

8-16-1996

# Real-World Video Cases in the MBA Core MIS Course

Susan L. Solomon  
*California State University, Sacramento*

Sandy Helland  
*California State University, Sacramento*

Follow this and additional works at: <http://aisel.aisnet.org/amcis1996>

---

## Recommended Citation

Solomon, Susan L. and Helland, Sandy, "Real-World Video Cases in the MBA Core MIS Course" (1996). *AMCIS 1996 Proceedings*. 236.  
<http://aisel.aisnet.org/amcis1996/236>

This material is brought to you by the Americas Conference on Information Systems (AMCIS) at AIS Electronic Library (AISeL). It has been accepted for inclusion in AMCIS 1996 Proceedings by an authorized administrator of AIS Electronic Library (AISeL). For more information, please contact [elibrary@aisnet.org](mailto:elibrary@aisnet.org).

# **Real-World Video Cases in the MBA Core MIS Course**

Susan L. Solomon

Sandy Helland

California State University, Sacramento

## **Introduction**

In 1995 one of the authors was asked to configure the MBA core course in MIS so that it could be taken as usual by students in a classroom on campus and simultaneously be taken by students either at another campus, at a satellite facility, or at home. Multimedia and Internet usage took on important roles in engaging the participants.

This author had a set of cases based on her consulting experience that had been tested over the years in written form and had proven to be interesting and instructive to the students. Many staff members of the University Media Services facility were mobilized to try to make the televised course a success. These included the graphic artist who taught the author to make PowerPoint slides for all lecture topics and who created the complex slide graphics; the technician who supervised and scheduled the satellite or cable links; the administrator who booked conference call phone lines for case discussions in addition to the normal line for call-in of questions; the operator who patched through the phone calls, played the videos and simultaneously recorded the class for backup; and the production specialist who scripted, casted, produced and directed the videos. The latter person is the second author.

## **Content of the Videos**

Each of the five videos plays in less than five minutes. All actors and production personnel were students or staff who were paid minimal stipends for their participation. Some of these students were already on staff at UMS.

The first video, "Gatekeepers", illustrates a point from the course text about those who restrict the flow of information to and from managers. It shows what happens when a manager isn't clear about what s/he needs from the information system and when that manager doesn't properly supervise the individuals charged with gathering the data.

The second video, "Metropolitan Motors", introduces an antihero whose laundry list of poor IS decisions is presented on an incremental basis throughout the semester. These decisions run the gamut from discontinuing an existing IS without examining its usefulness, ordering a new IS with no research, failing to plan for facilities, skipping systems analysis and design, and performing an instantaneous system conversion.

The third video, "Cascade Tire Center", presents an authoritarian CEO who refuses to involve her staff in IS planning and control decisions, with dire consequences.

The fourth video, "St. George's Hospital", shows how external decision makers and regulatory environments can impact IS choices. As a by-product, alternative types of funding of hardware acquisitions are mentioned.

The fifth video, "Mason, Jones and Associates", depicts an IS professional who is asked by a manager to participate in development of an application with questionable ethical implications.

The in-class methodology has been to play a particular video, show the students a structured list of discussion points which they should keep in mind, and then replay the video so the students can tie the questions to the content more explicitly. Afterwards, the instructor and the class, including students at remote locations, discuss each question and branch, as appropriate, to other related issues, including similar

situations in the students' experience.