COURSE NAME AND NUMBER GBUS/MBA 866 Managing Information Systems

SEMIESTER: Winter 2019

INSTRUCTOR DETAILS:
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Office Hours:
Website: http://www.uregina.ca/urcourses

Email is the best way to reach me generally, but please submit course assignments through UR Courses.

CLASS DETAILS:
Class Dates: Tuesdays
Class Times: 6:00 pm - 8:45 pm
Class Location: ED 514

COURSE DESCRIPTION
Formal calendar description: This course provides an in-depth examination of management and organizational issues surrounding the IS/IT function in organizations. Topics include the evolution of the IS/IT functions, acquiring and managing IS/IT resources, strategy, current trends, and ethical issues surrounding IS/IT.

This course is not about Information Technology (IT) and how IT works, it is about the Information Systems (IS) and the IT resource within the IS, treating IT as a corporate resource that general and functional area managers need to understand enough to be able to plan, select, deploy and effectively manage, like any corporate resource.

LEARNING OBJECTIVES / OUTCOMES
Students will:
- Understand, anticipate and address issues around the organization and management of information systems, in and across functional areas and the organization as a whole.
- Understand the relationship between information technology and information systems and the roles of technical and non-technical managers in delivering and optimizing information systems.
- Bridge the communication gap that separates the business functional and business technical sides of the business.
- Seek out and understand unique contextual factors that define information system issues within individual organizations and their influence on viable options within that organization.
- Identify and anticipate ethical issues that emerge from the development and implementation of information systems both within and beyond organizational boundaries.

To accomplish these objectives, the course will use in-class discussions, readings, case analysis, lectures, group activities, and perhaps guest speakers.
COURSE EXPECTATIONS
This course will entail a combination of lectures, seminar discussions, case discussion, videos and guest speakers. As a result, regular attendance in class and active participation in classroom activities are required.

This is a graduate class. Students are expected to prepare in advance for class and be able to participate in class discussions.

The text readings provide context for the class discussion. Articles, cases, and discussions in class will flesh out issues around the topic and will occupy a fair bit of class time. Therefore, before class read the text as background context and prepare to discuss articles and cases in class.

COURSE MATERIALS
Course Text: Information Systems for Managers version 4.0 (without cases), Gabriele Piccoli + Federico Pigni. Students will purchase the book themselves from the publisher, to be read online only, or to order a printed copy of the text. Details will be provided. Note: Be careful. There is a (with cases) version of the text and that adds over $20US to the cost. You do not want that one as we will not be using their cases.

Cases: We will be using Ivey cases, the number to be determined. Your student accounts will be charged for the cost of these cases.

Articles or their URLs listed in the Course schedule (below) will be posted on URCourses in their respective week.

Available in advance of classes, slides highlight keys points and/or draw on the other material. They are not notes and they only start to make sense if you have done the readings.

COURSE ASSESSMENT SUMMARY

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<tr>
<th>Deliverable</th>
<th>Weighting</th>
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<td>Contribution</td>
<td>20</td>
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<tr>
<td>Case submissions</td>
<td>15</td>
<td>3, dates tba, scheduled around other critical dates</td>
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<tr>
<td>Term project: proposal</td>
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<td>Term project: interim report</td>
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<td>Term project : Report</td>
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<td>Term project presentation</td>
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<tr>
<td>Final</td>
<td>30</td>
<td>Scheduled by Registrar</td>
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For a description of the grading system, consult the Faculty of Graduate Studies and Research link here: https://www.uregina.ca/gradstudies/current-students/grad-calendar/grading-system.html#gradingsystem

**DESCRIPTION OF ASSESSMENT**

1. **Contribution** A significant amount of the learning in this course will occur as a result of contributions directly from the members of the class. The course has been designed to reflect this expectation in meeting the course objectives.

   Contribution is thus an important part of the course and can occur in a variety of ways:
   a) *active in-class discussion on text readings*,
   b) *active in-class discussion on article readings*,
   c) *active in-class discussion on cases (most weeks)*
   d) *connecting current topics to prior material or other classes*
   e) *offering insights based on past or current experience*

   The 20% contribution component of the final grade will reflect the quality of your contributions to the learning of others in the class. In class discussions contributions will be on a voluntary basis or through warm or cold calls.

   Class attendance is not considered a contribution to the learning of others and therefore is not a positive factor in determining the contribution grade. A consistent failure to attend class indicates a deliberate decision to pass on the opportunity to contribute to the learning of others. Contribution grades will be the instructor’s assessment of the quality (not quantity) of individual student contributions to the learning of the class and recorded after every class. Since a good deal of learning in this course takes place in these discussions, too many missed classes will result in the student’s withdrawal from the class.

2. **Case submissions (individual case write-ups (3))**:

   There are THREE cases for short individual write-ups. These are NOT intended to be group submissions. While group discussion is encouraged, each individual is expected to provide their own, unique, submission. Copying between students will result in a mark of zero (0).

   Each case write-up will address a specific question that is provided in advance and shall be a maximum two pages, double-spaced, 12 pt. Arial font or equivalent). Questions for each case will be provided to guide your response. The write-ups are to be submitted using the UR Courses assignment submission tool or brought to class the day they are due. Note,

   1) If you are running out of space,
      a. you are not being concise and targeting the question and/or
      b. you have included extraneous information – remember I have read the case!
   2) If you are going to use tools/methodologies learned from other courses, knock yourself out. But, I do not want a lecture on it. I want to know how it will help solve this particular problem.

   NOTE: Please be sure to submit your write-ups by the due date as we will discuss the case in class and therefore no late submissions will be considered.
Due Dates Case Study Assignments:

#1 – TBA – likely February, will not conflict with other class due dates

#2 – TBA - likely February, will not conflict with other class due dates

#3 – TBA - likely March, will not conflict with other class due dates

Evaluation:

Evidence of knowledge
- Effectively identified key concepts and issues rather than symptoms or effects.

Evidence of comprehension
- Analysis including identification, relevance and justification of issues. When appropriate this may also include alternatives and the advancement of recommendations and actions.

Evidence of application
- Demonstrated application of relevant theme and what may be affected into the future.

Overall quality of case write-up
- Write-up contained the relevant points to the theme vs. extraneous information.
- Well-organized and professional result.

3. Team Project
Teams will be created based on how the class would like to be grouped. The class could be randomly broken into teams or they can select their own team members.

Team Project Paper

This assignment requires you to select a topic that relates to MIS in any of the themed areas of the course. Some sample topics are provided. I am open to suggestions if students have particular interests. You will need to submit a brief proposal to outline your topic, approach and team members. There will be a progress report along the way and then the final paper.

NOTE: Please be sure to submit your final paper by the due date as any late submissions will be assessed a 20 percent per day grade reduction.

Due Dates:

Research topic proposal (1/2 to 1 page) – TBA, early February

Progress report (3 to 4 pages) – TBA, early March

Final report (12 to 15 pages) – TBA late March

Each part shall be a minimum to maximum as identified, double-spaced, 12 pt. Arial font or equivalent. The final paper will be graded, but if the interim reports are not submitted a 20% penalty will be applied against the final paper. The write-ups are to be submitted using the UR Courses assignment submission tool or brought to class the day they are due.
Students are to conduct MIS related research on a topic related to this course and of interest to students. A sample of possible project topics is listed below but if students have a particular interest or a current work related issue that will be considered.

1) The Cloud, Big Data, Artificial Intelligences, Internet of Things are current topics, hyped buzz words, that need to be examined for substance. What are the claims? What are the realities?

2) Project management is an important aspect of IT acquisition. It is difficult to learn from post-mortems of projects in the private sector because of private sector secrecy. Governments on the other hand (provincial and federal) are accountable to the public and federal and provincial Auditor Generals do conduct post-mortems or value for money audits. Find one. Why did it happen? What can we learn? The Canadian Firearms Registry is an older project that went way over budget. A new payroll system for the federal government, Phoenix, has been a disaster. The National Health Service (UK) expected to spend £2.3 billion over three years that ballooned to £12.4 billion over 10 years, but was abandoned after £10 billion was spent. There may be others on interest to you. What happened in these projects? What can we learn?

3) Privacy and organizational responsibility for securing personal data are growing topics in this field as more and more personal data is being captured. In Canada, unlike the U.S., we have provincial and federal Privacy Commissioners and their investigations reveal a lot about what works and what does not work in the field of privacy, information security and access to information. What can we learn from Privacy Commissioner (federal or provincial) investigations regarding the private sector (under PIPEDA, or provincial versions of PIPEDA - BC-Alberta-Quebec) or public sector organizations (under FOIPP or HIPA type acts) about managerial responsibilities and required actions? Examples in the private sector include massive data breaches by Equifax, Uber, Facebook and Cambridge Analytica and others. There are endless examples in the public sector (see federal and provincial privacy commissioner web sites for sample investigations).

4) Net neutrality has been the default setting regarding internet traffic but south of the border this appears to be changing. What is net neutrality? What changes are taking place in the US? What are the possible implications?

5) Other topics of interests to students.

Evaluation:

Research is evident

- The team has reviewed the literature that is relevant, current and useful in understanding the issue.
- The team has researched and captured the issues, opportunities and requirements.
- The team is selective in the information reviewed.

The team’s own input is evident

- Ideas are taken from the research, literature and business is utilized to make observations, discuss implications, develop generalizations, and draw conclusions.

Well-written result

- Clarity, simplicity, and professionalism characterize the paper.
- The paper uses IS/IT terms and concepts but does not overwhelm the reader, it can be easily read and understood.
That paper is written in one voice. Each team member may write a section but it will require a single editor to bring the paper to one voice.

Overall quality

- Displays the ability to organize, analyse, synthesize, evaluate ideas, and to express thoughts fluently.
- The authors demonstrate understanding and internalization of the issues.

Sourcing

- Sources of information are acknowledged in an acceptable manner.
- Authors referenced are correctly cited in the text of the paper.

4. Team Project Presentation

A 15-20 minute presentation will be made based on the Team Project. 10 -15 minutes will be allowed at the end for questions. Other class members will are expected to ask questions.

Team members are expected to work collegially and share responsibilities equitably and develop a presentation. All team members will receive the same grade.

The presentation is expected to be digital with a single hard copy handed in for evaluation purposes. The classroom presentation projector will be expected to be used. Windows, Apple or Linux systems are supported. Appropriate steps should be taken to ensure that the presentation will work prior to the actual presentation time.

Creativity is encouraged.

Hard Copy Due Date:

Delivery Date: TBA, late March

NOTE: Please be sure to submit your final paper by the due date as any late submissions will be assessed a 20 percent per day grade reduction.

Evaluation:

Introduction

- Provide evidence showing how the topic relates to this course.
- Provide a sound reason and purpose for why your colleagues need to hear and see this presentation.

Presentation: originality, creativity, argument, organization, and visual appeal

- Thoughtful, in-depth relation to course ideas, themes and concepts.
- Clear presentation of ideas, flow, thought development and effective transitions between presenters.
- Compelling format and overall approach and delivery.
- Brings colleagues up to date on the topic and its issues enabling them to ask informed questions and discuss the topic and its issues.

Discussion

- Facilitated discussion and addressed questions.
• Respectful of the questions and deliberate and concise in response.
• Managed the process and encouraged discussion, where possible.

5. Final
Will be a 3 hour in-class exam. An Ivey case will be distributed at the end of classes and a good part of the exam will be based on questions directed to that case.

ACADEMIC REGULATIONS
Request for Deferred Submission of Work. Requests for deferred assignments / exams for assessment to be handed in during the semester (not final exams) are at the discretion of the instructor and if considered will not advantage the student.

Extensions or requests for changes by students to final exams and assignments due dates will require the student to complete a formal request for deferral. The student completes the request, consults with the instructor who must sign the form (this is not to be seen as approval by the instructor), and the instructor then submits the form (and any supporting documentation provided by the student) to Faculty of Graduate Studies and Research (FGSR). The decision (approved or denied deferral) is made by FGSR and is usually only approved if there are extenuating circumstances (e.g., illness, death, etc). The decision is sent by mail to the student and it is the student’s responsibility to ensure the deferred requirements are met within the outlined time frame. It is also the student’s responsibility to follow-up with FGSR if they do not receive a response from FGSR on their submitted request. Requests for deferral received more than two (2) weeks after the final day of the examination period will be denied. The deferral form can be found on the FGSR website at: https://www.uregina.ca/gradstudies/forms.html

STUDENT RESOURCES
Accessibility Services
If there is any learner who, because of a disability or other consideration, may have a need for accommodation(s), please contact the Centre for Student Accessibility before or at the start of the course https://www.uregina.ca/student/accessibility/. The Centre will advise how you proceed and the required communication with your instructor.

Counseling Services
If any learner is experiencing personal problems which may be affecting their studies, please consider consulting UofR Consulting Services. For more information check here https://www.uregina.ca/student/counselling/services/index.html

Writing Assistance
The Student Success Centre (www.uregina.ca/ssc) offers both on-line resources and in-person tutoring on writing skills.

INTELLECTUAL INTEGRITY AND PLAGIARISM
Students are encouraged to learn from others and even to discuss course deliverables (except the final exam) with cohorts. However, students enrolled in business courses at the University of Regina are expected to adhere rigorously to principles of intellectual integrity. Plagiarism is a form of intellectual dishonesty in which another person’s work is presented as one’s own. You are welcome to use other people’s ideas with appropriate citation. Plagiarism or cheating on examinations / assignments is a serious
offence that may result in a zero grade on an assignment, a failing grade in a course, or expulsion from the University. For more information on this matter, please consult Section 5.13 of the Calendar or ask the instructor.

**CLASS SCHEDULE** (This is a draft only. by week)

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<thead>
<tr>
<th>Week</th>
<th>Part 1</th>
<th>Part 2</th>
<th>Article</th>
<th>In-class discussion</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduce ourselves&lt;br&gt;Introduce the course: Design and expectations.&lt;br&gt;Chapter 1: IS and general and functional area managers&lt;br&gt;&lt;b&gt;Part 2&lt;/b&gt;&lt;br&gt;Chapter 2: IS defined (pp. 21-27), IS and change (pp. 34-36).</td>
<td>Article – read in class&lt;br&gt;Article – read in class&lt;br&gt;Newspaper article – read in class</td>
<td>In-class discussion&lt;br&gt;In-class discussion&lt;br&gt;In-class discussion</td>
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<td>2</td>
<td>&lt;b&gt;Part 1&lt;/b&gt;: Chapter 3: Organizational IS and their impact, pp. 44-68 (Enterprise systems and Supply Chain Management).&lt;br&gt;&lt;b&gt;Part 2&lt;/b&gt;:</td>
<td>Article&lt;br&gt;Ivey case.</td>
<td>In-class discussion&lt;br&gt;In-class discussion</td>
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<td>3</td>
<td>&lt;b&gt;Part 1&lt;/b&gt;: Chapter 3 continued, pp. 69-90&lt;br&gt;&lt;b&gt;Part 2&lt;/b&gt;:</td>
<td>Article&lt;br&gt;Ivey case</td>
<td>In-class discussion&lt;br&gt;In-class discussion</td>
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<td>4</td>
<td>&lt;b&gt;Project proposal hand in&lt;/b&gt;&lt;br&gt;&lt;b&gt;Part 1&lt;/b&gt;: Chapter 4: The changing competitive environment&lt;br&gt;&lt;b&gt;Part 2&lt;/b&gt;:</td>
<td>Article(s)&lt;br&gt;Ivey case</td>
<td>In-class discussion&lt;br&gt;In-class discussion</td>
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<td>5</td>
<td>&lt;b&gt;Case question submission&lt;/b&gt;&lt;br&gt;&lt;b&gt;Part 1&lt;/b&gt;: Chapter 5: Electronic commerce&lt;br&gt;&lt;b&gt;Part 2&lt;/b&gt;:</td>
<td>Article.&lt;br&gt;Case:</td>
<td>In-class discussion&lt;br&gt;In-class discussion</td>
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<td>6</td>
<td>&lt;b&gt;Part 1&lt;/b&gt;: Chapter 6: Strategic IS planning.&lt;br&gt;Opening case: Chapter 7&lt;br&gt;Chapter 7: Value creation and strategic</td>
<td>Article:</td>
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<td>Week</td>
<td>IS (Skim).</td>
<td>Part 2:</td>
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<td><strong>Case question submission</strong></td>
<td>Ivey Case</td>
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<td>Part 1: Chapter 8: Value creation with IS</td>
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<td>Part 2:</td>
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<td><strong>Interim Project Reports due</strong></td>
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<td>Part 1: Chapter 9: Appropriating IT enabled value over time</td>
<td>Article:</td>
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<td>Part 2:</td>
<td><strong>Mini-case: Read in class</strong></td>
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<td>Part 1: Chapter 10: Funding and governance of IS</td>
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<td>Part 2:</td>
<td>TBA</td>
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<td>10</td>
<td>Chapter 11: Creating IS</td>
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<td>Part 2:</td>
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<td>11</td>
<td><strong>Case questions submission</strong></td>
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<td>Chapter 12: Information system trends</td>
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<td>12</td>
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<td>Chapter 13, Security, privacy and ethics</td>
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<td><strong>Project presentations</strong></td>
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