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DESIGNING THE IT COURSE WITHIN AN EXECUTIVE MBA PROGRAM

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EDUCATION

DESIGNING THE IT COURSE WITHIN AN EXECUTIVE MBA PROGRAM

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ABSTRACT

By combining knowledge management concepts with standard MBA course elements (technology, applications, systems development, and IT management), explicit and tacit knowledge can be created and diffused within the Management of Information Technology course designed for executive MBA students. The article, based on lessons learned over a ten-year period, discusses the course and presents a set of pedagogical principles. The paper includes a discussion of the appropriate role of technology in executive MBA courses and a detailed generic course syllabus.

Keywords: information technology education, executive education, knowledge creation, executive MBA programs.

I. INTRODUCTION

As information technology moved from supporting the back office to being a strategic weapon and a global enabler, companies needed to be able to compete effectively with IT. Over the years, many calls were made for senior business managers to learn more about IT so that they could be "partners" with technology professionals.

Although the need for management education in information technology is clearly articulated, many schools who offer executive MBA programs either do not include a course on the Management of Information Technology (Hildebrand, 1999), or, having included it, find it difficult to achieve satisfactory ratings with students.

At Simon Fraser University, our thirty-year-old executive MBA program has offered a Managing Information Technology course for the last 10 years. Over this decade, a variety of individuals led this course: a young MIS professor, a senior IT consultant, an IT consultant with an MIS PhD, and an MIS professor with many years of IT experience. All added perspectives and materials to create a balance between the competing interests of technology and management, and between theory and practice. This article explains many of the lessons we have learned.

The goal of this paper is to contribute to the ongoing dialogue about executive IT education by:

Presenting a [set of principles](#) for the Managing IT course

Developing a [knowledge-based framework](#) for the Managing IT course.

Suggesting ways to [add technology](#) to the Managing IT course.

Presenting a [generic syllabus for the Managing IT Course](#).

II. PRINCIPLES OF THE MANAGING IT COURSE¹

As the Managing IT course evolved over the years and a number of different professors, several constant principles were developed that, when forgotten, resulted in immediate student "pushback" and ultimately a course that was not judged successful. The three most important principles are a focus on

- management of IT,

¹ Thanks to Davenport, Hammer and Metsisto (1989) for the format of these principles.

- involvement and participation, and
- knowledge creation.

These ideas are introduced below and expanded on in the [Building IT Competence through Knowledge Creation](#) section.

CO-OPT THE "TECHNOPHOBES" EARLY IN THE COURSE

Rationale: Many students in a Managing IT course are uncomfortable since they believe they don't know much about information technology and are wary of what they perceive as a difficult subject. This attitude sets up a dangerous "wait and see" dynamic in the class. Care has to be taken that the first class sessions establish two principles:

1. every manager needs to be IT-competent to be successful, and
2. each of the students is already on the path towards this competence.

Implications:

1. In the first session, each student introduces him/herself using an IT perspective. They can explain what IT projects or management committees they have been involved in and what their units are trying to achieve with technology. This small step sets a tone of engagement and experience and reinforces the idea that they can make a difference in their organizations.
2. Students are invited to identify an IT issue that they need to resolve. By addressing these issues throughout the course or by referring them to material on the topic, the professor demonstrates that the course is student-focused.

FOCUS THE COURSE ON MANAGEMENT

Rationale: One of the key differences between executive MBA students and other MBA students is their involvement with IT while they are enrolled in the course. Virtually all students are engaged in IT initiatives at some level, from

personal to organizational. This involvement creates a strong sense of "need to know how" in the room. Professors who spend too much talking about "cool" technologies are not perceived to add much substantive value.

Implications: Each class should have a management topic as the major theme (e.g. Selecting Software Packages, Sponsoring IT Projects, Outsourcing, Developing IT Priorities). The cases and readings for the class are focused on the main topic. Information about specific technologies is injected in small doses around these management issues (see [Adding Technology](#)).

STUDENTS AS TEACHERS

Rationale: Since the students collectively have more IT management experience than any professor, leveraging their combined wisdom results in more learning opportunities. When the professor acts as a symphony conductor, with occasional guest soloists/speakers, all participants both teach and learn. Even the weakest player will make a contribution.

Implications: In each discussion of a concept or a case, invite participation from students with experience on the topic. Students should be encouraged to state facts and also to talk about "lessons learned". With high levels of participation, the instructor needs only to steer the course and inject organizing frameworks and theories into the mix.

Another Opportunity: In any Managing IT course, some students are IT professionals, who are experts at one or more technologies. They are both a challenge and a bonus. The challenge is to get them involved in learning the management aspects of IT, since their education and training is often mainly technical. The bonus is that, when motivated, they contribute by helping the instructor lead technical discussions.

ADD TECHNOLOGY IN SMALL DOSES

Rationale: Students want to know about the "cool technologies" but too much at one time is very difficult to assimilate. In short bursts throughout the course, the learning can be fun, and the willingness to explore on their own can be established.

Implications: In our course, no week is devoted to technical topics such as Database Technology or Communication Protocols. A week might focus on "Customer Relationship Management" and, after the topic is discussed from a management perspective, a "Tech Talk" is used to explain issues such as relational vs. multidimensional databases or data mining.

BUILD ON EXISTING MANAGERIAL KNOWLEDGE

Rationale: When IT is explained in the context of existing managerial knowledge and not as a completely foreign territory or language, students (especially competent managers who think of themselves as technophobes) can engage more deeply into learning about IT and IT management.

Implication: Wherever possible, we draw parallels between existing skills (e.g., at managing people, budgets, projects, products) and IT problems.

For example, outsourcing is a question of setting objectives, choosing a strategic partner, developing a contractual agreement, and managing the relationship. Whether one is engaging in a joint venture, a partnership with a key supplier or customer, or an IT outsourcing contract, many of the elements are the same and many students have valuable experience to share with the class.

The professor adds the unique IT perspective or article or framework and builds on the class's experience and the theory of similar problems.

CREATE OPPORTUNITIES FOR TACIT KNOWLEDGE CREATION

Background: Research into knowledge creation [Nonaka, 1994, 1995; Basselier, Reich and Benbasat, forthcoming] identifies both explicit and tacit knowledge as being valuable in creating competence. Explicit knowledge (i.e. know- what) is the theory and fact about technologies and management practices. Tacit knowledge (i.e. know-how) is the wisdom that comes from experience and reflection.

Rationale: Helping students' accumulate tacit knowledge provides the richest and most lasting educational experience. Facts have a short half-life, but metaphors, analogies, and problem solving methods last a long time.

Implications: There are many "ba" or learning spaces [Nonaka and Konno, 1998] in a course. They include the classroom, group meetings, labs, and individual study. For example, a topic can be examined in several knowledge-creating steps:

Step 1. Explicit Knowledge Creation

Students study readings individually. In class, the professor then can clarify the concepts, creating individual and group levels of explicit knowledge to:

1. Define the issue (e.g. what is outsourcing)
2. Identify the managerial choices (e.g. contracting vs. outsourcing) or theories (e.g. transaction cost, agency theory) that aid in understanding the issue.

Step 2. Tacit Knowledge Creation

The professor aims to have students vicariously "experience" or deeply reflect on the issue through the use of stories or metaphors.

1. Experiences are obtained from students, from a speaker, or from a case discussion. (e.g., students describe their company's outsourcing experiences). Speakers are encouraged to talk about "lessons learned", and things they would do differently next time, not just facts.
2. "What Can We Take Away?" - this short session is a summary of the topic, jointly done by professor and students. It incorporates both facts, theories, and insights.

III. BUILDING IT COMPETENCE THROUGH KNOWLEDGE CREATION

The Managing IT course can be likened to a Grade One course in reading, using first the whole language and then the phonetics teaching methods. First; build *confidence and ownership*, second; build *competence*. Most of the principles listed above focus on building confidence. The last one begins to develop competence. In this section, we expand on this idea, link it to existing research, and develop examples.

The four knowledge elements to an MBA course in IT are technology, applications, system development methods, and IT management [Silver, Markus and Beath 1995]. Research into IT competence in business managers expanded and empirically supported this model [Basselier, Reich and Benbasat, forthcoming]. Choosing pedagogies for a class or for the entire program should be an attempt to create both tacit and explicit knowledge in all four areas of IT knowledge. Table 1 contains detailed suggestions for each knowledge element.

Table 1. Creating Knowledge in the Four Elements of the Managing IT Course

Course Element	Explicit Knowledge	Tacit Knowledge
Technology	<p>"What's New" sessions from periodicals or magazines.</p> <p>Tech Talks by students with a particular expertise or by vendors (e.g. SAP, Oracle).</p> <p>Visits to external sites to see technologies in use.</p> <p>Self Study - e.g. O'Leary & O'Leary (1999/2000) reference manual</p>	<p>Lab exercises so that students get hands-on experience and confidence (e.g. build a web page, Internet scavenger hunts, build a business case with Excel)</p> <p>Artifacts brought into class and explained: network diagrams, data models, application portfolio diagrams.</p>
Applications of Technology	<p>Examples in practitioner journals. (e.g. CIO)</p> <p>Speakers from local companies who implemented an application (e.g. CRM, data warehouse)</p>	<p>Students do a project that examines a real application of a technology in an organization.</p> <p>Students explain how their organization is building a particular IT and what they learned from this experience.</p> <p>Professor using models and frameworks to help interpret this learning.</p>
Systems Development	<p>Speakers from consulting firms talking about their methodologies - e.g. project management office, rapid application development, object oriented analysis.</p> <p>Examples in practitioner journals. (e.g. CIO)</p>	<p>Speakers recount "lessons learned about their roles on an IT project:"</p> <p>Students present or write up a case or a project on a systems development topic.</p> <p>Artifacts brought into class - e.g. a project plan, a cost benefit analysis for a project, an RFP.</p> <p>Professor helping students interpret these artifacts using models/frameworks.</p>
Management of the IT function or an IT unit.	<p>Lectures on types of IT budgets, strategic planning, governance, sourcing projects, charge-back.</p>	<p>Artifacts brought into class and interpreted using theory and frameworks -e.g., IT vision statements, IT plans, steering committee minutes, outsourcing contracts.</p>

The two principal individual-level knowledge-creation techniques, internalization and socialization (Nonaka and Takeuchi, 1995), are discussed next.

INTERNALIZATION OF KNOWLEDGE THROUGH ARTIFACTS

Internalization of knowledge occurs when an individual takes explicit knowledge and turns it into tacit knowledge. In the classroom, we can facilitate this learning by having students bring artifacts in from their organizations. These artifacts, coupled with theoretical frames presented by the professor, allow the student to view hitherto unexplained material more deeply.

An example of this process is shown in Figure 1. In this example, each student is asked to bring in an IT plan from their organization, evaluate it using a framework, and then explain their artifact and evaluation in class.

Over the length of the course, several artifacts can be discussed and a further level of learning can occur: the student can then form a holistic view of how IT is used and managed in their organization.

Notes on using this "artifact" approach to learning:

1. If students are resident in smaller organizations with no IT function or policies, they can team up with others in this artifact search.
2. Organizational plans and policies can be written or unwritten. If the student finds that a policy is unwritten but is an organizational fact, this material is good for discussion. Often just looking for policies or documents is a learning process for the student.

A list of class topics and suggested artifacts is presented in [Table 2](#). IT textbooks often include theories or frameworks for each class topic and the professor can use this to guide the class discussion and artifact evaluation. Examples of how these artifacts are used in a sample course are shown in right hand column of the [Generic Syllabus](#).

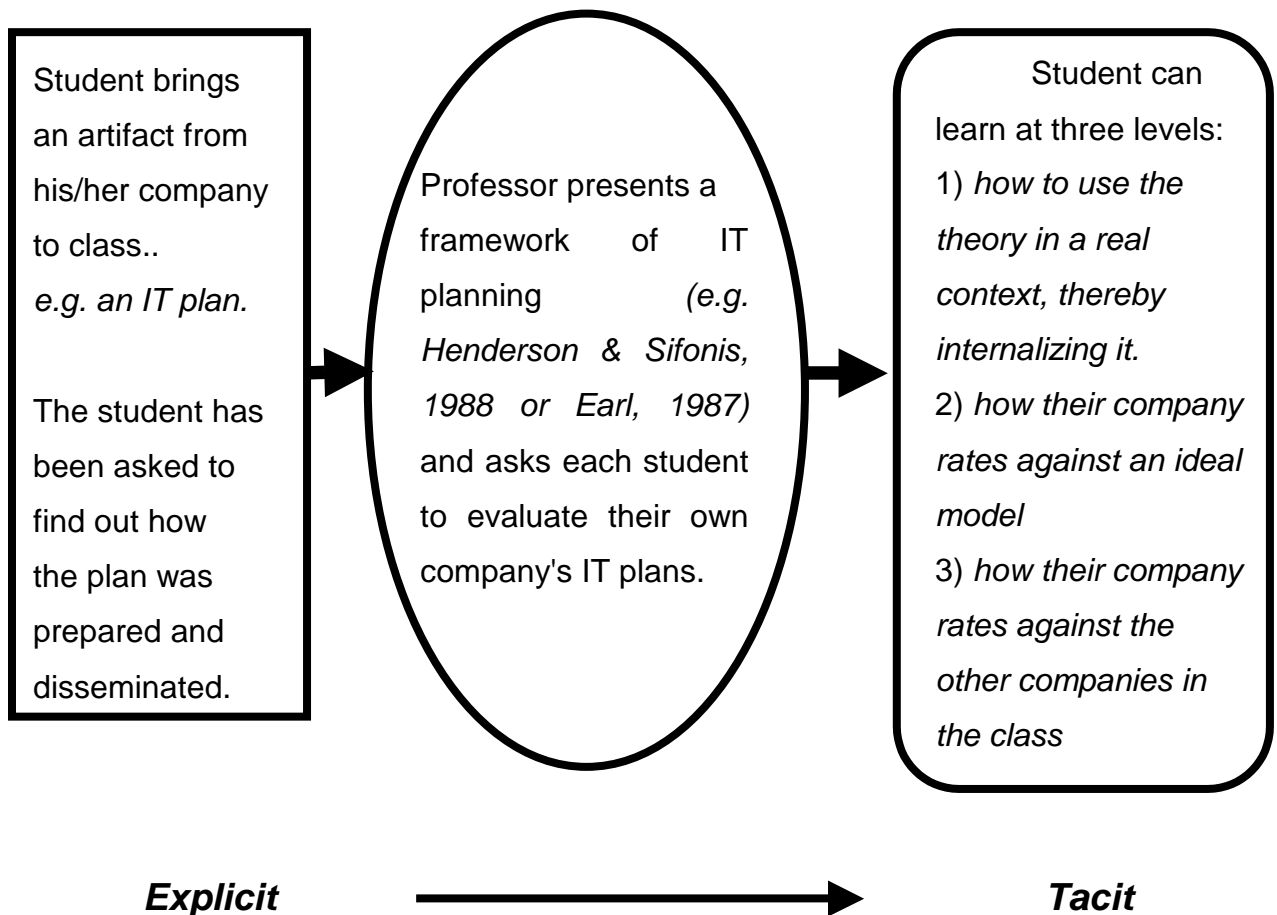


Figure 1. Example of Creating IT Knowledge Through Artifacts

SOCIALIZATION OF KNOWLEDGE THROUGH DISCUSSIONS AND PROJECTS

Socialization of knowledge can occur when an individual listens and "learns" from the tacit knowledge held by another individual. Using speakers, case discussions, and group projects can accomplish this goal in the Managing IT course.

Table 2. Class Topics and Suggested Artifacts

Class Topic	Artifact for Student to Bring in and Evaluate
Managing the IT Function	Organization chart of the company and of the IT Department. Need to determine where IT reports and why.
Paying for IT	Policy on Business Unit levy for IT or Chargeback algorithm or internal bills from the IT department.
IT Planning	IT Plan or strategy document
Data as a Corporate Resource	Data Policies - e.g., Replication, Modeling, Sharing, Securing of Data. Corporate Data Model
Process Improvement	Company Process Map. Before/After Process Designs from a Process Improvement project.
IT Architecture	Technology architecture diagram showing servers, clients, and networks.
IT Decision Making	IT Steering Committee mandate and membership. Company policies on bringing new IT ideas forward for consideration.
Business Case or Cost/Benefit	Company process to justify a new system or infrastructure. Hurdle rates, decision process, forms etc.
E-Business	Company policy re internet/intranet format or content. Demos of excellent web sites from class members.
Ethical and Property Issues	Company Privacy or Intellectual Property Policy, either internal or with customers.
Acquiring Information Systems	Company policy on make vs. buy decisions Company contract with outsourcers
Systems Development Methods	Project Management Methodology
End User Development	Policy on what applications end users are allowed to build themselves and how the IT department will support these information systems.

When speakers recount the "hows" and the "lessons learned" of their technology assimilation experiences, students can vicariously experience some of the learning. Therefore, invited speakers should be asked to discuss both the "facts" and the "learnings" of whatever topic they are presenting.

In a reflective case discussion, where a student or a professor "explains" how things really happen or happened and why, students can experience the different points of view and different approaches taken by organizations.

In a group project, a team tries to interpret a real company's IT problems or opportunities and apply some of the explicit learning of the class to the issues. A complex group project can often provide the deepest learning opportunity for students as they simulate "hands-on" IT management.

The caveat to all of the above learning techniques is to ensure that the presentations, projects, and cases help the students see how management issues in planning, selecting, implementing or using technology were "really" handled in actual situations. Both challenges and solutions involved in these issues (e.g. resistance to change, gaining executive support, managing expectations, rescuing a failing project) need to be discussed.

The pedagogical techniques described above concentrate mainly on the management aspects of the Managing IT course. The next section discusses techniques for adding technology to the basic course structure.

IV. ADDING TECHNOLOGY TO THE MANAGING IT COURSE

Although technology is not the main focus of the Managing IT course, if it is added in small, consistent doses throughout the course, students can raise their level of awareness and confidence. Three ideas for adding technology to the course framework are presented:

1. "what's new" presentations,
2. "tech talks" and
3. lab sessions.

Examples of these elements are shown in the [Generic Syllabus](#) in the Appendix.

"WHAT'S NEW" PRESENTATIONS

"What's New " is a student-driven way to bring very current technology concepts into class. Students are asked to scan their industry or professional periodicals and bring IT articles of interest to them into class for discussion. Setting aside 10-15 minutes per class for a discussion of these articles will significantly increase the class's ability to use IT acronyms and to understand, at least at a superficial level, some of the hottest technology topics.

During the "What's New" session, have a "time-out" whenever an article has an acronym that has not yet been explained. Stop, get someone to explain it, and then carry on. The "time out" is an opportunity for the IT professionals in your course to show off their knowledge and help the class learn about technology. In a very short time, the major technology topics will have been discussed without much pedagogical effort.

"TECH TALKS"

"Tech Talks" can be led by students, the professor, or invited speakers. Each Tech Talk is a presentation about one technology topic (e.g. data marts, mobile communications technology, software to support customer interaction). Each Tech Talk will take between 20 - 40 minutes, depending on the length of the discussion.

The following topics can be covered in most Tech Talks.

- The business issue
- The current evolution of the technology
- The size of the market for this technology (uptake etc.)
- How to evaluate if this technology is for your organization
 - e.g., Cost benefit, ethical, risk considerations
- References to more in-depth information

Where class time does not permit in-depth presentations, another model of "Tech Talk" is to allow only 10 minutes per topic and to cover only the technology, its evolution, market size, and references sections shown above. Students interested in more depth can then do their own research. This works very well if students are basically untrained in technology but are motivated to learn about current hot topics (e.g. in 2000, "bluetooth", wearable computing, WAP, PAN).

LAB SESSIONS

Lab sessions can be an enjoyable way for students to gain experience and have fun. We use them to demonstrate a technology (e.g. GDSS), to gain a beginning competence in a technology, or to present advanced techniques. In a typical semester-long course, there may be only one or two two-hour lab sessions, since much basic material can be covered in professional courses outside of the academic classroom.

One lab session that we have had particular success with is based on learning about the Internet. In the mid 1990's, we taught Internet searching by using a simple scavenger hunt. Now that many people can effectively use the Internet, we run a two-section lab. One section builds their own web page and the other section does an advanced scavenger hunt and trades techniques for searching. In 2001 and later, we will have to change the format again as these skills become widely diffused.

One other lab session that has been valuable to students is a two-section approach to the use of spreadsheets for business problem solving. One section does a basic session in using Excel, the other section uses more advanced tools such as Pivot Tables and Solver. The exercises in both sections have students use various features of the software to solve business problems.

Lab sessions are not designed to build deep skills in a piece of software. Their purpose is to engender a feeling of efficacy and engagement with information technology. They are primarily designed to assist those students who feel inadequate about their ability to use basic IT tools in their business or personal lives.

V. CONCLUSION

After a successful Managing IT course, students exit feeling motivated and competent enough to take a leadership role in IT within their organization. They have internalized frameworks and knowledge to help them contribute effectively. The ideas and models presented in this article should contribute to our collective understanding of how to make this happen.

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APPENDIX

GENERIC SYLLABUS FOR THE MANAGEMENT OF IT COURSE

The Generic Syllabus, shown in table A-1, is based on a 13-week course, 1 class per week format, 3.5 hours per class. Articles shown are examples taken from both business and IT sources, a mix of practitioner and research focus. Cases are from *Managing Information Technology* [Martin, Brown, DeHayes, Hoffer, and Perkins, 1999]. The reference manual, *Computing Essentials Brief* [O'Leary and O'Leary, 1999/2000] is used to present IT technology concepts.

The course layout in this Generic Syllabus has two stages - organization issues and then systems development issues. The first stage contains management principles and organization-wide systems such as IT for competitive advantage, Alignment, IT Architecture, Information Management Architecture, ERP, and E-Commerce. The second stage covers systems development topics such as systems development methodologies, outsourcing, selecting software packages, implementation, and change management. The last two weeks of the course are reserved for emerging topics (e.g. knowledge management) and project presentations, respectively.

What is not shown are the student deliverables, which are all cases: a case presentation by each group, an individual case write-up, a mid term examination which is a case, and a large project done in an organization.

Table A-1. Generic Syllabus For The Management of IT Course

Wk	TOPICS	TEXT/ARTICLE	ASSIGNMENTS DUE
1	<p>The Enabling Role of IT The first 30 years of computing.</p> <p>Introduction to case method.</p>	<p>"The Coming of the New Organization", Drucker, HBR, Jan/Feb 1988.</p> <p>"Beyond the Productivity Paradox", Brynjolfsson and Hitt, CACM, Aug 1998.</p> <p>"The Magic Bullet Theory of IT-Enabled Transformation", Markus and Benjamin, SMR, Winter 1997.</p> <p>O'Leary Ch. 1</p>	<p>Case: Mid South Chamber of Commerce, done in class. No prep required</p>
2	<p>What's New?</p> <p>Information, Technology and Strategic Advantage</p> <p>Tech Topic: Software</p>	<p>"Customer-Oriented Strategic Systems", Reich and Huff, JSIS, 1981.</p> <p>Articles from newspapers on breakthrough uses of IT.</p> <p>O'Leary Ch. 2</p>	<p>Think about how your organization used (or misused or could use) IT for strategic advantage. Be prepared to talk about it.</p> <p>Prepare "Ameritech Publishing Inc." case. This case illustrates the importance of alignment when implementing IT.</p>
3	<p>IT Architecture and Vision</p> <p>Guest Speaker : "IT Architectures"</p> <p>Tech Topic: Hardware</p>	<p>ABC "Vision 2000" document handed out in class.</p> <p>"The Corporate Skeleton" - CIO magazine, Dec 15, 1998/Jan. 1, 1999.</p> <p>O'Leary Ch. 3,4,5</p>	<p>Find the IT architecture (processors and networks) for your organization and bring a picture of it to class.</p>
4	<p>Aligning Business and IT Objectives Planning for IT</p> <p>Guest Speaker: "Wireless Communication"</p> <p>Tech Topic: Communications</p>	<p>"Understanding the Value of IS Planning: Understanding Consistency, Validity and IS Markets," Henderson, J. and Sifonis, J. 1988, <i>MISQ</i>, 12:2.</p> <p>"Information Strategy Formulation," Earl, M. J., 1987 In <i>Critical Issues in Information Systems Research</i>, (eds.) R.J Boland and R.A. Hirschheim, Chichester, Wiley.</p> <p>O'Leary Ch. 6</p>	<p>Prepare the "IT System that Couldn't Deliver" case. (HBR May/June 1997) This case illustrates the issues of expectations and roles during IS implementation.</p> <p>From your IS people, obtain and read the your IT plan. Do the activities support the organization's strategic direction?</p>
	<p>What's New?</p>	<p>"How Executives can Shape their Company's Information Systems",</p>	<p>Prepare the Workman's Compensation Board of Arizona</p>

Wk	TOPICS	TEXT/ARTICLE	ASSIGNMENTS DUE
5	Developing the Information Management Architecture	Davenport, Hammer and Metsisto, HBR Mar/Apr 1989. Earl, "Formulating IM Strategy", Ch 6. in <i>Management Strategies for Information Technology</i> , Prentice Hall 1989.	case. This case illustrates the issues of centralization and decentralization of IT resources". Find out how IT decisions are made in your organization. Do you have a Steering Committee?
6	What's New? Business Process Reengineering (BPR) and Enterprise Resource Planning (ERP) Systems Guest Speaker: "Our ERP Implementation Story"	"Putting the Enterprise back into Enterprise Systems", Davenport, HBR, Jul/Aug 1998. "Breaking the Functional Mind-Set in Process Organizations", Mahcharak and Wang, HBR, Sept/Oct 1996. "Another Trip to Hell", CIO Magazine Feb 15, 2000.	Case Presentation #1 - Harnett and Service. This case illustrates the different ways to make IT decisions. Take the 3 newspaper articles about the City of Vancouver off our website. Evaluate what went wrong with this ERP implementation. Bring in your experiences with Process Reengineering and ERP implementation.
7	E-Business Topics Tech Topic: Internet Architectures	"Exploiting the Virtual Value Chain", Rayport and Sviokla, HBR, Nov/Dec 1995. "The Power of Virtual Integration: An Interview with Dell Computer's Michael Dell", HBR Mar/April 1998 Several articles from newspaper showing uses of Internet for B2C, B2B and B2E applications O'Leary Ch 7,8	Case Presentation #2: Telamon. This case identifies the decision of starting new business ventures vs. supporting current products using the internet. Find out what your company's strategy is with respect to use of Intranets, Internet and Extranets. Send me URLs of any important web sites that your organization developed. Be prepared to discuss the changes in your company or your industry's business models that have been driven by the Internet.
8	Customer Resource Management (CRM) and Data Warehousing Tech Talk : Relational and Multidimensional databases	"Jane's Adventure in CRM Land", CIO magazine, Mar. 15, 2000 "The Customer who would be King", CIO magazine, Aug 15, 1999. "Data Gets a Makeover", CIO magazine, Oct 1, 1999.	Case Presentation #3: Advantage 2000 at Owens-Corning. This case illustrates some "best practices" with respect to implementation and change management. Research your company's initiatives in CRM - automated and non-automated.

Wk	TOPICS	TEXT/ARTICLE	ASSIGNMENTS DUE
			Find out what standards your organization has to store, protect and retrieve your data
9	Building IT Applications: SDLC and Rapid Application Development approaches	<p>www.standishgroup.com - go in as a visitor and read the Chaos article on software implementation.</p> <p>"Why do Employees Resist Change?", Strebel, HBR May-June 1996</p> <p>"An Incremental Process for Software Implementation", Fichman and Moses, SMR, Winter 1999.</p>	<p>Case Presentation #4: "Consumer and Industrial Products". This case illustrates issues in developing Information Systems</p> <p>Be prepared to talk about your successes and failures as your IT people built applications. What have you learned?</p>
10	<p>What's New?</p> <p>Selecting & Installing S/W Packages</p> <p>Lab work: Web</p>	"Cutting your Losses: Extricating your Company when a Big Project goes Awry", Keil and Montealegre, HBR, Spring 2000.	Case Presentation #5 - Baxter Manufacturing Inc. This case illustrates the issues in the build vs. buy decisions.
11	<p>What's New?</p> <p>Outsourcing and End User Computing</p>	<p>"Outsourcing: Caveat Emptor", CIO magazine April 1997.</p> <p>"Strategic Intent for IT Outsourcing", DiRuomualdo & Gurbaxani, SMR, Summer 1998.</p> <p>An RFP from a local IT outsourcing project.</p>	<p>Case Presentation #6: Grandma Studor's Bakery. This case illustrates the issues in end user control of strategic systems.</p> <p>Describe your org's use of contractors or outsourcers in its IT function.</p>
12	Emerging Topics: Knowledge Management	<p>"A Dynamic Theory of Organizational Knowledge Creation", Nonaka, Org. Science, 1994 (5:1)</p> <p>"What's Your Strategy for Managing Knowledge?", Hansen, Nohria and Tierney, HBR, Mar/Apr 1999</p>	<p>Bring in your experiences with Knowledge Management systems and practices.</p> <p>Project - Written Report Due</p>
13	Project Presentations: All Groups		Project Presentations

ABOUT THE AUTHOR

Blaize Horner Reich has led a double life - the first part in information technology management and the second part in teaching and research. Her focus has always been to assist organizations and individuals connect their business goals with the potential of information technology.

Dr. Reich's articles have appeared in MIS Quarterly and Information Systems Research. She speaks frequently at practitioner conferences. Over the past decade, her research interests have included strategic information systems, business process reengineering, alignment of IT and business objectives, creating IT competence in business managers, and knowledge management.

She currently teaches in several IT and general executive courses as well as the EMBA and other business programs at Simon Fraser University. She is a Director of the CIO Association of B.C. and the Northwestlife Insurance Company.

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