

**MIS585: Strategic Management of Information Systems**  
**COURSE SYLLABUS**  
Spring 2009

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### READING MATERIALS

- (1) Business Cases to be purchased from Harvard Business School Publishing.  
(<http://harvardbusinessonline.hbsp.harvard.edu/relay.jhtml?name=cp&c=c64345>) If you have concerns or problems with making a purchase over the internet, please see me.
- (2) Readings (e.g., Harvard Business Review Articles, Sloan Management Review, etc.) will be directly downloadable from Blackboard, as the U of A has electronic access to these sources.
- (3) Other handouts, class notes, additional cases, etc. will also be directly downloadable from Blackboard or distributed in class.

### COURSE OVERVIEW

The evolution of organizations into digital enterprises has created a strong demand for employees who understand and can integrate business practices, functional discipline knowledge, and information systems concepts. Modern managers must recognize that continuous information technology-enabled change is the norm and not a passing management stage en route to stability. Thus, it is imperative that modern managers be skilled in assessing information technology's role across the enterprise. As a result, this course's primary objective is to build upon, extend, and facilitate integration of technical and business knowledge to help you succeed as a manager in a technology-intensive corporate environment. When all companies essentially have access to the same information technology resources (hardware, software, and telecommunications), the difference in competitive and economic benefits organizations gain from IT rests on *making informed IT decisions*. Organizations that are able to identify, quickly (and efficiently) deploy IT, and use IT better and smarter than competitors do will be able to reap the benefits.

The course is necessarily a survey (i.e., breadth, not depth) type of course aimed to equip the general manager for thinking strategically, creatively, and critically about the use of IT. The perspective is also cross-functional in recognizing the integrative role of technology across business activities of management, accounting, finance, marketing, human resources, operations, etc. **Technology operations and software packages are not the focus of this course.**

### COURSE OBJECTIVES

At the completion of this course students will be able to:

- (1) use and understand information systems and information technology-related terminology and concepts,
- (2) describe the role of non-technical managers in the information systems design, development, selection, and implementation process,
- (3) diagram a system or process using standard notation and visio software,

- (4) apply best practices for identifying, implementing, and gaining advantage from using IS/IT,
- (5) analyze business situations involving IS/IT decisions and make a recommendation that integrates best practices, current knowledge (in the popular press), and constraints imposed by the company/industry context,
- (6) update IT knowledge as needed by referring to on-line and print sources, and
- (7) identify an emerging technology or technology issue, evaluate its relevance to business in general or a particular industry/company, and make a recommendation regarding whether or not (and how) an organization can proceed to evaluate or address the issue.

**WHAT TO EXPECT AT CLASS EACH DAY**

In the schedule you will see the general topic and readings for each class. The bulk of most class periods will be devoted to consideration of a business case study or some other exercise. You are expected to have read and made notes for each class assignment. As a first level of preparation for cases, you should be **very familiar** with the details of the case. Then consider the discussion questions carefully. Think about how what you’ve read, discussed, and experienced is connected to the issues in the case. Do not think of a case as an isolated event – you should draw on current events, previous cases, and other material to evaluate the case. Finally, make notes of questions or issues that are unclear. The sequencing of the course topics will give you opportunities to reflect on prior topics and how they may be recognized in the current case. **I will cold call – so I expect everyone to be prepared.**

**ASSIGNMENTS AND GRADING**

Assignment	Weight	Responsibility
Class Participation	20%	Individual
Case write-up	10%	Individual
Assignments	10%	Individual
Technology Briefing	20%	Team
Exams (2)	40%	Individual

**CLASS PARTICIPATION**

The class participation grade will reflect the quality of your contributions to the class. Participation is comprised of attendance, in-class communication, discussion forum participation (see below), and citizenship. Quality of insight that reflects analysis and critique of the case, readings, or lecture points are especially helpful. I prefer you to speak up (though possibly wrong) rather than remain silent during class interactions. It is unlikely that a simple reading of the papers and business cases will sufficiently equip you for class. *Look for opportunities to apply the readings’ concepts to situations in the business cases and the real world (e.g., what you are reading in the technology news) and take time to write down any unanswered questions.*

“Awesome” (i.e., A) participation involves (1) applying conceptual material from the readings or the lecture, (2) doing a bit of outside reading and applying it in the discussion, (3) integrating comments from previous students, (4) reaching back to something said previously in the discussion (or an earlier class) that is pertinent to the discussion at the moment, (5) taking substantive issue with a classmate’s analysis (and supporting your side), (6) pulling together material from several places in the case and readings, (7) drawing parallels from previous cases and readings, (8) tying in briefly an experience you have had that is relevant to the discussion, (9) demonstrating that you have carefully read the case and readings and given them careful thought, and (10) not dominating class discussions. I will use a variety of techniques to

track participation including (but not limited to): my own memory, your self assessment, and the use of fellow classmates to track it.

### **CASE PREPARATION AND WRITE-UPS**

Everyone is expected to read the cases and be prepared to answer the questions posed. You should also consider the relationship between the case and readings and cases that have been assigned in this and prior classes. This requires more than a cursory read of the case – it might mean you need to read it twice (or more). Each case will have specific questions, but as you read it, consider these more general issues:

- ✓ What is the problem being raised in the case?
- ✓ What problems, opportunities, and risks, contribute to the issue?
- ✓ What is going on in the world *at the time of the case*?
- ✓ What evidence is available to help make the decision – is it reliable? Can it be improved?
- ✓ What alternative courses of action are available (**do not be constrained by the case**)?
- ✓ What criteria should be used to judge the alternatives?
- ✓ What action should be taken?
- ✓ How can I convince others that my approach is right?
- ✓ What did I learn from this case?
- ✓ How does this case relate to past cases, readings, and my own life experiences?

Each person must prepare a written report for **one** of the cases. I will assign students to cases. Each case will have a set of questions. We will discuss these questions (and others) in class. *For the write-up*, you will be responsible for answering the specific questions posed for the specific case. The write-ups will be limited to two pages (single spaced), 12 point font, 1-inch margins. In addition to professionalism, grading will be based on: (1) your awareness and understanding of the issues of the case, (2) the degree to which you integrate readings and course material in your analysis, (3) the recommendation you make, and (4) the quality of the argument supporting your recommendation. Be sure to take a stance and support it, acknowledging counter arguments and addressing them wherever possible. We will discuss the qualities of good and not-so-good case write ups in class using the first non-graded case, Timberjack. In addition, all students will be given the opportunity to write up one of the optional cases in order to improve their grade based upon the feedback received on the first case write-up. Please note that case grading is necessarily subjective and comparative. See me with questions.

### **ASSIGNMENTS**

There will be some brief assignments that are designed to reinforce course concepts and/or demonstrate the ease/difficulty of using different types of systems. They will be handed out in class and/or posted in blackboard.

### **TECHNOLOGY BRIEFINGS**

Regardless of your area of specialization, it is important to stay up to date with technology. As you will learn, technology *enables* change, but only if organizations identify it, assimilate it, and exploit its potential. Students will be in pairs for this assignment. Each pair will prepare a succinct (10 minutes) executive briefing on some hardware or software application (and the underlying technology if necessary), or some law or societal issue associated with technology. While we'll discuss some systems in class, we will not get into the nitty gritty details of the various vendors, market, etc. Student teams should meet with me during week 3 to discuss the topics and the content of their reports. The presentations will be delivered in weeks 5-8.

### **EXAM**

There will be two exams in this course: a Midterm and a Final. The Midterm will focus on material from the first 4 weeks of class, while the final will be cumulative. The final will, however, be a take home.

## MISCELLANEOUS GRADING AND COURSE INFORMATION

**Timeliness.** If you want full credit for a written assignment, you will have to turn it in at the *beginning* of the class period on the day it is due. **Late work will not be accepted.** If you have obligations that conflict with exam or assignment due dates, you should make arrangements with the instructor as soon as possible. Feel free to email or fax homework assignments if necessary.

**Missed Exams/Assignment.** Make-up exams will be given only in extraordinary circumstances. If you expect to miss an exam or to be unable to meet another requirement, please discuss this with the instructor **before** the scheduled date.

**Score/Grade appeals.** It is important to recognize that a grade reflects another's judgment of your work. In this sense, all grading is subjective. Of course, any grade you receive on an assignment or quiz is subject to appeal. However, score changes are at the discretion of the instructor. It is important to understand that your score may go up **or down** based upon a complete review of the work in question. It is usually the case that changing a few points on an assignment rarely makes a difference in the final grade. Time is much better spent discussing and clarifying the information content presented in the course. **However, if you would like to appeal your grade, you must submit the appeal in writing to me within 48 hours of receiving the graded work.**

**Incomplete Grades Policy.** A grade of Incomplete may be awarded to students who have a legitimate reason for needing additional time to complete a course. Legitimate reasons include emergencies or extenuating circumstances that prevent a student from completing the course requirements within the normal time frame. Students must initiate the request for an incomplete prior to the end of the semester, and must be in good standing in the course. In no case will a grade of incomplete be awarded to someone seeking more time to master the course material in order to improve their grade.

**Academic Conduct.** You are expected to abide by the **Eller Student Integrity Oath:**

**As a student of the Eller College of Management I promise:**

**To** foster an honorable and academic environment for current and future students

**To** uphold the principles outlined in The University of Arizona Code of Conduct and Code of Academic Integrity

**To** neither engage in nor tolerate: cheating, plagiarism, lying, or stealing and

**To** accept the lifelong responsibility of upholding the highest levels of honesty, integrity, and respect for others

**I accept this oath and make these promises freely and upon my honor.**

**Plagiarism and cheating will not be tolerated.** I will post information in blackboard regarding plagiarism and how to avoid it. Given the nature of topics in this course and the availability of information on the web, it is very important that you are aware of the rules associated with plagiarism. The technology briefings will be submitted to turnitin.com. Any write-up exhibiting evidence of plagiarism will receive a zero and disciplinary action will be pursued. Cheating will be met with the same fate. If you have any questions, please feel free to discuss them with me.

**Accommodations for Students with Special Needs.** If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me official notification of your accommodation needs as soon as possible. Please notify me by the end of the first week of class and plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

## CLASS SCHEDULE

Please note that this schedule is subject to change

Date	Topic	Session Activity (Readings will be posted in Blackboard or handed out) Additional readings may be added for more information	What is Due?
Week 1 1/16	Intro to course	Syllabus; Introductions What is MIS and what do MIS professionals do?	<i>Answers to the question: What is MIS?</i>
Week 2 1/21	No Class (to be made up at FITA '08 2/29-3/1)	<i>Martin Luther King Holiday</i>	
1/23	Technology and Systems basics	Overview of organizational technologies Building, Buying, and Sourcing The systems approach ✓ <i>Six IT Decisions your IT People Should Not Make</i> ✓ <i>IT and the Board of Directors</i> ✓ <i>Generating Premium Returns on your IT Investments</i>	<b>Assignment 1 due</b>
Week 3 1/28	Analyzing systems	Modeling processes via information/data flows ✓ <i>When Too Much IT Knowledge is a Dangerous Thing</i>	<i>Technology briefing topic preferences submitted to me</i>
1/30	Analyzing systems	More modeling ✓ <i>Mastering the Three Worlds of Technology</i>	<b>Modeling assignment due 2/1 by noon.</b>
Week 4 2/4	System-Related Decisions ERP	CASE: Timberjack Parts: Packaged Software Selection Project ✓ <i>Getting IT Right</i>	<i>Case write up (ungraded) in class discussion</i>
2/6	Midterm review	In-class activity	<i>Come prepared with questions</i>
2/9	Midterm	9:00-11:30 rooms 125 and 128	<b>MIDTERM</b>
Week 5 2/11	System –Related Decisions Network enabling technologies	CASE: Wikis at Dresdner Kleinwort Wasserstein ✓ <i>Blogs at Dresdner Kleinwort Wassterstein (available with cases)</i> ✓ <i>Enterprise 2.0: The Dawn of Emergent Collaboration</i>	<b>Blog assignment due</b> <i>Come to class prepared to discuss case</i>
2/13	System-Related Decisions CRM	CASE: Amagansett Funds	<i>Case write up</i> <b>TB: Team 1,2</b>
Week 6 2/18	System-Related Decisions BI	CASE: Business Intelligence at Sysco	<i>Case write up</i> <b>TB: Team 3,4</b>
2/20	System-Related Decisions Sourcing	CASE: Cathay Pacific	<i>Case write up</i> <b>TB: Team 5,6</b>

Week 7 2/25	Societal implications - Privacy and ethics	CASE: Doubleclick and Internet Privacy (on Blackboard) ✓ <i>Chief Privacy Officer</i>	<i>Case write up (optional)</i> <i>TB: Team 7,8 [13]</i>
2/27	Societal implications - Security	CASE: The iPremier Company (A): Denial of Service Attack	<i>Case write up (optional)</i> <i>TB: Team 9,10</i>
2/29-3/1	Technology topics	Make up for Martin Luther King class – participation in FITA2008 conference – details forthcoming when program is completed ( <a href="http://fita2008.ecom.arizona.edu/index.html">http://fita2008.ecom.arizona.edu/index.html</a> )	
Week 8 3/3	Pulling it together Managing IT priorities & IT governance	CASE: Volkswagen of America	<i>TB: Team 11 [12]</i>
3/5	Wrap up	Discussion of FITA sessions Wrap up of course material Distribute final	<b>One-page overview of FITA2008 participation and learning</b>
3/8	Final Exam due	<i>Must be submitted by NOON</i>	