MIS5402 - Managing Technology and Systems
CRN 25276, Section 401

Instructor
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Office Hours: Main Campus, Speakman Hall 201C, Tuesday / Thursday 1PM-3PM; and, by appointment
Class Meeting: Thursday, 6:00 - 8:13pm, TUCC 422

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.

<table>
<thead>
<tr>
<th>MBA Program Competency</th>
<th>Course Learning Objective</th>
<th>Key Skills</th>
<th>Evaluation Method</th>
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</thead>
<tbody>
<tr>
<td>Influential Communication Business Reasoning Identify and Evaluate Business Opportunities</td>
<td>Use innovation frameworks to analyze competitive landscape for emerging IT products and services. Apply new digital business models such as cloud computing, web services, crowdsourcing, and two-sided platforms to envision new products and services. Analyze disruptive potential of technology and formulate a response from an incumbent firm. Create a business case for the value of an information technology initiative.</td>
<td>Articulate the business case for IT in writing and presentations</td>
<td>Case Analysis Participation Reflection Journal</td>
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<tr>
<td>Implementation Management</td>
<td>Analyze the transformative impact of technology on standard business practices. Identify the components of enterprise information architecture and its strategic role in the organization.</td>
<td>Demonstrate ability to identify systems and processes in an IT implementation</td>
<td>Learn IT Participation</td>
</tr>
<tr>
<td>Cross-Cultural Effectiveness</td>
<td>Compare IT governance models in both a single-country and multinational context.</td>
<td>Identify key issues in adaptation of governance models to local settings within a multi-national firm.</td>
<td>Participation Case Analysis</td>
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<tr>
<td>Ethical Management</td>
<td>Explain the role of data, information, and knowledge in informing an organization’s strategy.</td>
<td>Articulate guidelines for ethical use of corporate data.</td>
<td>Participation Case Analysis Reflection Journal</td>
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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.

Course Grade Components

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation and Class Preparation</td>
<td>25%</td>
</tr>
<tr>
<td>Learn Information Technology Projects (2)</td>
<td>25%</td>
</tr>
<tr>
<td>Case Study Analyses (2)*</td>
<td>25%</td>
</tr>
<tr>
<td>Reflection Journal*</td>
<td>25%</td>
</tr>
</tbody>
</table>

* The case study analysis and reflection journal will be prepared in a slide deck format.

Required Text and Readings

The materials for this course are drawn from multiple sources.

1. There is no required textbook for this course. You can purchase the required case studies online at [https://cb.hbsp.harvard.edu/cbmp/access/31036381](https://cb.hbsp.harvard.edu/cbmp/access/31036381) (note: registration & login required to access and order the course packet).

2. There are additional assigned readings throughout the course. These are available for free on the web.

Web articles are linked to at: [http://community.mis.temple.edu/mis5402fall14johnson/](http://community.mis.temple.edu/mis5402fall14johnson/).

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Major Topics</th>
<th>Read in Advance</th>
<th>Due by Start of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction Business Model Analysis</td>
<td>Course Website Business Model Generation (Ostervalder &amp; Pigneur) p. 1-47</td>
<td>Weekly Reading Summary</td>
</tr>
<tr>
<td>2</td>
<td>Systems Thinking Crowdsourcing, Online Reviews</td>
<td>Wikipedia: Cybernetics Overview of Systems Thinking Case: AirBnB</td>
<td>Weekly Reading Summary Case Mapping (Not Graded)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Learn IT #1</td>
</tr>
<tr>
<td>Week</td>
<td>Major Topics</td>
<td>Read in Advance</td>
<td>Due by Start of Class</td>
</tr>
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<tr>
<td>3</td>
<td>Disruptive Innovation Two-Sided Platforms</td>
<td>Christensen, Clayton M.; Overdorff, Michael (March–April 2000), &quot;Meeting the challenge of disruptive change&quot;, Harvard Business Review Wikipedia: Network Effect Case: Google</td>
<td>Weekly Reading Summary Case #1</td>
</tr>
<tr>
<td>4</td>
<td>Ethics and Continuity Management</td>
<td>Missed Alarms and 40 Million Stolen Credit Card Numbers: How Target Blew It Case: When Hackers Turn to Blackmail Case: CareGroup</td>
<td>Weekly Reading Summary Case Mapping from perspective of hackers (Not Graded)</td>
</tr>
<tr>
<td>5</td>
<td>Digital Innovation Activity: Open-Sourcing</td>
<td>In the Next Industrial Revolution, Atoms Are the New Bits Free! Why $0.00 Is the Future of Business Case: Radiohead (A)</td>
<td>Weekly Reading Summary Case Mapping (Not Graded) Learn IT #2</td>
</tr>
<tr>
<td>6</td>
<td>Knowledge Management and Bus. Intelligence Activity: Business Models and Processes</td>
<td>Wenger: Communities of Practice (all sections) Case: Open Innovation at Siemens</td>
<td>Weekly Reading Summary Case #2</td>
</tr>
<tr>
<td>7</td>
<td>Global Management and Platform Strategies</td>
<td>Case: Wyeth Case: Volkswagen</td>
<td>Weekly Reading Summary Reflection Journal (Due within 48 hours of final class meeting)</td>
</tr>
</tbody>
</table>

**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. Citations are required for all images and figures included in your assignments.

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**

Academic honesty and integrity constitute the root of the educational process at Temple University. Intellectual growth relies on the development of independent thought and respect for the thoughts of others. To foster this independence and respect, plagiarism and academic cheating are prohibited.
Plagiarism is the unacknowledged use of another individual's ideas, words, labor, or assistance. All coursework submitted by a student, including papers, examinations, laboratory reports, and oral presentations, is expected to be the individual effort of the student presenting the work. When it is not, that assistance must be reported to the instructor. If the work involves the consultation of other resources such as journals, books, or other media, those resources must be cited in the appropriate style. All other borrowed material, such as suggestions for organization, ideas, or actual language, must also be cited. Failure to cite any borrowed material, including information from the internet, constitutes plagiarism.

Academic cheating results when the general rules of academic work or the specific rules of individual courses are broken. It includes falsifying data; submitting, without the instructor's approval, work in one course that was done for another; helping others to plagiarize or cheat from one's own or another's work; or undertaking the work of another person.

The penalty for academic dishonesty can vary from a reprimand and receiving 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. Students who believe that they have been unfairly accused may appeal through their school/college's academic grievance procedure and, ultimately, to the Graduate Board if academic dismissal has occurred.

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 instructor 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:

1. Arrive on time and stay until the end of class.
2. Turn off cell phones, pagers and alarms while in class.
3. 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.
4. During class time speak to the entire class (or breakout group) and let each person “take their turn.”
5. 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 sentence per reading.
2. One key point you learned from the readings as a whole: one sentence maximum.
3. One discussion question that you would ask your fellow classmates: one sentence maximum.

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 write-up 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.