



MIS 6150 (3.0 CH)
MANAGEMENT OF INFORMATION SYSTEMS
AND TECHNOLOGY
Summer 2009

INSTRUCTOR

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COURSE DESCRIPTION

This course covers the frameworks, concepts and cases of managing information systems that are used at the strategic and operational levels to support knowledge management, decision making, group work, communication, electronic commerce, and distributed business.

INTRODUCTION

Information systems (systems) represent the backbone in today's organizations. They support *operations* and enable intelligence necessary for *strategic* survival and success. The main objective of MIS 6150 is to facilitate understanding of how various types of information systems can be used for changing organizations to make them operationally more *efficient* and strategically more *effective*.

Any functional or generalist manager that intends to be a *leader in improving and changing* their organization needs to understand operational and strategic roles and trade-offs of modern information systems and technology as well as how these relate to various organizational aspects, including the organization of work (tasks, processes, jobs), structure, culture, and politics. MIS 6150 facilitates acquisition of this complex knowledge.

COURSE OBJECTIVES

The objectives of MIS 6150 are to get the students will

- Practice analyzing and presenting MIS cases, individually and in teams
- Explore operational roles of information systems & technology
- Explore strategic roles of information systems & technology
- Analyze trade-offs of information systems & technology by using different methods
- Analyze relationships of information, information systems & technology with the organization of work

- Analyze relationships between of information, information systems & technology with organizational culture, structure, and politics
- Practice analyzing and solving organizational problems in conjunction with information, information systems & technology.

COURSE DESIGN

The course uses several study methods, such as lecturing based on a textbook, case analysis based on mini-cases in the textbook and full teaching cases, class discussion, and teamwork inside and outside of classroom.

Case analysis is an important part of MIS 6150. An analytical process will be the basis for case analysis in readings and assignments (please see other sections in this syllabus). The essence of this process is problem solving and its core is the same for all the process uses. Variations of the process are determined by the purpose of assignments (usually, the last step in the process is different) and possibly the content of information available in readings (some process steps may not be covered because relevant information is missing).

Each class will have a particular design that needs to be respected in order to cover the broad and challenging topical area of the course.

Part	Content	Minutes
1	Lecturing	60
	Break	15
2	Team Case Presentation	45
	Break	10
3	Discussion, Teamwork, Summarizing	65
		195

The classes are designed so that they provide information from various sources (parts 1, 2, and 3), facilitate teamwork (2 and 3), allow for individual contributions (1 and 3), and lead to summarizing all this information from a perspective of practicing professional and manager (3).

DISABLED STUDENTS

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

CALENDAR

(S1=Section 1, S2=Section 2)

Class	Date	Topic	Assignment	Readings
1	S1: April 8 S2: April 9	Information, IT, IS and Organizations		Ch. 1
2	S1: April 15 S2: April 16	Systems Support to Organizational Communication	Team 1 Presents	Ch. 6, case #1
3	S1: April 22 S2: April 23	Systems Support to Work Groups	Team 2 Presents	Ch. 13, case #2
4	S1: April 29 S2: April 30	Systems Support to Knowledge Work	Team 3 Presents	Ch. 14 & 7, case #3
5	S1: May 6 S2: May 7	Systems Support to Operations and Decision Making	Team 4 Presents	Ch. 12, case #4
6	S1: May 13 S2: May 14	Systems Support to Organizational Strategy: E-Commerce	<i>Paper Proposal Due;</i> Team 5 Presents	Ch. 3, Ch. 4 (145-167) case #5
7	S1: May 20 S2: May 21	Systems Support to Distributing Business	Team 6 Presents	Ch. 5, case #6
8	S1: May 27 S2: May 28	Systems Development	Team 7 Presents	Ch. 10, case #7
9	S1: June 1 S2: June 1	Systems Acceptance and Organizational Change	Team 8 Presents	Ch. 15, case #8
10	S1: June 3 S2: June 4	Course Wrap-Up	<i>Paper Due class time</i>	
	June 12-15		<i>Final Take-Home Exam due via email to bobtravica@gmail.com</i>	

ASSIGNMENTS & GRADING

The student performance will be assessed on these criteria:

#	Criterion	Final grade %
1	Team Presentations	20%
2	Individual or Group Term Paper	35%
3	Final Exam	30%
4	Class Participation	15%

1. Team Presentation

Brief Description: The team presentation involves studying a teaching case on an organization and its system (systems or different information technologies) and presenting what is learned in a certain class

within a dedicated time slot. Students are supposed to (1) get organized in teams of three to five persons, (2) choose one case per team from the pool of Ivy cases available online, (3) prepare for a 45-minute oral presentation, and (4) present in the class. All students are supposed to read these cases since these are a part of study materials. Teams should be formed and cases chosen by the end of the first class. The 45-minute time slot should include a period for questions and answers. Peer evaluation will be accounted for in grading team presentations.

Detailed Description

Your Cases

Listed below are the cases to choose from. Case numbers correspond to the team IDs, and these have to be matched with the calendar of classes (e.g., Case #1 implies Team 1 that is supposed to present in the second class – see the calendar).

Case/Team Number, Topic – Case Title, author, year:

1. Systems Support to Organizational Communication – Blogs at Dresdner Kleinwort Wasserstein, by McAfee & Sjoman, 2008.
2. Systems Support to Work Groups – Clearwater Fine Food Inc.: Using a group support system for strategic planning, by Parent, 1997.
3. Systems Support to Professional Work – Knowledge management at Accenture, by Meister & Davenport, 2005.
4. Systems Support to Operations and Decision Making – Meyers Norris Penny: Practice Management System, by Kelley & Compeau, 2002.
5. Systems Support to Organizational Strategy: E-Commerce – Compaq Computer Corporation: The Dell challenge, by Ryan & Vandenbosch, 2000.
6. Systems Support to Distributing Business – Xerox (Hong Kong): Sales activity management process (A & B), by Zhao & Newson, and Yuan & Newson, 1997/1999.
7. Systems Development – Provincial Power Corporation (A & B), by Minsky & Newson, 2000.
8. Systems Acceptance and Organizational Change – Global Healthcare Exchange Canada, by Gruber & Deutscher, 2001.

How to Analyze Your Case

1. Remember that your presentation needs to focus on key concepts in MIS 6150 – information, information technology and information system, and how these relate to organizational operational and strategic performance and other aspects. You can build on your disciplinary interest or expertise (e.g., human relations, marketing, etc.) but do not get carried away too much in that direction.
2. Do not miss the topic of the class in which you present, and do frame your presentation accordingly. You do not need to lecture on the class topics but be aware of these and try to make appropriate connections.
3. Content
 - Organize your presentation with a clear outline, and make sure that these aspects are covered:
 - 1) The organization investigated in the case (main characteristics in terms of business type, market position, and organizational design)
 - 2) The organizational problem that calls for a solution (operations, strategy or perhaps technology)
 - 3) The information, information system (systems) or information technologies that are related to the organizational problem (depending of the case, some of these aspects are more emphasized than others; nevertheless, try to make connections between information and technology aspects)
 - 4) Solutions that are discussed in the case (if these are provided, just describe them), and their trade-offs (pros/cons, challenges in organizational culture, politics, structure – whichever is directly addressed or clearly implied)
 - 5) Your solution (this can be one of those proposed or a new one) and its advantages (clearly state the solution of your choice and briefly discuss why it is preferable)
 - 6) Key messages in the case for a modern leader (taking the hat of a leader intending to enact a beneficial organizational change respective the situation in your case, formulate and list the key messages).

The relevant analytical procedure that should help you cover the required content is depicted in the flowchart below. Information you can draw from the case and perhaps your additional research should shape your analysis; if some detail is missing, state so and move on. The exception applies to step 7 and particularly 8, at which you need to need to think creatively.

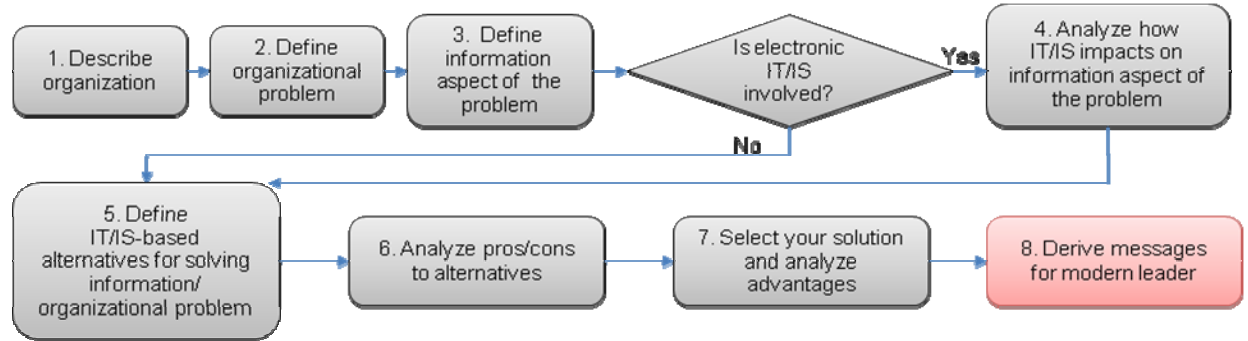


Figure: Case Analysis Process - Presentation

- If possible, provide additional current information (an update) on the case;
- Consider using additional information sources (e.g., the case company's Website);
- Note again points 1 and 2 above! Get focused on the organizational problem (operational, strategic, whichever applies) in conjunction with information/information technology/information systems rather than be dragged into some other management perspective or details on the case company, its products, and the like (which could be very tempting in some of the presentation cases).

4. Format

- You can choose any format you like (e.g., present and then open a Q+A period; make it interactive by inviting the audience to participate throughout the presentation; use a role playing form; and so on). Whichever format you choose, keep in mind that the content is still the king!
- Organize the presentation work as you deem it appropriate (e.g., one or more team members present while others animate the Q+A part, etc.);
- Think of engaging your colleagues (e.g., use the interactive model; circulate some thought-provoking questions before the presentation);
- Support your presentation by visual aids (e.g., Power Point slides; use some graphical presentations of information).

5. Timing

- Time the presentation to fit in 45 minutes, while allocating at least 10 minutes for Q+A (regardless the format you choose).

How to Order Ivey Cases

Except for the first case (Blogs at Dresdner Kleinwort Wasserstein) that will be dispatched in the first class free of charge, please use the procedure below for electronic ordering and downloading of all other cases. The Ivey cases will be available for 1 month from the start date of the course, and can be downloaded up to three times.

The procedure for ordering and downloading Ivey cases:

1. Using Internet Explorer please go to: <http://www.iveycases.com>
2. Click on Express Order (continue as guest user)
3. Enter the product number for the required cases:

9A97E015 - Clearwater Fine Foods
9B05E018 - Knowledge Management at Accenture
9B02E006 - Meyers Norris Penny
9B00A009 - Compaq Computer Corporation
9A99E015 - Xerox (Hong Kong), A
9B00E002 - Xerox (Hong Kong), B
9B00E006 - Provincial Power Corporation, A
9B00E007 - Provincial Power Corporation, B
9B02A023 - Global Healthcare Exchange Canada
4. Select Electronic Download – then click on Add to Cart
5. Choose currency
6. Click on Checkout - proceed to checkout continuing as a guest user
7. Enter the Course Name as MIS 6150, the Professor’s last name as Travica and the name of your school as Asper School. Complete the address information and continue to checkout
8. Review details of your order on the “Order Summary” page – then click on Pay for Order
9. Provide credit card information and finalize your order.
10. Check your email for an “Order Confirmation” from Ivey, and use the link provided to get immediate access for downloading the cases.

If you have any questions or problems, please email Ashley Woytaz at: awoytaz@ivey.uwo.ca

2. Individual or Group Term Paper

Brief Description: The term paper can be produced individually or by a team. In the latter case, the team members are fully responsible for organizing all the work and they all share the same grade. The term paper is supposed to address management issues related to an information system issue in a particular organization of your choice. Following the model of case study, main points of the paper are to be the problem identification and problem solving. Note that the process of producing a paper includes a proposal step (see Calendar).

Detailed Description

White Paper Concept

The paper you are supposed to write can be called “white paper with problem focus.” White paper (WP) is a sort of document used in business and non-profit organizations in order to point out to some important problem and to propose a solution.

For example, information technology (IT) producers write WPs to inform customers on a new software or computer hardware product, which may provide answers to potential problems in information management. Consultants in the information system (IS) area write similar reports on shortcomings of an information system in a given organization and on improving the system. Organizational consultants analyze productivity problems or a mismatch between goals and reality, and propose corrective action.

Your WP should combine the organizational and the systems focus. It should be an exercise in problem finding and problem solving in an organization you are familiar with. In a nutshell, you need

- (1) to identify a problem in the organization's operations or strategy and relate it to information (meaningful data, knowledge) and relevant IS/IT (if any);
- (2) to propose a realistic solution to the problem.

The performance problem can be in the domain of efficiency of tasks or processes, or effectiveness in accomplishing certain goals (e.g., bottom line, customer service, a desired state of labor relations, etc.). These usually have their underpinnings in supporting information and IT/IS. Sometimes, shortcomings in information or in systems are the organizational problem (e.g., poor customer data and the respective system block the accomplishment of marketing goals).

The Tone of White Paper

The tone of your WP should fit its purpose of alerting on a problem and a possible solution. You want to persuade the audience in your way of seeing things. Your effort might go against the mainstream thinking. You need to provide *a convincing argument* (hypotheses, proofs, evidence, better solutions), and a clear statement of the needed *action*.

Keep in mind that the audience is a certain group of managers that could be using your WP for decision-making purposes. Different managers may think differently, and the success of your persuasive effort will depend your capability to address your target management audience. For example, executives have a more general and environmental focus than departmental managers.

White Paper Proposal

A proposal of the paper is due to the class specified in the syllabus. Please note that it is in your best interest to meet this deadline, given the length of the course. The proposal will not be graded. Still, note that the clearer your ideas are, the better off you will be. The proposal should be submitted via email. It should address concisely the following:

- (1) The name of the organization you will be focusing on;

- (2) The organizational problem and the related information/IT/IS aspects;
- (3) Plausible solutions (a low-end and a high-end one; see the explanation below).

It is possible to address each of these items in a single sentence. It is expected that you will be able to address items 1 and 2 clearly, while item 3 may read as a hypothesis. Your instructor will respond to your proposal via email or in person, perhaps ask some questions, and be available to discuss with you how to you can advance the work on your WP.

Analytical Process for White Paper

The White Paper Flowchart below outlines the analytical process you need to use in order to write your WP. Note that it is equivalent to the process for analyzing presentation cases, except that the later has one extra step at the end.

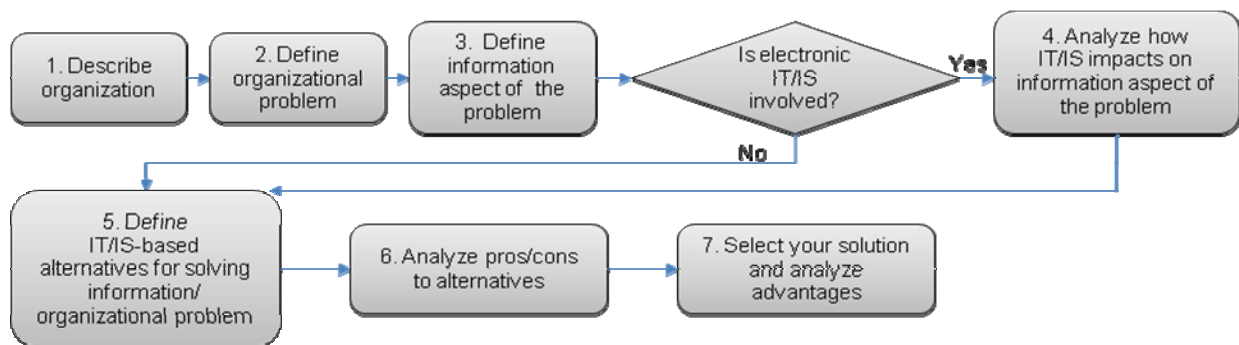


Figure: Case Analysis Process – White Paper

1) Organization:

You can concentrate on the organization you work (or worked) for or any other organization you have access to.

2) Organizational Problem:

Choose a problem either in the area of operations or strategy. It should be something you are familiar with and close to your interest. For example, inefficient work procedures, dysfunctional tasks, human relations problem, decreasing revenues, customer relations problem, disconnect with market trends, supply chain problem, loss in competitive advantage, a lack of strategic initiatives, etc.

You can use any problem identification method you deem appropriate, such as SWOT analysis, cost/benefit analysis, some sort of productivity gap analysis (determining a difference between objectives and factual reality), value chain analysis, competitive forces analysis, etc.

3) Information Aspect of the Problem:

The fundamental assumption in this course is that organizational problems have an information side. For example, the problem can be a weakness in marketing because competitor information is lacking. Or, that do not suffice in terms of accuracy, timeliness, completeness, and format may

negatively affect productivity. Or, a company may not be as competitive as possible since there are no standard methods of preserving and sharing knowledge among its professionals.

4) IT/IS Aspect of the Problem:

It is possible that there is no electronic no technology deployed in the realm your organizational/information problem. One such scenario is that the only technology used is paper-based (paper forms, manual recording of data, filing methods, etc.). Another is some historically newer domain, such as knowledge management. In this case you can skip to step 5 of the analytical process. If electronic IT/IS is involved, then you need to analyze it since it bears part of responsibility for your information problem and, in turn, organizational problem.

You can focus on a piece of IT, such as functionality of a software package, difficult user interface, size/speed of data storage, limitations of computers deployed, problems with computer networks, security, insufficient user training, and so on. Any of these IT aspects usually belong to some identifiable type of IS, such as those studied in MIS 6150. You need to clearly name your system under analysis and name the aspects you will limit your analysis to.

5) Alternative Solutions:

After problem analysis, you need to propose two alternatives solutions for the technology/information problem that will resolve your organizational problem. This is where you want to excel. As for the technological aspect of your solutions, you are expected to provide a level of detail that is exemplified in our study materials. If you go beyond that – fine!

You need to provide two realistic solutions. One alternative should be at a low-end – "a quick fix," bearing less tangible and intangible costs, partial rather than comprehensive, and requiring smaller changes in your system, information management, and organization. The other alternative would be at a high-end – longer-term, more costly, more encompassing, and demanding larger system/information/organization changes.

You may want to rely on your particular expertise for framing this assessment. For example, if you are into accounting/finance, you may want to focus on financial costs/savings; if you are an IT person, you may want to focus on the ups and downs with regard to developing and implementing your solution; if you are into the people issues, you may want to focus on the expenses for training and for managing organizational change.

6) Pros/Cons to Alternatives Solutions:

Analyze pros and cons (ups/downs, advantages/disadvantages, costs/benefits) to both the low- and high-end alternative. Pay attention to management aspects that usually reside in the domain of intangibles – changes in organizational structure, processes, culture, and politics. For example, process changes might have unexpected ripple effects. A solution could impinge on deeply rooted beliefs and work practices (organizational culture) or on a distribution of power among individual or occupational groups (organizational politics). And so on.

7) Your Solution:

State clearly which among the alternatives analyzed is the solution you propose to the audience of your WP. Explain the rationale behind your choice.

White Paper Structure

Your WP is supposed to have the following structure:

- 1) Executive Summary
- 2) Organization
- 3) Problem
- 4) Solution
- 5) References
- 6) Appendix

More specific instructions follow below.

- 1) Executive Summary

Summarize the entire WP in several sentences so that a busy executive can grasp the paper content at a glance. Specifically, name your organization, state the purpose of your WP and its audience, indicate the organizational problem under analysis and its information and systems (if any) aspects, state why your problem is important, and indicate possible solutions you will analyze as well as your choice.

This is an important part of your paper, and so give it due attention. Note that this summary may be all that some readers of your WP would ever read.

- 2) Organization

Describe the organization that you explore in your paper. You can disguise the name of your organization if the confidentiality reasons request so. Desirable information content includes:

- Organization's industry, mission, size
- Market position or social role for non-profits
- Organizational structure (e.g., how it is organized in departments, management levels, and anything else relevant to your topic)
- Organizational culture (e.g., the basic beliefs, accustomed work and/social practices, management methods)
- Organizational unit (if any) that you actually analyze.

- 3) Problem

This is a key section in your paper, which should be reflected in the section size. For content see the discussion above.

- 4) Solution

This is another key section in your paper. Be sure to address all the facets of the problem you discussed and to discuss both the low-end and high-end solution. For more specific content see the discussion above.

End this section by discussing your choice between the two alternatives. See the discussion above.

5) References

List all your references -- print, electronic, or people you interviewed (you can use the title without name or with a fictitious name, if privacy needs to be protected).

6) Appendix

Add auxiliary information (if any), such as a list of the literature used, graphs, tables, and the similar material that is referred to but not included in the body of the text.

Other Paper Specifications

- Demonstrate the capability of using the concepts studied in 6150 (for example, use the terms with the meanings studied in 6150, rather than plain (laymen) English; if there are controversial definitions of a term, indicate what meaning you use);
- Produce your paper on a computer;
- Organize text into the sections specified above, subheadings are acceptable;
- Check the spelling;
- Use double space, Times font 12 pt;
- Add any representation of information that can improve legibility (tables, diagrams, etc.);
- Try to limit the length to 8-10 pages (more is OK).

3. Final Exam

Brief Description: The final exam will be in the take-home form. It will be based on case analysis that is practiced throughout the course. A 6150 concept list serves as a reminder of the topical area covered in the course.

Detailed Description:

Your final assignment will be in the form of take-home exam. The exam will be released at noon on June 12 and will be due to 6pm on June 15. You should provide your answer in an MS Word file (any version) and email it as attachment to bobtravica@gmail.com.

Your answer should follow from applying case analysis, which is practiced throughout the course, to a case study. This case study will be dispatched in due time.

The flowchart below showing the case analysis process is almost identical to the ones used in other assignments and readings. The difference is in step 8 that is used just on the exam. This step requires that you provide a concise discussion on how this case relates to Nicholas Carr's argument, which asserts that IT can no longer be a source of strategic competitive advantage. This argument is one of the topics in the course.

A 6150 concept list serves as a reminder of the topical coverage of MIS 6150, and it may help you to create your answer.

Content of your Answer

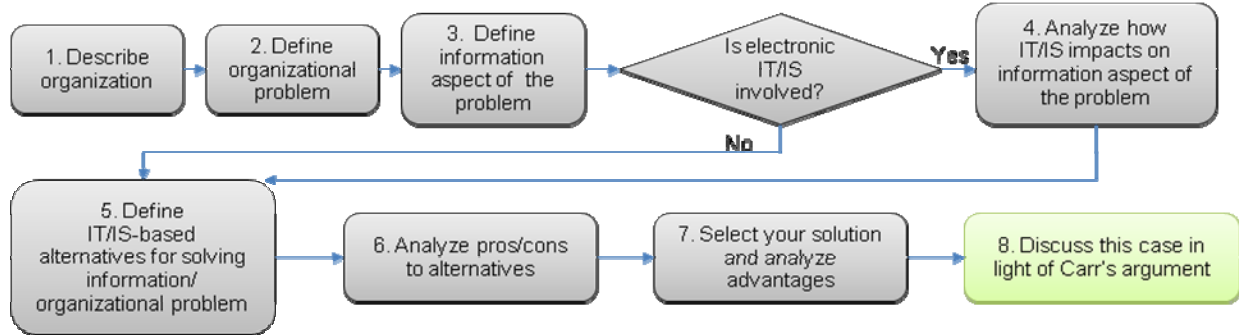


Figure: Case Analysis Process – Final Exam

The content of your exam should be similar to the content of team presentation, plus the additional answer on Carr's argument. Please check instructions for team presentation.

Provided below are just the titles of the sections you need to cover and their approximate maximum length, assuming that the format is Times 12 pt double spaced (more text is OK):

- 1) The organization investigated in the case (3/4 page)
- 2) The organizational problem that calls for a solution (1 page)
- 3) The information, information system (systems) or information technologies that are related to the organizational problem (2 pages)
- 4) Solutions that are discussed in the case (if any) and their trade-offs (pros/cons, challenges in organizational culture, politics, structure) (2 pages)
- 5) Your solution (this can be one of those proposed or a new one) and its advantages (1/2 page)
- 6) How does this case relate to Carr's argument that "IT doesn't matter"? Whether you are on Carr's side or against, your argument should be convincing, based on what you have studied in MIS 6150. (3/4 page).

4. Class Participation

Class participation includes talking and involving others in discussion based on reading the textbook and cases as well as on relevant professional experience. Peer evaluation is accounted for in grading.

The class participation criterion is based on (a) quality and (b) continuity of participation.

- (a) The quality of participation can be achieved via several methods, inclusive of bringing up relevant points from readings and own experience, answering questions raised in the class, and helping to move the class discussion ahead while staying on track.

- (b) The continuity of participation can be achieved by contributing regularly to the class discussion rather than to the frequency of turns taking in a single class. Taking too much of a class time could preempt the space for others' participation.

Grading Scale

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

READINGS

- McNurlin, Barbara, and Sprague, Ralph Jr., *Information Systems: Management in Practice*, 8th Edition. Prentice Hall, Upper Saddle River, NJ, 2008. The 7th and 6th editions are acceptable.
- Teaching cases used for team presentations and class discussion.
- Additional study materials. (May be posted on the course Website during the course.)



ACADEMIC INTEGRITY

I.H. Asper School of Business—Faculty of Management, 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 related 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 are passed to the Dean’s office in order to ensure consistency of treatment.



MEDICAL ABSENTEEISM FORM

I.H. Asper School of Business—Faculty of Management, 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>. <u>Your professional evaluation is necessary to ensure that only valid cases are excused.</u></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> <p>_____ until _____ (Indicate start date) (Indicate end date)</p> <p>_____</p>		
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.



**ASPER
MBA**

FACULTY BIOGRAPHY

I.H. Asper School of Business—Faculty of Management, The University of Manitoba

Bob Travica

Department of Accounting & Finance

I.H. Asper School of Business

Bob Travica obtained his Doctoral Degree in information systems at Syracuse University in the United States. Before joining Asper School of Business, Bob taught at Indiana University, and worked in the software industry, corporate communications, and journalism in Europe. He also traveled to and worked in Latin America, Middle East and Far East. Bob investigates new organizational designs, e-commerce, international information systems, and information view of organization. His most recent preoccupation is with managing the Journal of Information, Information Technology, and Organizations.