



Course	MIS6204 Section PS1 - Information Technology for Management
Professor	Bill Hefley, PhD
Term	Fall 2015 (August-November 2015)
Meetings	Per the Published Schedule

Professor's Contact Information

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Office Location	JSOM 3.420
Email Address	William.Hefley@utdallas.edu
Office Hours	By Appointment
Other Information	Please include your course number and section number in all email correspondence.

General Course Information

Pre-requisites, Co-requisites, & other restrictions	None
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Course Description	Information Technology for Management (2 semester credit hours) Necessary background to understand the role of information technology and Management Information Systems in today's business environment. Topics include: strategic role of information, organization of information, information decision making requirements, telecommunications and networking, managing information resources, cloud computing distributed processing, and current information systems/technology issues.
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May not be used to fulfill degree requirements in MS Information Technology and Management.
Students will demonstrate their understanding of the role of technology on businesses through analyses and discussion of cases and a final examination.

Learning Outcomes	As a result of our work together, students should: <ol style="list-style-type: none">1. gain a better understanding of the role that information technology (IT) plays in the firm2. better understand how the capabilities provided by information technologies (IT) can enable a firm meet its objectives, including enabling a firm to gain competitive advantage.3. obtain an understanding of some of the theoretical models that are used the design and operate information systems so that you can become better informed consumers of IT resources.4. understand some emerging issues in IT5. be able to use tools and theories developed in other courses, to better manage a firm's information technology resources.
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Text Book

Required Texts & Materials	Selected chapters from the book "Guiding the Digital Transformation of Organizations" by Vallabh Sambamurthy and Robert W. Zmud.
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- Individual chapters (or the book) can be electronically purchased and downloaded as PDF documents from the following website:
<http://www.ldapress.com/publications/guiding-the-digital-transformation-of-organizations/>
- The book chapters assigned as required reading for this course are:
 - Appendix: Basic Concepts
 - Chapter 1 -- Enhancing competitiveness through IT
 - Chapter 2 -- Competing in digital markets
 - Chapter 3 -- Business Platforms
 - Chapter 5 -- IT investment value pathways
 - Chapter 6 -- Building business cases for IT investment proposals
 - Chapter 7 -- The digitized enterprise
 - Chapter 9 -- Implementation and change management

Cases Studies and Related Readings

The Harvard Business Publishing cases that we will use in this course can be purchased and downloaded from Harvard Business School Publishing using the following course-specific URL:

<https://cb.hbsp.harvard.edu/cbmp/access/38369949>

If you have not registered at this site, you will need to register first.

Articles and other case studies used in this course will be made available in eLearning.

Suggested Texts, Readings, & Materials

Additional enrichment materials will be made available in eLearning.

Assignments & Academic Calendar

[Topics, Reading Assignments, Due Dates, Exam Dates]

Session & Date	Topics	Required Reading (before class session)	Deliverable
Session 1 Friday August 21 PM	<ul style="list-style-type: none"> • Course Introduction • Using IT for competitive advantage • Nexus of Forces • Cloud Computing 	<ul style="list-style-type: none"> • <u>Chapter 1 - Enhancing competitiveness through IT</u>, from the Sambamurthy and Zmud book. • <u>Appendix: Basic Concepts</u>, from the Sambamurthy and Zmud book. • A. McAfee and E. Brynjolfsson, "Investing in IT that makes a competitive difference," <i>Harvard Business Review</i>, August 2008. • Gartner Jan 2013 Nexus of Forces Changes Everything • H. W. Chesbrough, "Bringing open innovation to services," <i>MIT Sloan Management Review</i>, January 2011 • Gartner Jan 2013 Nexus of Forces Changes Everything 	Group formation and sign up

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		<ul style="list-style-type: none"> McAfee, “What every CEO needs to know about the cloud,” <i>Harvard Business Review</i>, November 2011 P. Louridas, “Up in the Air: Moving Applications to the Cloud,” <i>IEEE Software</i>, July/August 2010 CASE (for discussion): “Realizing Strategic Value Through Center-Edge Digital Transformation in Consumer-Centric Industries” (in eLearning) <ol style="list-style-type: none"> What would you consider to be important IT knowledge for today’s managers? How is Kaiser Permanente’s IT-enabled business strategy moving from an organization’s center (i.e., improving operational efficiency and effectiveness to the organization’s edge (i.e., improving and innovating processes that involve customers/clients and external partners)? How was IT used for strategic advantage in this case? Is it sustainable? 	
Session 2 Thursday Sept 17 AM	<ul style="list-style-type: none"> Business Platforms Competing in digital markets Implementation and change management Case Study Discussions – IT Success and Failure 	<ul style="list-style-type: none"> <u>Chapter 3 - Business Platforms</u>, from the Sambamurthy and Zmud book. E. Brynjolfsson and A. McAfee, “Winning the race with ever-smarter machines,” <i>MIT Sloan Management Review</i>, Winter 2012. <u>Chapter 9 - Implementation and change management</u>, from the Sambamurthy and Zmud book. T. Davenport, “Putting the enterprise into the enterprise system,” <i>Harvard Business Review</i>, August 1998. Case (for discussion): MK Taxi (HBS Case) Case: Hafford Furniture (in eLearning) <ol style="list-style-type: none"> Why were the IT implementations at MK Taxi successful and at Hafford so troubled? What were the principle causes of success and failure? What were the key factors driving success at MK Taxi? Why was Hafford such a troubled IT implementation? What are the characteristics of an IT project failure? How do you recognize a failure? When should an organization “pull the plug” and cancel an IT project? What can we do to minimize IT project failures? 	Group write-up of the Hafford case study
Session 3 Friday Sept 18 PM	<ul style="list-style-type: none"> Competing in digital markets Digitized Enterprise Platform strategy Case Study- Transforming a traditional business model 	<ul style="list-style-type: none"> <u>Chapter 2 - Competing in digital markets</u>, from the Sambamurthy and Zmud book. T. Eisenmann, G. Parker, M. W. V. Alstynne “Strategies for two-sided markets,” <i>Harvard Business Review</i>, October 2006 P. Weill and S. L. Woerner, “Optimizing your digital business model,” <i>MIT Sloan Management Review</i>, Spring 2013. <u>Chapter 7 - The digitized enterprise</u>, from the Sambamurthy and Zmud book. 	Group write-up of the Bush Boake Allen case study

Session & Date	Topics	Required Reading (before class session)	Deliverable
		<ul style="list-style-type: none"> • “Digital transformation: A roadmap for billion-dollar organizations,” MIT Sloan Management and Capgemini Consulting report. • Case: Bush Boake Allen (HBS Case) <ol style="list-style-type: none"> 1. Sketch a process flowchart of BBA’s traditional flavor development process. <ul style="list-style-type: none"> ○ What roles do customers, R&D, marketing and manufacturing play? ○ How do the process steps and roles change when the spider toolkit technology is used? 2. How will BBA’s business model be affected? 3. Which strategy do you endorse? Why? <ul style="list-style-type: none"> ○ Spider in-house vs. Spider for large customers only vs. Spider for anyone, anywhere? Or some other strategy? 4. How would you propose to execute the strategy you endorse? 	
Session 4 Saturday Sept 19 PM	<ul style="list-style-type: none"> • IT investments • Building a business case • Case Study– Tale of Two Banks 	<ul style="list-style-type: none"> • <u>Chapter 5 - IT investment value pathways</u>, from the Sambamurthy and Zmud book. • <u>Chapter 6 - Building business cases for IT investment proposals</u>, from the Sambamurthy and Zmud book • Case: Two Banks (HBS Case) <ol style="list-style-type: none"> 1. How are the IT strategies different between the two banks? <ul style="list-style-type: none"> ○ In your view which of the two banks has a better IT strategy? Which mode are they mostly operating in? 2. How would you assess the IT investments of the two banks? How could you measure their impact? 3. Consider the argument that IT is a commodity and hence firms should spend less on new IT, waiting longer to invest in mature technologies. Does this argument hold true in the case of the two banks? Justify your answer. 	Group write-up of the Two Banks case study
Session 5 Friday Oct 16 PM	<ul style="list-style-type: none"> • Business Intelligence • Case Study– Foxwoods 	<ul style="list-style-type: none"> • T. Davenport, “Competing on analytics,” <i>Harvard Business Review</i>, January 2006 • G. Loveman, “Diamonds in the datamine,” <i>Harvard Business Review</i>, May 2003 • McAfee and E. Brynjolfsson, “Big Data: The Management Revolution,” <i>Harvard Business Review</i>, October 2012 • M. S. Najjar and W. J. Kettinger, “Data Monetization: Lessons from a Retailer’s Journey,” <i>MIS Quarterly Executive</i>, December 2013 • Case: Foxwoods: Turning Data into Insights in the Hospitality Industry (HBS Case #810083) <ul style="list-style-type: none"> • Considering Foxwoods, your role is that of a management consultant asked to give advice to Foxwoods’ senior management. To address management’s four questions, you will need to 	Group write-up of the Foxwoods case study

Session & Date	Topics	Required Reading (before class session)	Deliverable
		<p>address these background questions:</p> <ul style="list-style-type: none"> ○ How is Foxwoods using a big data / business analytics approach to transform their business? ○ What are the key components in each of the three McKinsey categories (data, analytic models, and tools)? • Management has asked you to address four questions: <ul style="list-style-type: none"> ○ What are the risks or concerns that they should be addressing in moving to this new IT environment that captures and uses customer data across the enterprise? ○ Will this new IT environment meet their strategic needs? Develop a Capability Map to demonstrate how these IT improvements meet key business needs. ○ What recommendations would you make to improve their implementation of these new IT ventures in light of today's capabilities for digitization and mobility? Present a proposed Capability Map for these improvements. ○ Are there specific areas of potential concern in how they are managing these new systems and vendors? Please identify these and make recommendations to address these concerns. 	
Session 6 Saturday Oct 17 PM	<ul style="list-style-type: none"> • Information Security • Case Study–Information Security 	<ul style="list-style-type: none"> • R.D. Austin and C. A. R. Darby, "The myth of secure computing," <i>Harvard Business Review</i>, June 2003. • H. Cavusoglu, B. Mishra, and S. Raghunathan, "The Effect of Internet Security Breach Announcements on Market Value: Capital Market Reactions for Breached Firms and Internet Security Developers," <i>International Journal of Electronic Commerce</i>, Fall 2004 • V. Mookerjee, T. Bandyopadhyay and R. Rao, "Why Do Firms find Cyber Insurance Unattractive?" <i>Communications of the ACM</i>, November 2009 • A. Cummings & R. Trzeciak. (2010). <i>Combating the Insider Threat</i>. National Cybersecurity and Communications Integration Center. https://www.us-cert.gov/sites/default/files/publications/Combating%20the%20Insider%20Threat.pdf • Case: iPremier Case (HBS) <ol style="list-style-type: none"> 1. How well did the iPremier perform during the 75 minute attack? What would have done differently if you were Bob Turley? 2. The CEO had expressed concerns that the company's operating procedures were deficient in response to such attacks. Do you agree? What additional procedures can you propose? 	Group write-up of the iPremiere case study

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		3. In the aftermath of the attack, what would you be worried about? What actions would you recommend be taken?	
Session 7 Friday Nov 13 AM	Final Exam	The final exam will be an in-class exercise held during the last session of scheduled classes. The exam will cover the entire course and may consist of multiple choice questions, short answer questions, as well as essay type questions. The exam will be open written notes (sorry, no technology to be used).	

Course Policies

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Grading (credit) Criteria

This course will involve a mix of activities and written and verbal assignments that may be in class or on campus. Homework will include readings from the text, assignments, and activities that usually require the student to complete some type of task. The instructor will provide detailed instructions as well as the grading criteria for each assignment. Please consult the course schedule for deadlines.

The grade components for the course are listed in the table below.

Component	Type	quantity X marks = Score	Comment
Class Participation	Individual	1 x 15 = 15	
Group Activities	Group	5 x 10 = 50	When written submission required, submit before class as shown on Schedule.
Final Exam	Individual	1 x 30 = 35	As scheduled
Total		100	

Scoring

Scoring	Final Point Total	Letter Grade
	95-100+	A
	90 < 95	A-
	85 < 90	B+
	80 < 85	B
	75 < 80	B-
	70 < 75	C+
	65 < 70	C
	0-65	F

Make-up Exams	Make-up exams and quizzes will not be allowed without prior permission.
Extra Credit	None
Late Work	<p>Students are required to submit all assignments on time. All assignments are due at the beginning of class (not during and not after), on the specified date.</p> <p>I do not accept late assignments unless prior arrangements have been made with the instructor. If you find that an assignment may be late, please inform the instructor in advance of when it is due, and negotiate any accommodations with the instructor.</p>
Special Assignments	None
Class Attendance	<p>Attendance is extremely important. Students are expected to attend all classes in order to achieve maximum success. Please inform the instructor, your team mates, Debbie Samac and Jim Szot in advance of your absence. You are responsible for collaboration with the instructor on any alternate assignments, as well as your team for team assignments.</p> <p>Attendance will be taken and used in consideration for the Participation grade; however, this grade will also reflect the instructor's judgment of the value of contributions to class discussion. There is no makeup for missed in-class assignments.</p>
Classroom Citizenship	<p>Meaningful Class Participation: Active, consistent participation in class is an essential part of the learning experience. We will be using cases and readings and you must prepare them, either individually, or preferably, with a study group. Meaningful participation in the class discussion is valued and needed.</p> <p>Meaningful participation means making a contribution to our discussion, not merely talking, and it does not mean repeating facts in the readings or simply agreeing with what others have said. Nor does it mean making a point here or there. Our interest is not in "right" or "wrong," it is whether you have made a contribution to the development of the issues under study; whether you have moved the class forward. One clear way of making a contribution is to critically evaluate the comments of your classmates where needed; it is not the instructor's duty alone to decide whether a remark is of value. Failure to participate and contribute, penalizes you and the class in many ways: (1) you lose incentive to prepare the readings and case properly; (2) you lose the chance to further develop your oral communication skills; (3) you deprive all of us of your insights into the reading material and case; (4) your ideas do not get scrutinized and evaluated by others.</p> <p>Respect and Dignity: At UT Dallas we appreciate and foster the many advantages that come from working in a diverse community where everyone is treated equitably, with dignity and respect. The University of Texas at Dallas is committed to providing an educational, living and working environment that is welcoming, respectful and inclusive of all members of the university community. An environment that is free of discrimination and harassment allows members of the university community to excel in their academic and professional careers. To that end, to the extent provided by applicable federal and state law, the University prohibits unlawful discrimination against a person because of their race, color, religion, sex (including pregnancy), national origin, age, disability, genetic information, or veteran status. The University's commitment to equal opportunity extends its nondiscrimination protections to include sexual orientation, gender expression and gender identity.</p>

	Students are expected to recognize and respect a diversity of backgrounds and opinions among their fellow students. They should demonstrate respect for all students as an individual, recognizing that students may bring differing backgrounds, opinions and insights into the classroom.
eLearning	eLearning will be used for class content (e.g., class slides and assignment descriptions) and the recording of grades. Slides will be posted in eLearning before class is held. Class announcements (e.g., change in assignment dates) will be sent to the student email on record in eLearning. It is the students' responsibility to regularly check their UT Dallas email accounts.
Instructor Response Policy	The instructor will respond to all student inquiries (emails, voice messages, etc.) within 48 hours (excluding holidays and weekends).
Academic Integrity	The University is committed to academic excellence and expects academic honesty from all members of the University community and believes that it is essential for academic excellence and integrity. Academic honesty includes adherence to guidelines established by the instructor in a particular course for both individual and group work. It prohibits representing the work of others to be one's own (plagiarism); receiving unauthorized aid on an assignment (cheating); and using similar papers or other work products to fulfill the obligations of different classes without the instructor's permission. Penalties for academic dishonesty may include a grade of "F" on the work in question or for the course. In addition, any student engaged in academic dishonesty will be subject to disciplinary action. Please refer to the UT Dallas Syllabus Policies and Procedures website (see below) for detailed information pertaining to academic dishonesty, including procedures for determining disciplinary action.
Course Evaluation	As required by UTD academic regulations, every student must complete an evaluation for each enrolled course at the end of the semester. An online instructional assessment form will be made available for your confidential use. A link to an online instructional assessment form will be emailed to you for your confidential use.
Comet Creed	<p><i>This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:</i></p> <p><i>"As a Comet, I pledge honesty, integrity, and service in all that I do."</i></p>
UT Dallas Syllabus Policies and Procedures	<p><i>The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.</i></p> <p><i>Please go to http://go.utdallas.edu/syllabus-policies for these policies.</i></p>

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.