MIS5801 – Information Technology Management
Summer 2013 (May 10 - June 7), Temple University Japan

About the Instructor
Steven L. Johnson, Asst. Professor, Management Information Systems
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Web: http://StevenLJohnson.org/

Course Site
We will use the MIS Community Site in this course instead of Blackboard. The URL is:
http://community.mis.temple.edu/mis5801summer14johnson/

Course Description
This course provides an introduction to the strategic role of information technology in today’s
digital centric world. You will learn how to apply systems thinking to analyze and understand
organizational IT strategy and usage. You will also learn how to apply theories of innovation to
analyze the disruptive potential of technology.

Course Objectives
• Understand the strategic role of IT
• Analyze and assess the technical and management foundations to lead successful IT
  initiatives
• Differentiate between different types of organizational information systems and their usage
  and role
• Analyze and assess the disruptive potential of new and emerging technologies
• Understand the issues involved in managing information systems and technology in a global
  environment

Required Textbook
There is no required textbook for this course. There is a set of cases required for the course (see
the “Cases” section of the syllabus). There will also be assigned readings throughout the course.
Check the course schedule for the dates each reading and case is due.

Evaluation and Grading

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Journal</td>
<td>25%</td>
</tr>
<tr>
<td>Participation</td>
<td>25%</td>
</tr>
<tr>
<td>Case Presentations (2)</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>

Grade | Criteria
----- | --------------------------------------------------
A and A- | The assignment consistently exceeds expectations. As such, it
demonstrates originality of thought and creativity throughout. Beyond
meeting all the required elements, new concepts and ideas are detailed
that transcend general discussions along similar topic areas. There are very
few significant mechanical, grammatical or organizational issues that
detract from the presented thoughts.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-, B, B+</td>
<td>The assignment consistently meets expectations. As such, 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 organization – but these should not significantly detract from the intended assignment goals.</td>
</tr>
<tr>
<td>C-, C, C+</td>
<td>The assignment fails to consistently meet expectations. As such, the assignment is complete but contains problems that detract from the intended goals. These issues may be grammatical, relating to detail or possess general lack of clarity. Other problems might include the inability to follow directions set forth in assignment descriptions.</td>
</tr>
<tr>
<td>Below C-</td>
<td>The assignment constantly fails to meet expectations. It is incomplete, without merit and/or consistently does not show that the student has a firm grasp on the material.</td>
</tr>
</tbody>
</table>

**Attendance and Participation (30%)**

Because I plan for class discussion to be an integral part of the course, I expect full attendance by every member of the class. I also expect you to arrive on time to class.

Your individual contribution to discussions and presentations will be evaluated and will comprise 25% of your total grade. You will be expected to make a significant contribution to each class discussion based on your own experiences. The quality of your contribution to the class discussions and your participation in group presentations will be graded individually.

**Assignments**

There will be three assignments:

**Assignments #1 and #2: Case Presentations – Group assignment, 12.5% each of total grade**

On days 4 and 5, the groups will lead the discussion regarding one of the case studies we are covering in the course. Each group will take a particular position regarding some aspect of the case (see below). Additional time during the breakout sessions will be allocated on days 4 and 5 to prepare. The groups are free to prepare outside of class, although this shouldn’t be necessary. The assignments are as follows:

**Day 4 (Afternoon): Volkswagen of America: Managing IT Priorities**

Group 1: What did Volkswagen get right regarding its method of prioritizing IT projects?

Groups 2 and 3: What did Volkswagen get wrong regarding its method of prioritizing IT projects?

**Day 5 (Morning): The Globalization of Wyeth**

Groups 1 and 2: What aspects of Wyeth’s “globalization” effort are similar to any centralization and standardization effort within a large company?

Group 3: What aspects of Wyeth’s “globalization” effort are different from centralization and standardization efforts within a large company?
The presentations should be short (approximately 10 minutes). PowerPoint should be used to illustrate key points. The group’s grade will be based on content, delivery, and professionalism. All members of your group will receive the same grade.

**Assignment #3: Journal – Individual assignment, 20% of total grade**  
**Due June 8, 2014**

**Overview**

Please prepare a journal documenting the key ideas presented in each of the class sessions. A key factor in the evaluation of your work is your interpretation of the main ideas presented and discussed in each session and the quality of the information that you provide. Your journal should be constructed individually and focus on the following:

- What were the major topics discussed in that class session?
- What were the key management issues related to the topic?
- What can be learned from the presentations and class discussions related to the topic?

**Requirements**

Summarize your complete journal in a set of no more than 12 PowerPoint slides. Use the main slides to communicate the key points in a succinct and direct manner. You may use the “notes” section on PowerPoint to add more detail and for your own use, but I will not review that material. As a guide, you should have about 1 or two slides per class session.

Submit the journal via email to me at steven@temple.edu by June 8, 2014. The file should be in Microsoft PowerPoint (.ppt or pptx) format. Late submissions will not receive assignment credit.

**Cases**

The following is a list of the cases we will be using during this course. Please visit https://cb.hbsp.harvard.edu/cbmp/import/ptos/26278537 to acquire the cases and other HBPS readings.

<table>
<thead>
<tr>
<th>Case</th>
<th>Day Covered</th>
<th>Case Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>HBS Case 9-806-105: Google Inc.</td>
<td>1 (Morning)</td>
<td>No</td>
</tr>
<tr>
<td>HBS Case 912019: Airbnb (A)</td>
<td>1 (Afternoon)</td>
<td>No</td>
</tr>
<tr>
<td>HBS Case 9-301-099: CISCO Systems Architecture: ERP and Web-enabled IT</td>
<td>2 (Morning)</td>
<td>No</td>
</tr>
<tr>
<td>HBS Case 9-609-048: Amazon Web Services</td>
<td>2 (Afternoon)</td>
<td>No</td>
</tr>
<tr>
<td>HBS Case 9-508-110 and 9-508-111: Radiohead: Music at Your Own Price (Parts A and B)</td>
<td>3 (Morning)</td>
<td>No</td>
</tr>
<tr>
<td>Stanford Case SM-162: Knowledge Management at Katzenbach Partners LLC</td>
<td>3 (Afternoon)</td>
<td>No</td>
</tr>
<tr>
<td>HBS Case 9-705-448: Kodak and the Digital Revolution (Only part A)</td>
<td>4 (Morning)</td>
<td>No</td>
</tr>
</tbody>
</table>
### Classroom Etiquette
Your behavior in class directly impacts the value you and your fellow students gain from the course. To that end, the following are rules of conduct in this class:

- Do not arrive late or leave early.
- Do not leave in the middle of the class.
- Turn off all cell phones and pagers while you are in class.
- You can use a laptop computer as long as it is related to the class (taking notes). Do not use your computer to check your email, browse the Internet, or send instant messages during the class.
- Do not engage in side discussions while others are speaking.

### 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

If you use text, figures, and data in reports that were created by someone other than yourself, you must identify the source and clearly differentiate your work from the material that you are referencing. There are many different acceptable formats that you can use to cite the work of others (see some of the resources below). You must clearly show the reader what is your work and what is a reference to somebody else’s work.

Plagiarism and cheating are serious offenses. 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.

For more information, refer to the Temple University student code of conduct, available at [http://www.temple.edu/assistance/udc/coc.htm](http://www.temple.edu/assistance/udc/coc.htm).

### 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](http://policies.temple.edu/getdoc.asp?policy_no=03.70.02).
Acknowledgements
This syllabus represents the collaborative efforts of MIS Department Professors Schuff, Mandviwalla, Flannagan, and Yoo.

Required Reading Material
This is the list of reading material (beyond the slides and cases) that you should review in preparation for the class sessions. The articles are listed below by day.

Articles that are not hyperlinked are either available through Temple Library (L), or have been purchased for you in advance (P).

Day 1 (Morning)
1. Osterwalder, Business Model Generation. PDF Preview

Day 1 (Afternoon)
   http://pespmc1.vub.ac.be/FEEDBACK.html

3. Disruptive technology. Wikipedia.

   www.thinking.net/Systems_Thinking/OverviewSTarticle.pdf


Day 2 (Morning)
   http://en.wikipedia.org/wiki/Business_process

   ComputerWorld.
   http://www.computerworld.com/s/article/9025338/What_IT_can_learn_from_the_railroad_business


   http://www.cio.com/article/40323

    http://www.cio.com/article/40295
Day 2 (Afternoon)
   http://www.computerworld.com/action/article.do?command=viewArticleBasic&taxonomyName=servers_and_data_center&articleId=9028358&taxonomyId=154&intsrc=kc_feat

   http://www.businessweek.com/technology/content/aug2008/tc2008082_445669.htm

Day 3 (Morning)
   http://www.wired.com/techbiz/it/magazine/16-03/ff_free?currentPage=all


   http://www.wired.com/techbiz/it/magazine/17-07/ff_facebookwall

   http://www.wired.com/wired/archive/14.06/crowds.html

Day 3 (Afternoon)

   http://www.infogineering.net/data-information-knowledge.htm

20. Levinson, M. (May 15, 2007). The Brain Behind the Big, Bad Burger and Other Tales of Business Intelligence. CIO. 
   http://www.cio.com/article/109454

Day 4 (Morning)

   http://www.nytimes.com/2008/05/02/technology/02kodak.html?pagewanted=all

   http://www.businessweek.com/ap/financialnews/D9QPC0UO1.htm

Day 4 (Afternoon)


Day 5 (Morning)
No readings assigned.

Day 5 (Afternoon)