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INFO 903-84 Systems of Oerations & Technology

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INFO 903 - 84
Systems of Operations & Technology
Fall, 2002
Thursdays, 6:00-8:30
ALT 313

Professor: Jim Hoctor
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Homepage for course info: <http://blackboard.xu.edu>
Telephone: 513 762-1402
Office: N/A
Office Hours: By Appointment

Course Objectives

This course will explore the implications being created by technology as the world moves from an economy based on the efficiency and convenience of electrical power, used in the creation of the Manufacturing/Industrial based economy towards an economy based on the efficiency, effectiveness and convenience of telecommunications and Information Technology, which is now creating an Information Based Economy.

Required Course Materials

The Text book is available through CoursePack, follow the instructions below.
Book is reserved under
Professor - David Kroger
CoursePack title - Systems of Operations and Technology INFO 903
CoursePack ID - 153001
Price \$26.31

1. Open the XanEdu page at "<http://www.xanedu.com/?Packid+153001>"
2. Click on the "Students" button to register
3. Complete the registration pages
4. Log into Xanedu using the User name and Password created during registration
5. Click on "Select a New CoursePack" and you will be taken to a billing page where you can purchase your course pack
6. Complete the purchase
7. After completing the purchase you will be taken to "My XanEdu" where you can access your coursepack

Attendance

This class is based on YOUR discussion of the readings each week, therefore attendance in the form of participation is required. Therefore a required condition of completion of this class is attendance in class. In the event that you are unable to come to class please let me know beforehand.

Assessment and Grading

The final grade for the course will be based on the following activities (1000 points):

Final Exam – Case	300	30%
Technology Abstract	150	15%
Group Research Project/Presentation	250	25%
One Minute Paper Throughout the Term	150	15%
Project Group Evaluation	50	5%
Participation Throughout	100	10%

Course grading scale:

A	950-1000
A-	900-949
B+	875-899
B	800-874
C+	775-799
C	725-774
F	under 700 points

Exam

The exam will be take home open book/open notes and will include your analysis of a case which presents a business problem that you provide a solution(s) for, based on the material covered in INFO 903. The exam will be integrative across readings and modules.

If a topic is covered in class, it is eligible to be included on the exam. The learning purpose of the exam is to assess each student's 1) command of the factual knowledge and concepts from the course and 2) his or her ability to generalize the concepts to business situations via critical thinking skills.

Failure to turn the exam in on time will result in a grade reduction.

Current Issues in Technology Article Abstract and Presentation

Part 1: You are expected to summarize an article about technology or how technology is affecting business / society. Sources for this article can be newspapers, business journals, IT related web sites. (e.g. PC Computing, BYTE, Information Management, PC Magazine, Compute Magazine, Business Week, Fortune, etc.). The article must have been published within the last year. After finding an article you must create a thoughtful

Executive Summary and Student Insights linking the article to the course themes. You claim your article by posting in the E-Reserves database. Each article may be claimed by only one student will be accepted, and multiple article postings will NOT receive any extra credit. Article postings will all receive a time stamp, and articles will be accepted on a FIFO basis. It is YOUR responsibility to determine that the article you want to post has not been entered already.

The Technology abstract has three parts: The bibliographic information, executive summary and insights section. The bibliographic part of the format in the top left hand corner –

Your Name Again,
Title of article. Publication Name, Volume, Issue, Page numbers
Author Last Name, First Initial. Year Published
URL if located on the WWW

The Executive Summary section is where you briefly describe what the article is about, including all the key points.

The Insights section you must describe why you feel this is an important article and how it fits into our readings. Then, elaborate on the implications of the article for business today, in your own words. It is important for you to relate it both to the company/ organization for whom you work, as well as to the business environment in general. The abstract should be the equivalent of one to one and one-half pages single spaced 10- or 12-point font; i.e., you can double-space, but that should increase the total length to no more than 3 pages.

Part 2: You are to prepare a five to seven minute PowerPoint presentation summarizing your findings to the class. A sign-up sheet will be provided for you to make your presentation. You will be graded on content, style, and delivery. Because our time is limited, students going over 10 minutes for their presentation PLUS questions, will be penalized points.

The abstract is due on the scheduled due date. Abstracts submitted late will lose ten percent credit for each calendar day late. If you are unable to make a due date, you may forward the article to me via E:Mail or send it in with another student.

Participation / One Minute Paper

You are expected to take part in class discussions of the material, as well as in problem demonstrations. In addition you will be required to complete the One Minute Paper (OMP) at the end of every class. The purpose of the OMP is to elicit responses from you while the class lecture is fresh in your mind. In the OMP you will have the opportunity to describe what area you are unclear about, what area you understand, what you would like to learn more about, and your overall perception of understanding of the materials just presented. I will be able to use this information to adjust what direction the next class period takes.

In addition to using the OMP to provide me feedback, your fellow colleagues will also be able to read the messages and respond with helpful suggestions regarding an area of weakness identified in your OMP. Your OMP and the responses to the OMP will form the basis of your OMP grade. It is important to note that the quality of a response counts, and not the quantity of the response. It is also important to note that a response is expected each week, and missing responses mean missing points.

The OMP is one method for forming outside classroom discussion via Blackboard. You can also begin more general or specific discussions within the Discussion Room. This will also count towards your overall participation score. Use of Blackboard will be discussed during the 1st class.

Case Participation

For each case (CIGNA, Ford, Dell, Webvan, Buckman Laboratories, British Columbia's Pharmnet Project). Be prepared for the discussion of each case, be prepared to discuss the background information of the case - what is the problem within the company and/or industry, who are the players involved - what is the company background.

Make sure to complement your analysis with up-to-date, additional information for the organizations and/or topics described in the cases (good sources would be business periodicals, as well as research journals or the WWW). Any other information (current technological developments, other organizations with similar situations and problems, research references and models) relevant to the case that could be integrated into your final analysis; Also ask yourself, what has happened with the company/industry since the end of the case, what new problems or opportunities do these changes represent? In addition you should be prepared to discuss how the IT in the case is impacting your job/organization/society.

Case Presentation

This project is to be done in groups and presented in class on the week assigned. Groups will be assigned in class. The presentation should take on an open class format, with class participation an integral part. Begin with the presentation of the case as it is based in the text. Add additional, more current information since the case was published. There are no rules and no restrictions (within the boundaries of good taste). Examples of previous cases, Class produced Video, Use of the Internet (interactively), Powerpoint presentations, Point Counterpoint, On-Line interviews, Videos.

Group Work and Evaluations

You will be participating in a group project during the semester. Group work is an important part of this classroom as well as, outside work experiences. As discussed in the

first few weeks of class, more and more group/team work is expected to form the major portion of one's daily activities in the work environment.

It is my hope that everyone in a group puts forth equal amounts of effort. You will be evaluating (privately) your fellow group members contributions, so that if some person(s) within the group is undeserving. I can be made aware of the fact. If I receive poor group evaluations from a consensus of other group members I reserve the right to decrease your overall group grade (Case presentation), as well as the group evaluation grade. Be forewarned don't let your group down!

Interacting with the Professor

E-mail is a great way to send me questions or to get information. I keep up with my E-mail and will usually respond the same day. You are welcome to contact me by phone or see me before or after class if you have questions.

Class Policies

Grading policy: It is important to recognize that a grade reflects another' persons evaluation and judgment of your work. I will grade all exam questions, and cases. You are encouraged to meet with me at anytime to discuss the strengths and weakness of your course work (i.e., to gain understanding of your performance). The policies below will help to assure that grading is consistent and fair to all students.

If you decide to appeal a grade, follow these steps:

1. Within seven days of receiving the grade, e-mail or send me a written appeal. After seven days, I will not consider any grade appeals.
2. To file an appeal, prepare a written statement detailing why you are appealing your grade. Be sure to document your reasons by referring to grading standards, incorrect point calculations, etc., stating simply that you feel you "deserve" a higher grade because you worked hard or based on a vague impression is not sufficient grounds for an appeal.
3. Submit the written statement together with the graded material.
4. I will consider your appeal and make a decision within a week.

Academic Dishonesty Policy: Academic dishonesty will not be tolerated. University procedures will be followed to investigate observed/reported instances of dishonesty.

Special Needs: Please advise me of any disabilities that may require my attention in arranging for access or alternate forms of test taking.

<Textbook> Austin, Robert D., *Ford Motor Company Supply Chain Strategy*, Harvard Business School #9-699-198

8. Class 11

<Textbook> Magretta, Joan, *The Power of Virtual Integration: An Interview with Dell Computer's Michael Dell*, Harvard Business Review reprint #98208

Cases

<Textbook> Rangan, V. K. and M. Bell, *Dell Online*, Harvard Business School Case #9-598-116

Class 12

<Textbook> *Webvan: Groceries on the Internet*, Harvard Business School Case No: 9-500-052

Class 13

- a. <Textbook> *What's Your Strategy for Managing Knowledge?* Harvard Business Review OnPoint Product No: 4347
- b. Reasmus, Daniel W., *Practical Knowledge Management: What is the Role of Technology*, Giga Information Group, April 1999, .pdf file)
- c. Reimus, Byron, *Knowledge Sharing Within Management Consulting Firms* (<http://www.kennedyinfo.com/mc/gware.html>)
- d. *Knowledge and the Firm*, California Management Review, Spring 1998 (<http://www.haas.berkeley.edu/News/cmr/editorKI.html>)

Case

- e. Fulmer, William. *Buckman Laboratories* (A) and (B). 9-800-160 [Note case (A) is in the Textbook. Case (B) will be handed out in class]

Class 14

- f. *The End of Privacy*, The Economist, May 1, 1999 (.pdf file on electronic reserve) (http://www.economist.com/displayStory.cfm?Story_ID=202103)
- g. *Living in the Global Goldfish Bowl*, The Economist, Dec. 18, 1999 (.pdf file on electronic reserve) (<http://www.economist.com/editorial/justforyou/18-12-99/xm9284.html>) (.pdf version available in two parts on Electronic Reserve)
- h. *U.S. Drafting Plan for Computer Monitoring System*, NY Times (<http://www.nytimes.com/library/tech/99/07/biztech/articles/28compute.html>)
- i. *U.S. Is Said to Seek New Law to Bolster Internet Privacy*, NY Times (<http://www.nytimes.com/library/tech/00/05/biztech/articles/20privacy.html>)
- j. *F.T.C. Chairman Will Accept Gradual Moves on Net Privacy*, NY Times (<http://www.nytimes.com/library/tech/00/05/cyber/articles/26privacy.html>)
- k. Ewalt, David, *The Issue that Wouldn't Die: Privacy Online*, InfoWorld Online, November, 2000
- l. *FBI 'Carnivore' Report Sides With Government*, CNN (<http://www.cnn.com/2000/TECH/computing/11/21/cyber.us.carnivore.ap/>)

- m. *Critics blast report that supports FBI's Carnivore*, CNN
(<http://www.cnn.com/2000/TECH/computing/11/21/carnivore.report.ap/>)
- n. *Privacy Law in the USA* (<http://www.rbs2.com/privacy.htm>)

Case

- o. <Textbook> *British Columbia's Pharmanet Project*, Richard Ivey School of Business/UWO Product No: 98E017

Additional Topics to be scheduled time permitting.

9. CRM

- a. <Textbook> *A Crash Course in Customer Relationship Management*, Harvard Management Update, Reprint #U0003B
- b. Konicki, Steve; *When Customer Care Counts*; Information Week; March 26, 2001 (<http://www.informationweek.com/830/crm.htm>)
- c. Whiting, Rick; *CRM's Realities Don't Match Hype*; Information Week; March 19, 2001 (<http://www.informationweek.com/829/crm.htm>)
- d. Whiting, Rick; *Vendors Combine CRM And Business-Intelligence Technologies*; Information Week; February 12, 2001 (<http://www.informationweek.com/story/IWK20010212S0001>)

10. Ethics

- a. Mason, R., *Four Ethical Issues of the Information Age*, MIS Quarterly (March 1986): 4-12.
(<http://www.misq.org/archivist/vol/no10/issue1/vol10no1mason.html>)
- b. *Falling Through the Net: Defining the Digital Divide*
(<http://www.ntia.doc.gov/ntiahome/ftn99/contents.html>)
- c. *Robots that Dream?*
(<http://www.nytimes.com/2000/11/07/science/07FOER.html>)
- d. Joy, Bill, *Why The Future Doesn't Need Us*, Wired Magazine, April 2000
(<http://www.wired.com/wired/archive/8.04/joy.html>)
- e.

