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INFO 903-81 Systems of Operations and Technology

James Hoctor

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INFO 903-81
Systems of Operations & Technology
Spring 2001

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Homepage for the course:
<http://notes11.xu.edu/lspace/info903s/schedule.nsf>
Telephone: 513.762.1402 Home 513.231.5067
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

BookTech Course Pack 1-800-750-6229 or <http://www.booktech.com>
e-mail / Internet Access

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. You will still be required to participate in the LearningSpace discussion (see below) even if you cannot attend class.

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	200	20%
Group Research Project/Presentation	300	30%
Project Group Evaluation	100	10%

Include the following:

The bibliographic citation of the article in the top left hand corner –

Your Name

Title of article. Publication Name, Volume, Issue, Page numbers

Author Last Name, First Initial. Year Published

URL if located on the WWW

A synopsis of the article highlighting the main thesis of the article highlighting the main idea of the author and any supporting points. A brief discussion of the article's key points and conclusions are appropriate.

A personal evaluation of the article. Was the article valuable to you? Did it seem credible? Do you agree/disagree with author's conclusions? How does it relate to elements in your profession or major?

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

Even though this class meets face-to-face there are numerous ways in which you can earn participation points. The opportunities for participating will take various forms all waited equally:

Asynchronous Participation (Instructor initiated questions):

Throughout the course discussion questions will be posted in the CourseRoom of LearningSpace (accessible via the Schedule and/or the CourseRoom). These questions, related to the background articles assigned and must be answered individually. Take time and think through your responses - do not simply answer a question but include relevant experiences you might have had (e.g if you recently went through a reengineering effort or implemented an ERP system), or if you have something to add beyond a particular article (like another web site, article, book you have read). I will be reading these responses and responding to them so you should check back frequently to continue any discussion threads. I also expect each of you to read through each others responses and comment on those you agree or disagree with (in other words starting your own threads or jumping into an already started one).

Asynchronous Participation (Student initiated questions):

You can also begin your own discussion topics at any time and I encourage (and expect you to do so). Again, frequent visits to the CourseRoom to see what discussions may have started is important to keep up with the class.

Case Participation

For each case (CIGNA, CISCO, 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. Questions pertaining to each case will be posted in LearningSpace (In The Schedule) to guide you in your assessment of the case - be prepared to discuss your answers during the chat [NOTE: You do not have to answer these questions in LS, but will be expected to answer them during the chat sessions].

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.

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. The group work in this class

will be supported by Learning Space (which will be assigned once the groups are formed) and it is expected that everyone use these tools to complete the project work required for this course. A demonstration of the groupware capabilities of Learning Space will be given in class.

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 of an overall group grade. 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 (research paper), as well as the group evaluation grade. If it becomes necessary to lower the research paper grade based on low group evaluations I will do so by following this procedure: 1) I will determine the % value of your group evaluations (e.g. 30/50 points = 60%). 2) If your score on the paper was 200/300 points for the group, your score will be reduced to $200 \times 60\%$ or 120/300 points. 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, fax, 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.

Class 1 Introduction to Class

January 22

Class 2

January 29

McFarlan, R. Information Technology Changes the Way you Compete. Harvard Business Review, Sept-Oct 1982. Reprint No. 84308

Hopper, M. Rattling SABRE - New Ways to Compete on Information. Harvard Business Review, May-June 1990, Reprint No:90307

Class 3

February 5

Hammer, M. Reengineering Work: Don't Automate, Obliterate. Harvard Business Review, July-August 1990.

How to Reengineer your Unit, Harvard Management Update, Reprint NO. U0005A

Class 4

February 12

How Process Enterprises Really Work, Harvard Business Review, Reprint No: 99607

Class 5

February 19

What's Your Strategy for Managing Knowledge? Harvard Business Review OnPoint Product No: 4347

Class 6

February 26

Network Technology and the Role of Intermediaries, Harvard Business School No: 9-599-102

No Class

March 5

Class 7

March 12

Rodd, Thomas: The Worldwide Web and Internet technology

Anderson, Christopher: The Internet: The Accidental Superhighway

Class 8

March 19

Abstract Due

Class 9

March 26

Jarvenpaa, S. and Stoddard, D. CIGNA Corporation, Inc. Managing and Institutionalizing Business Reengineering, Harvard Business School No: 9-195-097, 1994

Class 10

April 2

Ford Motor Company: Supply Chain Strategy, Harvard Business School No: 9-699-198

Class 11 April 9
Rangan, V.K. and M. Bell. Dell Online, Harvard Business School Case No. 9-598-116,
1998.
The Power of Virtual Integration: An Interview with Dell Computer's Michael Dell by
Joan Margretta, Harvard Business Review Reprint #98208

Class 12 April 16
Webvan: Groceries on the Internet, Harvard Business School Case No: 9-500-052

Class 13 April 23
Final Exam Due
Buckman Laboratories (A), Harvard Business School Case No: 9-800-160
Buckman Laboratories (B), Harvard Business School Case No: 9-800-033 (Note, please
shrink wrap this case to be handed out to students, do not combine in Coursepack)

Class 14 April 30
British Columbia's Pharment Project, Richard Ivey School of Business/UWO Product
No: 98E017