



MIS 6150 (A01) (3.0 CH)
MANAGEMENT OF INFORMATION SYSTEMS
AND TECHNOLOGY
Summer 2010

INSTRUCTOR

Name:	Jim Kelso	Office Location:	470 Drake Centre
Phone:	474-8874	Office Hours:	By Appointment
Fax:	474-7544	Class Time:	Wednesday 6:15 - 9:30p
Email:	Jim_Kelso@umanitoba.ca		

COURSE DESCRIPTION

This course covers the frameworks and concepts of managing information systems and knowledge management, decision support, electronic commerce, systems development, management information systems strategy and strategic information systems.

Information systems and technology are integrated into most aspects of business today. As such, general managers striving to improve the efficiency and effectiveness of their organizations should include the role information systems and technology might play in the improvement of business processes.

COURSE OBJECTIVES

On course completion, you should be able to:

- Describe the relationships among a business strategy, organizational strategy and information systems strategy.
- Identify how a business can achieve competitive advantage using information systems.
- Recognize how the work of the individual in an organization is affected by decisions concerning information systems.
- Explain the enabling role information systems could play in business transformation.
- Recognize how information systems may change the way organizations are structured as well as affect the way managers control their organizations.
- Identify the options an organization may have for obtaining information systems services.
- Outline what it means to manage an information systems project.

COURSE MATERIALS

Pearlson, Keri E., Saunders, Carol S., Managing and Using Information Systems – A Strategic Approach, 4th Edition (New Jersey: John Wiley & Sons, Inc) 2010.

Required readings will also include one Ivey case to be read in advance of a guest joining the class who has a prominent role within the case.

COURSE ASSESSMENT

Student progress will be assessed through:

- Class Presentation (worth 20%)
- Written Assignments (worth 40%)
- Final Exam (worth 40%)

Class Presentations (20%)

There are 10 classes. There will be no student presentations in the first class or the last class. In the first class, students will be randomly organized into 16 groups (Groups A through P). For the next 8 classes, two groups of students will present at each class. The primary focus of each class will revolve around a chapter in the textbook.

The group presentations will have 3 components:

- 1) response to 3 discussion questions related the chapter content (see Course Schedule below for specific questions)
- 2) mini-case #1 related to the topic covered in the chapter
- 3) mini-case #2 also related to the topic covered in the chapter

The presentations and discussion will be as follows:

1st Group presents their response to discussion questions (maximum 10 minutes)
2nd Group presents their response to discussion questions (maximum 10 minutes)
Questions or comments from class directed at presenting groups (maximum 10 minutes)

1st Group presents mini-case#1 (maximum 15 minutes)
2nd Group presents mini-case#1 (maximum 15 minutes)
Questions or comments from class directed at presenting groups (maximum 15 minutes)

BREAK

2nd Group presents mini-case#2 (maximum 15 minutes)
1st Group presents mini-case#2 (maximum 15 minutes)
Questions or comments from class directed at presenting groups (maximum 15 minutes)

The 1st Group will be the Group whose letter is closest to the beginning of the alphabet.

All students in the group will receive the same grade. Peer feedback will be taken into consideration when grading presentations.

Written Assignments (40%)

Written assignments are to be done individually. While collaboration with your colleagues is allowed on the subject matter, each person is responsible for the contents and style of their written submission. Identical or nearly identical verbatim submissions are not acceptable. Poor spelling or grammar will result in a lower grade.

The weekly written assignments will be broken into two parts. The first part requires answering 3 discussion questions based on the weekly reading assignment (see Course Schedule below for specific questions). This part of the written assignment must be submitted via email, according to the format described below, and must be received by 1:00 PM Wednesday before the 6:15 PM class start time. Time permitting I may read these before class and possibly call upon you to read your response in class and participate in the class discussion. The written response to each question can be fairly short (e.g. approximately 200-300 words – longer is OK).

The second part of the weekly written assignment will occur after the class and must be submitted within approximately 24 hours of the class ending but not later than 10:00 PM on Thursday. The purpose of this assignment is for you to identify which group assisted you the most in better understanding the topics under discussion as well as outlining what it was that you now better understand. The written submission can be fairly short (e.g. approximately 200-300 words – longer is OK). Your feedback will be taken into consideration when assessing group presentations.

Email submissions of weekly written assignments:

- > send to Jim.Kelso@AsperSchool.ca
- > no attachments – all text must be in the body of the email (attachments will not be opened or read)
- > the Wednesday email must use the following format in the “Subject” line

MIS6150 Class #x(date) Discussion – Student #zzzzzzz

Where the email corresponds to the appropriate class using the following format

x is one of 2, 3, 4, 5, 6, 7, 8, 9

date is one of Apr 14, Apr 21, Apr 28, May 5, May 12,

May19, May 26, Jun 2

zzzzzzz is your Student Number

- > the Thursday email must use the following format in the “Subject” line

MIS6150 Class #x(date) Feedback – Student #zzzzzzz

Where variables are the same as above

The first sentence in the email should be:

“The presentation by Group “X” was most helpful to me because I now better understand the following:”

- where “X” is a letter A through P

- > Wednesday emails must be received by 1:00 PM
- > Thursday emails must be received by 10:00 PM
- > Late emails will not be read
- > Wednesday emails are worth 3%
- > Thursday emails are worth 2%
- > all students including those presenting are required to submit emails
- > students should send all emails from the same email address

Final Exam(40%)

The final exam will be a take-home exam. It will be handed out in the last class on June 9, 2010 and is to be returned via email not later than 1:00 PM on Monday, June 14, 2010.

The email should be sent to: Jim.Kelso@AsperSchool.ca

The "Subject" line should be: MIS6150 Final Exam – Student #zzzzzzz

The exam will consist of 8 questions each worth 5%. In your written response, each question should be repeated followed by a written answer of approximately 500 words to each question.

For the final exam, the response may be in an attachment or in the body of the email.

Final grades will be assigned as follows;

Cumulative Marks	Grade	GPA	Performance
90-100	A+	4.5	Excellent
80-89	A	4.0	Very Good
75-79	B+	3.5	Good
70-74	B	3.0	Satisfactory
65-69	C+	2.5	Marginal
60-64	C	2.0	Unsatisfactory
50-59	D	1.0	Unsatisfactory
Below 50	F	0.0	Unsatisfactory

ACADEMIC REGULATIONS

Students are encouraged to contact Disability Services at 474-6213 or the instructor should special arrangements need to be made to meet course requirements.

COURSE SCHEDULE

MIS 6150 is made up of ten three-hour Wednesday evening sessions (6:15-9:30 PM). The course will be seminar based, using assigned weekly readings with pre and post class written assignments. As well cases will be used as the basis for student presentations and to generate discussion in order to allow for further exploration of the topic.

CLASS/DATE	TOPIC	READINGS	WRITTEN ASSIGNMENT	STUDENT PRESENTATIONS
#1 April 7	Introduction	None	None	None
#2 April 14	Information Systems Strategy Triangle	Chapter 1 plus Cases 1-1 & 1-2	a) Apr 13 - p.41 Questions 1,2,3 b) Apr 15 - what I learned - from which Group	<u>Groups A & B</u> a) p.41, Questions 1,2,3 b) p.43 Case 1-1, Questions 1,2,3,4 c) p.45 Case 1-2, Questions 1,2,3,4,5
#3 April 21	Strategic Use of Information Resources	Chapter 2 plus Cases 2-1 & 2-2	a) Apr 20 - p.71 Questions 1,6,7 b) Apr 22 - what I learned - from which Group	<u>Groups C & D</u> a) p.71, Questions 1,6,7 b) p.74 Case 2-1, Questions 1,2,3,4,5 c) p. 75 Case 2-2, Questions 1,2,3,4
#4 April 28	Organizational Impacts of Information Systems Use	Chapter 3 plus Cases 3-1 & 3-2	a) Apr 27 - p.94 Questions 1,2,3 b) Apr 29 - what I learned - from which Group	<u>Groups E & F</u> a) p.94, Questions 1,2,3 b) p. 96 Case 3-1, Questions 1,2,3,4 c) p.97 Case 3-2, Questions 1,2,3,4
#5 May 5	Information Technology and the Design of Work	Chapter 4 plus Cases 4-1 & 4-2	a) May 4 - p.130 Questions 1,2,4 b) May 6 - what I learned - from which Group	<u>Groups G & H</u> a) p.130, Questions 1,2,4 b) p. 131 Case 4-1, Questions 1,2,3 c) p.133 Case 4-2, Questions 1,2,3,4
#6 May 12	Information Technology and Changing Business Processes	Chapter 5 plus Cases 5-1 & 5-2	a) May 11- p.158 Questions 1,2,4 b) May 13 - what I learned - from which Group	<u>Groups I & J</u> a) p.158, Questions 1,2,4 b) p. 159 Case 5-1, Questions 1,2,3 (re: 3 that => than) c) p.160 Case 5-2, Questions 1,2,3,4

CLASS/DATE	TOPIC	READINGS	WRITTEN ASSIGNMENT	STUDENT PRESENTATIONS
#7 May 19	Information Systems Sourcing	Chapter 7 plus Cases 7-1 & 7-2	a) May 18 - p.213 Questions 1,3,4 b) May 20 - what I learned - from which Group	<u>Groups K & L</u> a) p.213, Questions 1,3,4 b) p.215 Case 7-1, Questions 1,2,3,4,5 c) p.217, Questions 1,2,3
#8 May 26	Governance of the Information Systems Organization	Chapter 8 plus Cases 8-1 & 8-2	a) May 25 - p.242 Questions 2,3,4 b) May 27 - what I learned - from which Group	<u>Groups M & N</u> a) p.242, Questions 2,3,4 b) p.243 case 8-1, Questions 1,2,3,4 c) p. 245 Case 8-2, Questions 1,2,3
#9 June 2	Project Management	Chapter 11 plus Cases 11-1 & 11-2	a) Jun 1 – p.342 Questions 1,2,3 b) Jun 3 - what I learned - from which Group	<u>Groups O & P</u> a) p.342, Questions 1,2,3 b) p.343 Case 11-1, Questions 1,2,3 c) p.345 Case 11-2, Questions 1,2,3
#10 June 9	Management of an Information System and Technology Operations Centre	Site Visit to a Canadian Air Force Operations Centre	Final "Take-Home" Exam will be handed out at the end of this class	None



ACADEMIC INTEGRITY

I.H. Asper School of Business, The University of Manitoba

It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic dishonesty under the heading "Plagiarism and Cheating." Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing tests prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved.

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members should exercise special care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to a specific individual(s).

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic dishonesty involving a graduate student (i.e. MBA, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.



MEDICAL ABSENTEEISM FORM

I.H. Asper School of Business, The University of Manitoba

STUDENT IDENTIFICATION: (PLEASE PRINT CLEARLY)

_____	_____	_____	_____
Last Name	First Name	Middle Initial	U of M Student Identification Number
_____	_____		
Course #	Instructor Name		
_____	_____		
Student's Signature	Date		

TO BE COMPLETED BY THE ATTENDING PHYSICIAN: (after the above section is completed) (PLEASE PRINT CLEARLY)

_____	_____	_____
Physician's Last Name	Physician's First Name	Middle Initial
_____	_____	_____
Street Address	City, Province	Postal Code
_____	_____	_____
Telephone Number	Fax Number	
_____	_____	
<p>To the attention of the physician: Your evaluation of the student's condition is being used for the purpose of determining whether or not the student has a <u>valid reason</u> to miss an important <u>exam</u> or <u>assignment</u>. Your professional evaluation is necessary to ensure that only valid cases are excused.</p>		
<p>I certify that the nature of the student's condition is severe enough to prevent the student from taking an exam or completing an assignment. If requested, my associates or I will verify for the above named instructor/administrator that this information is accurate.</p>		
<p>The student's condition will likely span the following dates:</p>		
_____	until	_____
(Indicate start date)		(Indicate end date)
_____		_____
Physician's Signature	Date	

NOTES TO PHYSICIAN:

- Please make a note in the student/patient's file indicating that the student has given the above named instructor/administrator permission to verify with you, your staff, or your colleagues, that the information contained on this form is correct. Thank you for your professional evaluation of this student's condition.
- **PLEASE ATTACH THIS FORM TO YOUR REGULAR OFFICE STATIONERY THAT INDICATES THE STUDENT VISITED YOUR OFFICE.**

NOTES TO STUDENT:

- The use of this form is at the option of the student. However, in order to obtain an excused absence for an assignment or exam the student must obtain a doctor's certification that the student's condition is severe enough to prevent the student from taking the exam or completing the assignment.
- It is NOT SUFFICIENT to provide a note that only indicates the student visited the doctor's office.



Jim Kelso MBA, MSc, MA, ISP

Jim obtained his MBA and Master of Science (Computer Science) from the University of Manitoba. Prior to studying at the University of Manitoba, he graduated with Bachelor of Arts and Master of Arts from York University in Toronto.

Jim has an extensive business career in information systems and technology. He has worked with companies both providing information technology solutions to customers and for organizations acquiring products and services in order to meet their business needs through the planning, implementation and operation of information systems. He has experience in both the public and private sector at the senior management level. His industry experience spans multiple areas including manufacturing, telecommunications, health and education.

His affiliation with professional associations includes being a member of CIPS (Canadian Information Processing Society) where he has been a Regional Director on the CIPS National Board of Directors. He has also held several executive positions, including President, with the local Winnipeg Section of CIPS and holds their professional designation ISP (Information Systems Professional).