MIS5001 - INFORMATION TECHNOLOGY MANAGEMENT
March 19 - April 16, 2014, CRN 11168, Section 001
Wednesday, 1:00 - 4:40pm, Alter Hall 746

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Office Hours: Tuesday, 3pm-5pm; Wednesday 10am-Noon; and by appointment

Course Description
Organizations that strategically select, manage, and deploy digital business models prosper in the global economy. Students will use systems and business process thinking to create and analyze strategies for technology-enabled organizational and industry transformation. They will propose innovative solutions for new and existing business initiatives to leverage enterprise, consumer, and social technologies.

Learning Objectives and Program Competencies

<table>
<thead>
<tr>
<th>Course Learning Objectives</th>
<th>MBA Program Competencies</th>
<th>Key Skills</th>
<th>Evaluation Methods</th>
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<tbody>
<tr>
<td>Use innovation frameworks to analyze competitive landscape for emerging IT products and services.</td>
<td>Influential Communication Business Reasoning Identify and Evaluate Business Opportunities</td>
<td>Articulate the business case for IT in writing and presentations</td>
<td>Case Analysis Participation Final Exam</td>
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<td>Compare IT governance models in both a single-country and multinational context.</td>
<td>Cross-Cultural Effectiveness</td>
<td>Identify key issues in adaptation of governance models to local settings within a multi-national firm.</td>
<td>Case Analysis Participation</td>
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<td>Create a business case for the value of an information technology initiative.</td>
<td>Financial Acuity</td>
<td>Apply financial analysis to make investment recommendations.</td>
<td>Group Project</td>
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<td>Understand the transformative impact of technology on standard business practices. Identify the components of enterprise information architecture and its strategic role in the organization. Explain the role of data, information, and knowledge in informing an organization’s strategy.</td>
<td>Implementation Management</td>
<td>Demonstrate ability to identify systems and processes in an IT implementation</td>
<td>Learn IT Case Analysis Participation</td>
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<td>Ethical Management</td>
<td>Articulate guidelines for ethical use of corporate data.</td>
<td>Case Analysis Participation</td>
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**Credits**
This course represents the collaborative efforts of MIS department Profs. Schuff, Weinberg, Yoo, and Mandviwalla. I gratefully acknowledge the contributions of my colleagues.

**Course Materials**
The materials for this course are drawn from multiple sources.
- There is no required textbook for this course. There is a set of required case studies which you can purchase online at [https://cb.hbsp.harvard.edu/cbmp/access/25649240](https://cb.hbsp.harvard.edu/cbmp/access/25649240) (note: registration & login required to access and order the course packet).
- There are additional assigned readings throughout the course. These are available for free on the web.

Check the course schedule for the dates when each reading and case study is due. The readings are available as hyperlinks on the course schedule.

**Grading and Policies**
- 15% - Participation
  - In-class attendance
  - Preparation
  - Active engagement
  - Online participation
- 20% - Learn IT
- 25% - Case Study Analyses **
- 20% - Group Project and Presentation **
- 20% - Take-Home Exam (Journal) **
** Submitted in slide deck format
Grading Criteria

**A and A-** The assignment consistently exceeds expectations. It demonstrates originality of thought and creativity throughout. Beyond completing all of the required elements, new concepts and ideas are detailed that transcend general discussions along similar topic areas. There are few mechanical, grammatical or organizational issues that detract from the presented ideas.

**B-, B, B+** The assignment consistently meets expectations. It contains all the information prescribed for the assignment and demonstrates a command of the subject matter. There is sufficient detail to cover the subject completely but not too much as to be distracting. There may be some procedural issues, such as grammar or organizational challenges, but these do not significantly detract from the intended assignment goals.

**C-, C, C+** The assignment fails to consistently meet expectations. That is, the assignment is complete but contains problems that detract from the intended goals. These issues may be relating to content detail, be grammatical, or be a general lack of clarity. Other problems might include not fully following assignment directions.

**Below C-** The assignment constantly fails to meet expectations. It is incomplete or in some other way consistently fails to demonstrate a firm grasp of the assigned material.

Citation Guidelines

If you use text, figures, and data in reports that was created by others you must identify the source and clearly differentiate your work from the material that you are referencing. If you fail to do so you are plagiarizing. There are many different acceptable formats that you can use to cite the work of others. The format is not as important as the intent. You must clearly show the reader what is your work and what is a reference to someone else’s work.

Academic Honesty


Temple University believes strongly in academic honesty and integrity. Plagiarism and academic cheating are, therefore, prohibited. Essential to intellectual growth is the development of independent thought and a respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect.

Plagiarism is the unacknowledged use of another person’s labor, another person’s ideas, another person’s words, another person’s assistance. Normally, all work done for courses — papers, examinations, homework exercises, laboratory reports, oral presentations — is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed
consulting other resources — journals, books, or other media — these resources must be cited in a manner appropriate to the course. It is the instructor’s responsibility to indicate the appropriate manner of citation. Everything used from other sources — suggestions for organization of ideas, ideas themselves, or actual language — must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism.

Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. It includes falsifying data; submitting, without the instructor’s approval, work in one course which was done for another; helping others to plagiarize or cheat from one’s own or another’s work; or actually doing the work of another person.

The penalty for academic dishonesty can vary from receiving a reprimand and a failing grade for a particular assignment, to a failing grade in the course, to suspension or expulsion from the university. The penalty varies with the nature of the offense, the individual instructor, the department, and the school or college.

Students who believe that they have been unfairly accused may appeal through the school or college’s academic grievance procedure.

Academic dishonesty will not be tolerated in this class. In cases of cheating, both parties will be held equally responsible, i.e. both the student who shares the work and the student who copies the work. Penalties for such actions are given at my discretion, and can range from a failing grade for the individual assignment, to a failing grade for the entire course.

**Participation**

This course applies a discussion-based method of instruction which relies heavily on your active participation and preparation both in-class and online. You are expected to read the case studies and readings and come prepared to engage the class in a meaningful conversation.

You are encouraged to use your knowledge and experiences to build, test, and modify your own concepts through dialogues with the instructor and fellow students. Much of your learning will occur as you prepare for and participation in discussions about the course material. The course material has been carefully chosen to bring the real world into class discussion while also illustrating fundamental concepts.

**Classroom Etiquette**

The environment you and your fellow students create in class directly impacts the value that is gained from the course. To that end, the following are my expectation of your conduct in this class:

- Arrive on time and stay until the end of class.
- Turn off cell phones, pagers and alarms while in class.
- Limit the use of electronic devices (e.g., laptop, tablet computer) to class-related usage such as taking notes. Restrict the use of an Internet connection (e.g., checking email, Internet browsing, sending instant messages) to before class, during class breaks,
or after class.
• During class time speak to the entire class (or breakout group) and let each person “take their turn.”
• Be fully present and remain present for the entirety of each class meeting.

**Preparation for Class**
Preparation before class – Each week (including the first class meeting) you will submit a brief summary of those readings assigned for that class period (see the course schedule). This includes the cases. Submit a hard copy at the beginning of class and bring a copy for your reference during the discussion.

Your weekly summary should include the following:
1. One key point you took from each assigned reading, including the cases (even if you submitted a case analysis that week): one or two sentences per reading.
2. One key point you learned from the readings as a whole: one or two sentences maximum.
3. One discussion question that you would ask your fellow classmates.

Finally, keep in mind this assignment is graded pass/fail. If you do not fully complete the assignment, you will not receive credit for the writeup that week.

**Participation During Class**
We will typically start each session with “opening” questions about the assigned readings and case study. Students called up to answer should be able to summarize the key issues, opportunities, and challenges in the case study. All students should be prepared to be answer these questions.

If for some reason you feel unprepared to respond to a question, you may say “pass” and I will call on another student. To earn full participation credit, keep the total number of “passes” to a minimum over the course of the semester. Another important aspect of class participation is completion of in-class assignments and contribution to break-out group activities.

**Participation Around Classes**
To facilitate on-going learning of course material, we will also discuss course material on the class site. You should plan on commenting on the posts on the main class site. The site is public and the above activities provide you with a forum to demonstrate your insights and ideas to the rest of the world and to learn from others.

**Suggestions for Commenting**
The comments should focus on professional topics (only). Typical comments are about a few sentences to a small paragraph. The focus should be on quality and not on quantity.

Ideas for comments include:
• Examples of technologies or issues that demonstrate a concept we discussed in class
• Reacting to a post and providing a reasoned disagreement
• Providing insights on how to solve class related problems
• Providing new ways of thinking about the strategic role of technology
• Adding additional insights to an existing post/comment

Comments that are NOT acceptable include:
• Agreeing (or disagreeing) without providing a reason
• Simply listing a topic without providing an explanation
• Posting copyrighted material (it is acceptable to paraphrase the material and link to the original source)
• Using unprofessional or disrespectful language
• Material that does not fit the course goal

Course Schedule

Week 1 — 3/19

Major Topics
• Course Introduction
• Activity: Business Models and Processes
• Business Model Analysis

Read in Advance
• Course Syllabus
• Business Model Generation (Ostervalder & Pigneur) p. 1-47
• Case: Google, Inc.

Due
• Weekly Reading Summary (submit hard-copy)
• Group: Topic Proposal (post online)
• Case Mapping (Reviewed in class; not graded): analyze the Google, Inc. case via the perspective of the Ostervalder & Pigneur reading; specifically, their Business Model.

Week 2 — 3/26

Major Topics
• Knowledge Management and Bus. Intelligence
• Activity: Systems Thinking
• IT Governance

Read in Advance
• The Problem with the Data-Information-Knowledge-Wisdom Hierarchy
• Communities of Practice: Read all of the linked pages in sections 1.1 and 1.2.
• Case: Knowledge Management at Katzenbach Partners, LLC
• Open University: Systems thinking
• Principia Cybernetica (focus on feedback)
• Case: Volkswagen
Due
  •  Weekly Reading Summary
  •  Case #1 (Choose either Volkswagen or Knowledge Management at Katzenbach Partners, LLC)

Week 3 — 4/2

Major Topics
  •  Global Management and Platform Strategies
  •  Activity: Disruptive Innovation
  •  Activity: Digital identity management (analysis of your digital identity)

Read in Advance
  •  Olavsrud, T. (May 31, 2012). BYOD Drives Communism Out of IT.
  •  Case: Wyeth
  •  Christensen, Clayton M.; Overdorf, Michael (March–April 2000), “Meeting the challenge of disruptive change”, Harvard Business Review
  •  Wikipedia: Disruptive technology
  •  Reputation Management and Social Media

Due
  •  Weekly Reading Summary
  •  Learn IT #1

Week 4 — 4/9

Major Topics
  •  Crowdsourcing, Two-Sided Platforms
  •  Activity: Open-Sourcing
  •  Digital Marketing and Social Media

Read in Advance
  •  Reinventing your business model
  •  Case: Top-Coder (A)(B)
  •  In the Next Industrial Revolution, Atoms Are the New Bits
  •  Crowdfunding
  •  What Web 2.0 is (and isn't)
  •  Free! Why $0.00 Is the Future of Business
  •  Case: Social Strategy at American Express

Due
  •  Weekly Reading Summary
  •  Case #2 (Choose either Top-Coder (A)(B) or Social Strategy at American Express)

Week 5 — 4/16

Major Topics
  •  Ethics and Continuity Management
  •  Group Presentations

Read in Advance
Case Questions

Google, Inc.
- The case describes several of Google’s “products” (their search engine, Gmail, Google Earth, etc.). What do they have in common? How would you describe the line of business Google is in?
- What is Google’s revenue model (how do they make money)? Who are its customers? With this in mind, what is Google’s real product?
- Based on the material in the case, how would you describe Google’s strategy? Do they have one?
- The last section of the case is titled “What Should Google Do?” What do you think Google should do (it doesn’t have to be one of the options described in the case)? Make sure you explain why you chose that course of action.

Knowledge Management at Katzenbach Partners, LLC
- What are the key elements of Katzenbach’s knowledge management strategy? Is this a good strategy?
- What are the critical challenges in Katzenbach’s knowledge management? Describe both organizational and technical challenges.
- What are some specific ways in which Web 2.0 technology help Katzenbach’s knowledge management initiatives? Identify specific challenges, technology, and business solutions.

Volkswagen
- What is your assessment of the new process for managing priorities at Volkswagen of America? Is it better or worse than the old process? Are the criticisms justified?
- How should Matulovic respond to his fellow executives who are calling to ask him for special treatment outside the new priority management system? Does Volkswagen need a new selection system?
- How is it possible that under this new system a “critical” project (global supply chain system) was unfunded? What should be done about that?

Wyeth
- What was the role of IT in the globalization of Wyeth?
• Two major components of Wyeth’s global IT strategy were its ERP system and its “Global Data Warehouse.” In what ways do you think that the global nature of these initiatives influenced their design, development, and implementation?
• Would you say that IT-enabled globalization is simply another version of the centralization/decentralization decision that any company makes when it has multiple divisions, or is it fundamentally different? Explain.

Top-Coder (A)(B)
• Compare and contrast the TopCoder software development process to traditional software development methods. When would you use which?
• Describe the basic business model of TopCoder. How can other firms apply design principles of the TopCoder process to other domains?

Social Strategy at American Express
• How did their use of Facebook and Twitter differ from their use of Foursquare?
• What kinds of data can the company gather by looking at activity in these social networks?
• What insight could the company gain into its customers by analyzing this data?
• If you were Berland, would you choose the “broad” option or the “deep” option, as outlined at the end of the case?

When Hackers Turn to Blackmail
• Describe the security breach experienced by Sunnylake. Why do you think this breach occurred? What would you have done to prevent it?
• What do you think Sunnylake should do now? Would you make the same recommendation to your manager if all of your office was locked out of its computer systems?