Course	**MIS 6204 Section 5U1 -** **Information Technology for Management**
Professor	Bill Hefley, PhD
Term	Summer 2017 (May 31 - Aug 10, 2017)
Meetings	Wednesday: 6:00 pm - 8:45 pm JSOM 1.110

Professor's Contact Information

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Email Address	William.Hefley@utdallas.edu
Office Hours	Wednesday 5:00 – 6:00 pm, and by appointment
TA	Danish Saifee (dxs121230@utdallas.edu)
Other Information	Please include your course number and section number in all email correspondence.

General Course Information

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.
Learning Outcomes	Students will demonstrate their understanding of the role of technology on businesses through analyses and discussion of cases and a final examination. As a result of our work together, students should: 1. gain a better understanding of the role that information technology (IT) plays in the firm 2. 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 IT 5. be able to use tools and theories developed in other courses, to better manage a firm's information technology resources.
Pre-requisites, Co-requisites, & other restrictions	No pre-requisites or co-requisites May not be used to fulfill degree requirements in MS Information Technology and Management.

Required Texts & Materials	**Text Book** Selected chapters from the book "Guiding the Digital Transformation of Organizations" by Vallabh Sambamurthy and Robert W. Zmud. o Individual chapters (or the book) can be electronically purchased and downloaded as PDF documents from the following website: http://www.ldpress.com/publications/guiding-the-digital-transformation-of-organizations/ o 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 School Publishing cases that we will use in this course can be purchased and downloaded from Harvard Business School Publishing using this course-specific URL: http://cb.hbsp.harvard.edu/cbmp/access/64382551 If you have not registered at this site, you will need to register first. HBP cases that we will use are listed below: • **Surviving SAP Implementation in a Hospital** Juanita Cajiao; Enrique Ramirez HEC132-PDF-ENG • **MK Taxi: Private Chauffeur Service** Andrew McAfee 605029-PDF-ENG • **AccorHotels and the Digital Transformation: Enriching Experiences through Content Strategies along the Customer Journey** David Dubois; Chae InYoung; Joerg Niessing; Jean Wee IN1251-PDF-ENG • **Does IT Payoff? Strategies of Two Banking Giants** Ali Farhoomand; Minyi Huang HKU753-PDF-ENG • IPre**mier Co. (A): Denial of Service Attack** Robert D. Austin; Larry Leibrock; Alan Murray 601114-PDF-ENG

	• **Carolinas HealthCare System: Consumer Analytics** John A. Quelch; Margaret Rodriguez 515060-PDF-ENG • **Managing with Analytics at Procter & Gamble** Thomas H. Davenport; Marco Iansiti; Alain Serels 613045-PDF-ENG • **Data Analytics Simulation: Strategic Decision Making** Thomas H. Davenport 7050-HTM-ENG 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 Wednesday May 31	• Course Introduction • Using IT for competitive advantage	• <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," *Harvard Business Review*, August 2008. • H. W. Chesbrough, "Bringing open innovation to services," *MIT Sloan Management Review*, Jan 2011	Group formation and sign up
Session 2 Wednesday June 7	• Nexus of Forces (SMAC) • Cloud Computing • Ubiquitous Computing • **Case Study – Implementing IT**	• Saul J. Berman, (2012),"Digital transformation: opportunities to create new business models", Strategy & Leadership, Vol. 40 Iss 2 pp. 16 - 24 • Gartner Jan 2013 Nexus of Forces Changes Everything • McAfee, "What every CEO needs to know about the cloud," *Harvard Business Review*, November 2011 • P. Louridas, "Up in the Air: Moving Applications to the Cloud," *IEEE Software*, July/August 2010 • **CASE (for discussion): "Realizing Strategic Value Through Center-Edge Digital Transformation in Consumer-Centric Industries" (in eLearning)** • **Case (for written submission): Surviving SAP Implementation in a Hospital**	Individuals case write-up
Session 3 Wednesday June 14	• Business Platforms • Competing in digital markets • Implementation	• <u>Chapter 3 - Business Platforms</u>, from the Sambamurthy and Zmud book. • E. Brynjolfsson and A. McAfee, "Winning the race with ever-smarter machines," *MIT Sloan Management Review*, Winter 2012.	Group write-up of the assigned case study

Session & Date	Topics	Required Reading (before class session)	Deliverable
	and change management • **Case Study Discussions – IT Success and Failure**	• Chapter 9 - Implementation and change management, from the Sambamurthy and Zmud book. • T. Davenport, "Putting the enterprise into the enterprise system," *Harvard Business Review*, August 1998. • **Case (for discussion): MK Taxi (HBS Case)** • **Case (for written group submission): Hafford Furniture**	
Session 4 Wednesday June 21	• Competing in digital markets • Digitized Enterprise • Platform strategy • **Case Study- AccorHotels** • **Case Study: Meditec**	• Chapter 2 - Competing in digital markets, from the Sambamurthy and Zmud book. • T. Eisenmann, G. Parker, M. W. V. Alstyne "Strategies for two-sided markets," *Harvard Business Review*, October 2006 • P. Weill and S. L. Woerner, "Optimizing your digital business model," *MIT Sloan Management Review*, Spring 2013. • Chapter 7 - The digitized enterprise, from the Sambamurthy and Zmud book. • "Digital transformation: A roadmap for billion-dollar organizations," MIT Sloan Management and Capgemini Consulting report. • **Case: AccorHotels (HBS Case)** • **Case: Fähling, J., Köbler, F., Leimeister, J. et al. From products to product-service systems: IT-driven transformation of a medical equipment manufacturer. Journal of Information Technology Teaching Cases (2014) 4: 20.**	Group write-up of the assigned case study
Session 5 Wednesday June 28	• IT investments • Building a business case • **Case Study– Tale of Two Banks**	• Chapter 5 - IT investment value pathways, from the Sambamurthy and Zmud book. • Chapter 6 - Building business cases for IT investment proposals, from the Sambamurthy and Zmud book • **Case: Does IT Payoff? Strategies of Two Banking Giants (HBS Case)**	Group write-up of the Two Banks case study
Session 6 Wednesday July 5	• Digital Transformation	• Matt, Christian; Hess, Thomas; and Benlian, Alexander (2015) "Digital Transformation Strategies," Business & Information Systems Engineering: Vol. 57: Iss. 5, 339-343. Available at: http://aisel.aisnet.org/bise/vol57/iss5/5 • Marie-helene Delmond, Fabien Coelho, Alain Keravel, Robert Mahl. How Information Systems Enable Digital Transformation: A focus on Business Models and Value Co-production. Available at: https://hal-mines-paristech.archives-ouvertes.fr/hal-01369141/file/A-645.pdf	

Session & Date	Topics	Required Reading (before class session)	Deliverable
		• The Value-Switch for Digitalization Initiatives: Business Process Management Available at https://www.researchgate.net/profile/Mathias_Kirchmer/publication/303401242_The_Value-Switch_for_Digitalization_Initiatives_Business_Process_Management/links/5740a7e408ae9f741b34e300/The-Value-Switch-for-Digitalization-Initiatives-Business-Process-Management.pdf • Michael Connor (2015). Creating Customer Value in a Digitally Transformed Future. Journal of Creating Value 1(2), 204–213	
Session 7 Wednesday July 12	• Information Security	• R.D. Austin and C. A. R. Darby, "The myth of secure computing," *Harvard Business Review*, 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," *International Journal of Electronic Commerce*, Fall 2004 • V. Mookerjee, T. Bandyopadhyay and R. Rao, "Why Do Firms find Cyber Insurance Unattractive?" *Communications of the ACM*, November 2009 • A. Cummings & R. Trzeciak. (2010). *Combating the Insider Threat*. National Cybersecurity and Communications Integration Center. https://www.us-cert.gov/sites/default/files/publications/Combating the Insider Threat.pdf	Individual Assignment - Digital Transformation
Session 8 Wednesday July 19	• **Case Study– Information Security**	• **Case**: **iPremier Case (HBS)**	Group write-up of the case study
Session 9 Wednesday July 26	• Business Intelligence • **Case Study– Carolinas HealthCare System**	• T. Davenport, "Competing on analytics," *Harvard Business Review*, January 2006 • G. Loveman, "Diamonds in the datamine," *Harvard Business Review*, May 2003 • McAfee and E. Brynjolfsson, "Big Data: The Management Revolution," *Harvard Business Review*, October 2012 • M. S. Najjar and W. J. Kettinger, "Data Monetization: Lessons from a Retailer's Journey," MIS Quarterly Executive, December 2013 • **'State of Analytics and Decision Science' report** http://analytics-magazine.org/mu-sigma-releases-state-analytics-decision-science-report/ • **Case: Carolinas HealthCare System: Consumer Analytics (HBS Case)**	Individual write-up of the case study

Session & Date	Topics	Required Reading (before class session)	Deliverable
Session 10 Wednesday Aug 2	• Applying Big Data	• **Case: Managing with Analytics at Procter & Gamble (HBS Case)** • Data Analytics Simulation: Strategic Decision Making (in class)	
Session 11 Wednesday Aug 9	• Emerging Topics		
Final Project		The final project (a project proposal) will be due August 10, 11;59 PM. The project will be introduced by Session 5.	**Final Project Proposal**

Course Policies

Grading 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 and other sources), 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. {TABLE_BELOW}

Component	Type	Quantity X Marks = Score	Comment
Engagement (Class Participation and Attendance)	Individual	1 x 10 = 10	
Individual Activities	Individual	3 x 10 = 30	When written submission required, submit before class as shown on Schedule.
Group Activities	Group	4 x 10 = 40	When written submission required, submit before class as shown on Schedule.
Final Project	Individual	1 x 20 = 20	As scheduled
Total		**100**	

	Scoring
	Final Score · **Letter Grade** · **Final Score** · **Letter Grade** **95-100+** · **A** · **75 < 80** · **B-** **90 < 95** · **A-** · **70 < 75** · **C+** **85 < 90** · **B+** · **65 < 70** · **C** **80 < 85** · **B** · **0-65** · **F**
Assignments	All assignments, unless specifically marked as a Group Assignment, and all projects are to be individual efforts. You are not to collaborate with other students, or to discuss homework or programming assignments with other students prior to submission. Copying of homework, programming assignments, or projects, in whole or in part, from other students or from assignments from previous semesters will be considered to be an act of academic dishonesty. All assignments will be submitted through eLearning. Submission of assignments by e-mail is not acceptable unless prior permission of instructor is obtained.
Late Work	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. 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.
Extra Credit / Special Assignments	None
Class Attendance	Attendance is extremely important. Students are expected to attend all classes in order to achieve maximum success. Please inform the instructor and your team mates 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. 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.
Classroom Citizenship	**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. 　　　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. **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. 　　　　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	*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:* **"As a Comet, I pledge honesty, integrity, and service in all that I do."**

UT Dallas Syllabus Policies and Procedures	*The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to* http://go.utdallas.edu/syllabus-policies *for these policies.*

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