

**MIS 7120 (G02) (1.5 CH)**  
**MANAGEMENT INFORMATION SYSTEMS**  
**SUMMER 2022**

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**INSTRUCTOR**

Name:	Wenxi Pu	Office Location:	Drake 404
Phone:	204-474-6464	Office Hours:	By appointment (virtual meetings)
Email:	Wenxi.Pu@umanitoba.ca	Class Room:	Drake 530
		Class Time:	June 10 <sup>th</sup> 08:45 AM – 3:45 PM
			June 11 <sup>th</sup> 08:45 AM – 3:45 PM
			June 12 <sup>th</sup> 08:45 AM – 11:45 PM

**COURSE DESCRIPTION**

This course explores the inter-relationship between IT, strategic management, and competitiveness. Organizations that strategically select, manage, and deploy digital business models prosper in the global economy, thus it is critical for managers to create and analyze strategies for technology-enabled organizational and industry transformation.

This is a discussion/case-based course with a managerial perspective on information technology (IT) and competitive strategies. Given the rapid advances in IT in recent decades and the transformative nature of IT in any functional area from accounting to marketing, IT is becoming an indispensable resource for not only improving organizational performance but also creating sustainable competitive advantages in virtually every industry.

**COURSE OBJECTIVES**

On course completion, you should be able to:

- Have a toolkit of conceptual frameworks to systematically make IT related decisions.
- Have a clear understanding of the critical importance of IT for competitive advantages.
- Discuss how IT enables firms to create business opportunities and to formulate sustainable competitive strategies.
- Explain how to deal with risks borne out by IT resources and to secure organizations from them.
- Discuss how data analytics improves business decision making and supports competitive strategies.
- Understand the critical importance of Artificial Intelligence on the transformation of businesses.
- Discuss how to prepare for future career in the digital age.

### AACSB Assurance of Learning Goals and Objectives.

The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement for the School and our students. Part of “student improvement” is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the **learning goals and objectives** listed below for the **MBA Program**. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.

	Goals and Objectives in the MBA Program	Goals and Objectives Addressed in this Course	Course Item(s) Relevant to these Goals and Objectives
1	<b>Strategic Thinking</b> Students will think critically and creatively about solutions to organizational problems, considering short-term and long-term goals, resources, risks, and opportunities.	Yes	Entire Course
	A. Students are able to identify situations where strategic thinking is necessary.	Yes	Entire Course
	B. Students are able to identify different strategies.	Yes	Entire Course
	C. Students are able to perform a basic strategic analysis.	Yes	Entire Course
	D. Students are able to recommend strategic alternatives and their implementations.	Yes	Entire Course
2	<b>Global Perspective</b> Students will adopt a global mindset in considering organizational decisions.	Yes	Entire Course
	A. Students have an awareness of global diversity, and multicultural awareness.	Yes	Entire Course
	B. Students have an awareness of different global perspectives.	Yes	Entire Course
	C. Students have been exposed to global business environments through course materials	Yes	Entire Course
3	<b>Ethical Mindset</b> Students will consider ethical and moral issues when analyzing and recommending solutions to organizational problems.	Yes	Entire Course
	A. Students demonstrate an understanding of the responsibility of business in society.	Yes	Entire Course
	B. Students demonstrate an understanding of ethical decision making.	Yes	Entire Course
	C. Students demonstrate moral development in ethical decision making.	Yes	Entire Course
	D. Students demonstrate an understanding of the responsibilities of a leader's role as it relates to ethics.	Yes	Entire Course
4	<b>Quantitative and Financial Proficiency</b> Students will demonstrate the ability to approach organizational issues using quantitative and financial analysis.	Yes	Entire Course
	A. Students are able to identify that a problem containing a quantitative aspect exists.	Yes	Entire Course
	B. Students are able to apply financial methodologies in the answering of business questions.	Yes	Entire Course
	C. Students are able to demonstrate a basic financial proficiency in understanding the role and flow of money in an organization.	Yes	Entire Course
	D. Students are able to interpret the results of a financial analysis.	Yes	Entire Course

### COURSE MATERIALS

*Harvard Business Coursepack for MIS7120* will be required. Link to purchase:

Student progress will be assessed through:

Item	Group or Individual?	Weight
Participation	Individual	30%
Post-Session Reflection Notes	Individual	20%
Group Project	Group	30%
Executive Report	Individual	20%
Total		100%

**Descriptions:**

***Participations (30%):***

- Students are expected to actively participate in class discussions, activities, and debates during synchronous sessions.
- Both frequency and quality are considered in participation grading.

***Post-Session Reflection Notes (20%)- Two notes, 10% each:***

- After each synchronous session (only for the first two sessions), a student is required to write a reflection note that summarizes what is learned.
- A reflection note should be at least 250-word long and no longer than 400 words.
- It is due by 11:59 PM after each session.
- A note should be as comprehensive as possible by covering the whole class, rather than focusing on a few topics.
- It is encouraged to relate what is learned to current work.

***Group Project (30%):***

- There will be a group project that students will complete and present during the last session.
- Groups will be created during the first session.
- Group Project – Conceptual Technology Design (guidelines to be released on UM Learn).
- It is strongly encouraged to have group meetings after each of the first two sessions.
- Grading Rubrics: Value, Revenue Potentials, Feasibility, Sustainability, and Presentation

***Executive Report (20%):***

- This is an individual assignment to write one consulting report for senior executives.
- A report should be no more than 2-page long including figures and tables.
- It has to be formatted with 11-point font, Calibri (Microsoft Words default font), single spacing or more, and 1- inch margin in all four sides.
- Six or more topics will be provided. A student can choose any topic for the reports.
- Please refer to the course schedule for when executive report is due.
- Late submission is allowed, but there will be 10% penalty per each 12 hours.
- Grading Rubrics: Organization, Originality of Ideas, Addressing the issue, Strategic Recommendations, Grammar & Mechanics

Final grades are based on the sum of the marks for all the assessment components. will be assigned as follows (subject to curve).

Cumulative Marks	Grade	GPA	Performance
93-100	A+	4.5	Excellent
90-92.99	A	4.0	Very Good
85-89.99	B+	3.5	Good
80-84.99	B	3.0	Satisfactory
75-79.99	C+	2.5	Marginal
70-74.99	C	2.0	Unsatisfactory
50-69.99	D	1.0	Unsatisfactory
49.99 and below	F	0.0	Unsatisfactory

**NOTE: Class attendance is required. Missing more than 20% of this course due to absences may result in a failing grade. It is your responsibility to inform your professor in advance of your absence and the reason for it (medical documentation or employer note if away for a work commitment) is required. The professor decides how to deal with the impact of missed classes on your final grade.**

#### COURSE SCHEDULE

\*Subject to change at the discretion of the instructor.

Session	Topics	Assignments	Due
Session 1	Introduction and Overview of MIS; IT, Digital Platforms and Competitive Strategies	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Bloomberg Businessweek – This Is What Peak Car Looks Like</li> <li>• HBR – Investing in IT That Makes a Competitive Difference</li> <li>• HBR - Digital Ubiquity: How Connections, Sensors, and Data Are Revolutionizing Business</li> <li>• HBR – How Smart, Connected Products Are Transforming Companies</li> <li>• MIT CISR Case – Schneider Electric</li> <li>• HBS Case – Aetna and the Transformation of Health Care</li> <li>• HBS Case – Care.com</li> <li>• HBR – Why Some Platforms Thrive</li> <li>• HBR – Break Your Industry's Bottleneck</li> </ul>	<b>Due: Friday, 10/6 by 08:45 AM</b>

		<p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>• HBR – Designing Better Online Review Systems</li> <li>• HBR – Thriving in an Increasingly Digital Ecosystem</li> <li>• HBS Case – The Wealthfront Generation</li> </ul> <p><b>Download and install: Zoom</b></p>	
		<p><b>Attend: Class Session 1</b></p> <p><b>Class Discussion Questions (include but not limited to):</b></p> <ul style="list-style-type: none"> <li>• How will COVID-19 change how we do business?</li> <li>• Why is IT critical for business success?</li> <li>• Why does IT make competition more dynamic and turbulent?</li> <li>• Why is Amazon.com so powerful?</li> <li>• What is the rationale behind Schneider’s move from manufacturing to service?</li> <li>• How does its IoT platform support this move?</li> <li>• What challenges should Schneider expect in implementing a digital services platform?</li> <li>• How can Schneider achieve sustainable competitive advantages with its IoT platform?</li> <li>• What constitutes as a bottleneck in an industry?</li> <li>• Why are Amazon.com and Uber so disruptive?</li> <li>• Why are two-sided network effects so powerful?</li> <li>• How to manage the health of digital platform?</li> <li>• What make your industry inefficient?</li> </ul>	<p><b>On: Friday, 10/6 from 8:45 AM – 3:45 PM</b></p>

		<ul style="list-style-type: none"> <li>Group discussion – How does technology affect industry competition?</li> <li>Group discussion – How can Schneider capture greater value from the IoT platform?</li> </ul>	
		<b>Submit:</b> <b>Post-session reflection notes 1</b>	<b>Due:</b> Friday, 10/6 by 11:59 PM
Session 2	IT Risk Management;  Artificial Intelligence Future of Work	<b>Read:</b> <ul style="list-style-type: none"> <li>Ivy School Case – Cyberattack: The Maersk Global Supply-Chain Meltdown</li> <li>HBS Case – iPremier</li> <li>HBR – The End of Cybersecurity</li> <li>HBR – Sizing up Your Cyberrisks</li> <li>MIT CISR Case – Pepsico PEPWORK</li> <li>HBR – Should an Algorithm Tell You Who to Promote</li> <li>HBR – When Data Creates Competitive Advantage</li> <li>HBR – Collaborative Intelligence: Humans and AI Are Joining Forces</li> <li>HBR – Building the AI-Powered Organization</li> </ul> <b>Recommended reading:</b> <ul style="list-style-type: none"> <li>Phishing Tests Are Necessary. But They Don't Need to Be Evil.</li> </ul>	<b>Due:</b> Saturday, 11/6 by 08:45 AM
		<b>Attend:</b> Class Session 2  <b>Class Discussion Questions (include but not limited to):</b> <ul style="list-style-type: none"> <li>What happened to Maersk?</li> <li>What are the managerial failures in this incident?</li> <li>What are the lessons learned from both Maersk case and iPremier case?</li> <li>What should your organization do to prevent ransomware attack?</li> </ul>	

		<ul style="list-style-type: none"> <li>• What helped Maersk recover from the incident?</li> <li>• How is Pepsico's PEPWORK aligned with its competitive strategies?</li> <li>• Why is data important for decision making?</li> <li>• How can data create competitive advantages?</li> <li>• What is machine learning?</li> <li>• How is machine learning different from traditional algorithm?</li> <li>• What can machine learning do for business?</li> <li>• Group discussion - How can machine learning be utilized in <b><i>your</i></b> business?</li> <li>• How does AI destroy jobs?</li> <li>• What jobs or skills will survive in the future?</li> <li>• What skills will be more valuable in the future?</li> <li>• How should we work with AI?</li> <li>• How should we deal with risks and bias in AI?</li> <li>• How will the nature of jobs (lawyers, journalists, Wall Street bankers) change in the age of AI?</li> <li>• How can predictive analytics be used in your work?</li> </ul>	On: Saturday, 11/6 from 8:45 AM – 3:45 PM
		<b>Submit:</b> <b>Post-session reflection notes 2</b>	<b>Due:</b> Saturday, 11/6 by 11:59 PM
Session 3		<b>Presentation preparation</b>	<b>Due:</b> Sunday, 12/6 by 08:45 AM
		<b>Attend:</b> Class Session 3  <b>Group Presentation and Course Wrap-up</b>	On: Sunday, 12/6 from 08:45 AM – 11:45 AM

## ACADEMIC REGULATIONS AND STUDENT SERVICES

### HUMAN ETHICS APPROVAL FOR DATA COLLECTION

As part of coursework, if you will be collecting data from people who are not students in this class, you must obtain Human Ethics approval from the UofM's Research Ethics Board (REB) prior to data collection. This applies to data collection such as surveys, interviews, focus groups, experiments, video recording, etc., where a respondent is solicited for participation.

If the entire class will be working on the same project, your instructor will apply for human ethics approval from the REB. If individuals or small groups of students will be working on different projects, it is the responsibility of the students to obtain approval (only one group member needs to apply). Your instructor will tell you whether s/he will be or you need to. When in doubt, please talk to your instructor.

Instructions and forms to apply for human ethics approval can be found at:

<http://umanitoba.ca/research/orec/ethics/guidelines.html>

In most cases, you will be using the "Protocol Submission Form" which is under the "REB Forms - Fort Garry Campus" heading.

It can take up to six weeks to process human ethics applications and obtain approval. Therefore, plan early. Note that approval must be obtained prior to data collection and cannot be obtained during the data collection phase or retroactively. Violation can get you, your instructor, and the Asper School in serious trouble with the REB.

If you will be collecting data only from other students in the class, you do not need REB approval. If you have any questions, please contact [humanethics@umanitoba.ca](mailto:humanethics@umanitoba.ca) or your instructor.

### UNCLAIMED ASSIGNMENT POLICY

Pursuant to the FIPPA Review Committee's approved recommendations of August 15, 2007, all unclaimed student assignments will become the property of the faculty and will be subject to destruction six months after the completion of any given academic term.



## STUDENT SERVICES AND SUPPORTS

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions or concerns, please do not hesitate to contact your instructor or the Graduate Program Office.

For Information on...	...follow this link
Course Outlines, Year-at-a-Glance, Concentrations, Textbooks, VW Dates and Final Exams	<a href="#">MBA Course Information</a>
Exam Rescheduling Policy - <i>Please refer to Missing a Test/Exam on page 18 of the MBA Student Handbook</i>	<a href="#">MBA Student Handbook</a>
Help with research needs such as books, journals, sources of data, how to cite, and writing	<a href="#">Library Resources</a>
Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills	<a href="#">Writing and Learning Support</a>
Support and advocacy for students with disabilities to help them in their academic work and progress	<a href="#">Student Accessibility Services</a>
Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations	<a href="#">Copyright Office</a>
Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures	<a href="#">Academic Integrity</a>
Policies & procedures with respect to student discipline or misconduct, including academic integrity violations	<a href="#">Student Discipline</a>
Students' rights & responsibilities, policies & procedures, and support services for academic or discipline concerns	<a href="#">Student Advocacy</a>
Your rights and responsibilities as a student, in both academic and non-academic contexts	<a href="#">Your rights and responsibilities</a>
Full range of medical services for any physical or mental health issues	<a href="#">University Health Service</a>
Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault	<a href="#">Health and Wellness</a>
Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.	<a href="#">Student Counselling Centre</a>
Support services available for help regarding any aspect of student and campus life, especially safety issues	<a href="#">Student Support Case Management</a>
Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being	<a href="#">Live Well @ UofM</a>
Help with any concerns of harassment, discrimination, or sexual assault	<a href="#">Respectful Work and Learning Environment</a>
Concerns involving violence or threats, protocols for reporting, and how the university addresses them	<a href="#">Violent or Threatening Behaviour</a>

## 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 misconduct in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic misconduct under the heading "Plagiarism and Cheating." Specifically, acts of academic misconduct 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 misconduct. Because of the unique nature of group projects, all group members must exercise extraordinary care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur on a group project, all group members will be held jointly accountable, no matter what their individual level of involvement in the specific violation.

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 misconduct involving a graduate student (i.e. MBA, MFin, MSCM, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.

## FACULTY BIOGRAPHY

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

### **Wenxi Pu**

Department of Accounting and Finance  
I.H. Asper School of Business

Wenxi Pu is an Assistant Professor of Management Information Systems at the Department of Accounting and Finance at Asper School of Business. He earned his Ph.D. degree from Clemson University. He has taught Business Statistics and Management Information Systems at Clemson University, where he won multiple teaching awards for his teaching performance. Besides teaching, Wenxi is also doing research to investigate self-identity and stigma in the context of digital technologies such as machine learning algorithms. His work is published or will be published on *Personnel Psychology*, *Communications of the Association for Information Systems*, *Information and Management*, and *Computers and Security*. Wenxi is a husband to an artist specialized in traditional Chinese painting and a father to two kids (a daughter and a son). He loves to go to museums with his family in his spare time (not during any pandemic, of course).