
MIS 5287(1) – Business Skills for IT Auditors Fall 2017

About the Instructor:

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Office hours: by appointment

Class Location and Time:

ALT 239 9:00 – 5:00, Saturday (September, October, November)

Course Description

In this course you will increase the business and interpersonal skills necessary to be a competent and successful IT Auditor. Those skills will include presenting, networking, self-awareness in group settings, interviewing, and leadership.

Course Objectives:

1. Develop and practice managerial communications and public speaking skills
2. Increase competency in job interviewing and networking
3. Learn and practice techniques of negotiation and influencing
4. Identify behavioral science skills related to effectiveness at an IT Auditor
5. Enhance team building skills
6. Understand and improve self-awareness and Emotional Intelligence
7. Engage in leadership development

Required Text and Readings:

The materials for this course are drawn from multiple sources. There is no required textbook for this course.

The required text for this course is: Orlando R. Barone and Cari M. Tellis, *Your Voice Is Your Business, Second Edition*. 2016. Plural Publishing, San Diego, CA.

There is a set of required viewing, including videos made available free on line and readings that are supplied electronically to the students.

Evaluation and Grading

Item	Percent of Total Points
Participation	50%
Presentations	25%
Assignments	25%
	100%

Scale

94 – 100	A	73 – 76	C
90 – 93	A-	70 – 72	C-
87 – 89	B+	67 – 69	D+
83 – 86	B	63 – 66	D
80 – 82	B-	60 – 62	D-
77 – 79	C+	Below 60	F

Participation

Much of your learning will occur as you prepare for and participate in discussions and activities relative to the course material. The assignments and readings have been carefully chosen to bring the real world and your role as an IT Auditor into class discussion.

To encourage participation, 50% of the course grade is earned by preparing before class and discussing the topics and participating in activities between and in class. Evaluation is based on consistently demonstrating your engagement with the material. Assessment is based on what you contribute and demonstrate, not simply what you know.

- 1) **Preparation before class.** The assumption is that you will prepare by doing the assignments, readings and viewing the assigned videos.
- 2) **Participation during class.** There will be many opportunities to work alone, in pairs and in teams to present to the group, on a variety of topics including the readings, and case studies.

Another important aspect of in-class participation is completion of in-class assignments and contribution to break out and group sessions.

- 3) **Reading and Listening Assignments.** There will be reading/viewing assignments that will include books, articles and videos. The discussions around these

communication pieces will either be written, on the Temple Blog or in-group presentations. Assignments are always expected to be done in a thorough and competent manner before the start of class session.

4) Guest Speakers

There will be guest speakers who will talk about their real world experience and share relevant skills for IT Auditors.

Exams

Exams are incorporated into class participation scores. You are required to report on results of assignments and will be accountable for the clarity and thoroughness of your reports. Each student will deliver presentations to the class and will be evaluated based on consistent criteria of effectiveness.

Absence Policy

You are responsible to be present for the entire class period on each of the three sessions.

- Participation in class is 50% of the total grade, and one absence constitutes one-third of the entire course. Should you miss a class, even for a legitimate reason, **the instructor has the option to reduce the highest final grade that you can attain from A to A-**.
- If you are granted permission by the instructor to miss a class, you will be given a make-up assignment that must be submitted prior to the class that follows the one missed. **If you skip an assignment, an additional 10 points will be subtracted from your final grade in the course.**
- Plan ahead and back up your work. ***Equipment failure is not an acceptable reason for turning in an assignment late.***

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 expectations of your conduct in this class:

- Arrive on time and stay until the end of class. Return from breaks at the time announced.
- 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.

Citation Guidelines

If you use text, figures, and data in reports that were 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 (see some of the resources below). The formats are 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.

Plagiarism and Academic Dishonesty

Plagiarism and academic dishonesty can take many forms. The most obvious is copying from another student’s exam, but the following are also forms of this:

- Copying material directly, word-for-word, from a source (including the Internet)
- Using material from a source without a proper citation
- Turning in an assignment from a previous semester as if it were your own
- Having someone else complete your homework or project and submitting it as if it were your own
- Using material from another student’s assignment in your own assignment

Plagiarism and cheating are serious offenses, and behavior like this 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, to expulsion from the program.

Student and Faculty Academic Rights and Responsibilities

The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02

Grading Criteria

The following are the criteria used for evaluating assignments. You can roughly translate a letter grade as the midpoint in the scale (for example, an A- equates to a 91.5).

Criteria	Grade
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 no mechanical, grammatical, or organization issues that detract from the ideas.	A- or A
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.	B-, B, B+
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.	C-, C, 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.	Below C-

Schedule

Session	Topic	Cases For Discussion	In-Class Activity	Assignment Due
1	<p>Course Introduction Review Syllabus Leadership Perspective</p> <ul style="list-style-type: none"> · Self Awareness: self control, self-efficacy, unconscious bias · Situational Awareness: selective attention, perceptions, attribution errors · Social Awareness: empathy, attending, mirror neurons <p>The Job Search</p> <ul style="list-style-type: none"> · Developing the professional resume · Conducting the successful job interview 	<p>Demo Videos, Guest Presenter job interview Resume do's and don'ts</p>	<p>Projects and Process</p>	<p>Resume <i>Your Voice Is Your Business</i>, Chapters 6, 10 View video</p>
2	<p>Interpersonal Effectiveness</p> <ul style="list-style-type: none"> · Self Insight Listening Presenting Yourself Keys to Communication 	<p>Videos illustrating levels of awareness <i>Your Voice Is Your Business</i>, Chapters 1, 4, 5 Articles</p>	<p>Myers-Briggs Type Indicator Becoming aware Individual Analyses Small Group exercises</p>	<p>Essay</p>
3	<p>Negotiation & Conflict Strategies</p> <ol style="list-style-type: none"> 1. Content vs. Process 2. From Conflict to Consensus 3. Mind Mapping: the Perception Matrix 4. Alignment of Interests 5. Levels of Influence 6. Credibility: Your Chief Asset 	<p>Videos, case studies <i>Your Voice Is Your Business</i>, Chapters 7, 8, 9.</p>	<p>Mind mapping 5 conflict strategies Thomas Kilmann Conflict Instrument</p>	<p>View videos Essay</p>

