

Two Ls, two Ts. Yes, yes, yes.

Patrick Lageraaen:

Well, thanks for that. Appreciate it.

Dominic Sellitto:

Thanks guys.

Patrick Lageraaen:

Okay. If you would like more information about IT coursework in the MBA or MSBA programs, you can reach out to the School of Management. I'm your host, Patrick Lageraaen, thanks for listening.