

**ISOM 4363 -Section 1217 – Information Systems Management**  
Spring 2001 TR 5:45 – 7:00

Instructor: Geoff Willis, Ph.D.  
 Office: Business 200J  
 Phone: 974-5345  
 E-mail: gwillis@ucok.edu  
 Office Hrs.: TR 4:30 p.m. -5:45 p.m., 7:00 p.m.-7:30 p.m., and by appointment  
 Web Page: <http://www.busn.ucok.edu/gwillis/>  
 Classroom: B 209  
 Texts: *Information Technology for Management*, Turban, McLean, & Wetherbe, Wiley, 2<sup>nd</sup> ed.  
 Harvard Business School Case Packet  
 Prereq: ISOM 4163 or in the last semester of your senior year.

This course is the "capstone" for the MIS major and focuses on applying information technology to business processes. In this capstone experience students will review and synthesize information technology theory and skills from previous MIS courses and apply these to current organizational practices. Students will improve their ability to research information technologies and develop a lifelong research strategy. Students will develop their IS vocabulary and communicate their knowledge of information technology to end-users of technology. Using case studies, students will describe how organizations develop and manage information technology to improve organizational processes in order to meet their strategic objectives.

#### Course Objectives

- 1) MIS objectives
  - a) Understand the integrative role of information systems in business.
  - b) Describe how information technology is currently used by organizations.
  - c) Explain how information systems help organizations build strategic alliances to add value to their customers.
  - d) Describe strategies for managing change in a rapidly changing technological environment.
- 2) Ancillary objectives
  - a) Further develop oral and written communication skills.
  - b) Enhance critical thinking skills.
  - c) Develop a personal strategy for continuous learning in your chosen field.

#### Course Vehicle

This class uses our web page and e-mail as media for transmission of all news and documents. Please check our web site at noon each class day for updates and announcements, which may include articles I'd like to discuss later that evening. You are certainly welcome to check it more frequently, but those two times each week are vital. I will check my e-mail account a minimum of twice a day, so you should never have to wait too long for a reply to your missives.

#### EVALUATION AND GRADING

Your course grade is comprised of the following elements, with the percentages appearing in parenthesis after each component. I will maintain my grades in a coded spreadsheet that will be posted on our web site. This should permit real-time analysis of your grade and allow you to gauge the effort necessary to achieve your desired course grade outcome. Feel free at any time to drop by my office and discuss your grade with me - I will be candid.

Class Participation (10%)	Cases (20%)
Each Exam (20%)	Group Presentation (10%)
Group Report (10%)	Individual Presentation (10%)

Cut-offs for letter grades are as follows:

Average	Grade
89.5 – 100	A
79.5 – 89.49	B
69.5 - 79.49	C
59.5 - 69.49	D
00 - 59.49	F

### Class Participation

Your level of participation in each class meeting will determine ten percent of your grade. Involvement may not be measured every class and will be graded on a scale from 0 to 5 as follows:

0 points	not present for the majority of the class (there are no excused absences)
3 point	present for class but inactive
5 points	present and active during class. - To be considered active during class you need to ask or answer a question or somehow advance the learning experience during class or small group discussion

On typical class days I expect you to come to class having read over the assigned material and prepared to share experiences that are aligned with this material and respond to general questions. Participation points double during the class meetings at the end of the semester when groups are presenting their reports or whenever we have a guest speaker. Help out your colleagues by giving them your rapt attention, positive feedback like nodding in agreement at what they're saying, and preparing a question about some aspect of their presentation.

We will start our coverage of each chapter with a short quiz that covers the highlights of the text material. These quizzes are open book and notes but should not be taken with the aid of another person. The quizzes will be posted on the class web site from noon the previous Saturday until class time on the days indicated in the syllabus. It is your responsibility to log in to WebCT and take the quiz during that window of opportunity. Quiz material may come from a previous class session or current events, but these questions will be in the minority. You have already been assigned a WebCT account and password and may already have one from another class. This is the third semester we have used WebCT and the second revision to the program since adoption, so we are all in learning mode with regards to features and idiosyncrasies.

Log on to WebCT using your first initial concatenated to your last initial, birthdate and month (note that the two initials are capitalized). Your password is the same as your ID so change it at your earliest convenience. The welcome screen allows you to pick ISOM 4363 Section 1217 and then you'll be able to take a quiz or schedule a presentation.

At the end of the course, you will be asked to identify the 3-4 students from which you learned the most in class discussions. These results will be tallied and serve as additional input in determining your participation score. It should be mentioned that participation does not translate into volume! Please be courteous of others at all times and be cognizant of the limited bandwidth.

These three components, Involvement, Quizzes, and Rank, will be combined using this equation:

$$\text{Participation} = 5 * (\text{Involvement Average}) + 5 * (\text{Quiz Average}) - \text{Rank} + 51.$$

I am fanatical about keeping current in our chosen profession and expect no less of you. You should check in with MSNBC's Technology page ([http://www.msnbc.com/news/TECH\\_Front.asp](http://www.msnbc.com/news/TECH_Front.asp)) on a daily basis. Familiarize yourself with the articles and consider how the business world will be affected.

Please provide me with a copy of a representative picture of yourself so I can learn your name more quickly. Your UCO student ID or drivers license (perhaps w/ personal information covered) work well for this. Place your ID face down on a copier, adjust the copier so it is on its lightest setting, and enlarge the image if possible. Write the name you wish me to address you as on the same side as the image and hand in the 8½"x11" sheet.

### Cases

We will analyze a number of IT problems using the Harvard Business School cases indicated on the class schedule. We will discuss the cases on the day they are due. Cases should be typed, double-spaced, in a font size of ten or twelve, and five to ten pages long not counting diagrams and calculations pages.

Cases should be bound with one staple through the upper left corner of all pages (use the attached cover sheet but do not put them in a binder). Cases may be individual or group efforts (four people maximum), but groups should hand in just one paper. There will be no peer evaluations for groups preparing cases.

Analyze and write-up cases using the following structure. Respond as if you are an outside consultant to the case principals. Section headings are a must in your analyses (use those in **bold** below).

### What I'd like to see in a case write-up

1. **Executive Summary:** One paragraph summary of key issues *and* recommendations. The summary must be less than one page so that a busy executive (vice-president or higher) can devote a minute or two to the situation and then devote his attention elsewhere. If the executive chooses, he can read all the rest of your report, but if he trusts your judgment, he can implement your recommendation with minimal involvement.
2. **Organizational Profile/Overview:** *Brief* discussion of relevant company background product/services offered, competitive priorities, industry trends, etc. Keep in mind that the case principals will have a strong grasp of the basic information! To get full credit on this section you must bring in material from outside the case.
3. **Critical Issue(s):** Identify the major problems and issues present in the case. Usually there are two or more.
4. **Alternatives:** Identify the feasible solutions or alternatives for each issue that are available to the principals. Include some evaluation or discussion of strengths and weaknesses of each alternative. After all alternatives for a issue have been discussed, make your recommendation in a separate paragraph. There are always at least two alternatives for every critical issue. Give me more than just bullet points in this section.
5. **Recommendations:** Choose the best alternative for each critical issue and designate it as your recommendation, or best course of action to address the critical issue in question. This section may be combined with the previous one at your discretion if it maintains the train of thought.
6. **Action Items:** Short list of prioritized action items for principals. These action items should represent a stepwise implementation of your recommendations. Action items must indicate who is responsible for doing what by when.
7. **Appendices:** Referenced diagrams/analysis using appropriate tools and calculations & diagrams using the data contained in the case. Extensive calculations should be included in an appendix with all equations first appearing in English, then in Arabic numbers.

A case having all of the above, written in cogent, concise sentences, neatly compiled, and presented in a professional manner will earn you an A.

The first case is quite often a learning experience in adapting to the framework I have outlined. Another way of viewing this framework is as follows: A company faces two major problems, we'll call them **critical issue 1** and **critical issue 2**. Each problem has three possible solutions that we'll call **alternatives a**, **b**, and **c**. Each of these alternatives has good points and bad points. One of those alternatives will have a better cost benefit ratio than the others, so that solution will be a preferred course of action, which we'll call a **recommendation**. A series of steps is required in order to implement any recommendation. These **action items** should clearly indicate exactly what a specific person should accomplish by a point in time.