Instructor: Shouhong Wang  
Email: swang@umassd.edu  
Office Hours: N/A

<table>
<thead>
<tr>
<th>Class Schedule, Office Hours and Location</th>
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<tbody>
<tr>
<td>This course is: 100% Online</td>
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1. Course Description

**Course Description:**
Introduction to the information technology used in modern organizations. The course is designed to provide a technical understanding of information technology, practical experience and management perspectives on its utilization in organizations.

**Course Credits:** 3 credits.

2. Course Objectives

**Course Objectives:**
Students in this course will develop an understanding of how advances in IT provide an opportunity for organizations to fundamentally rethink organization strategy, structure, and process. Through the course students will develop the following knowledge.

(1) To define the strategic importance of information as an organizational resource and to develop an appreciation for issues in managing data/information/knowledge;
(2) To analyze management concerns and trends in the administration of the information systems function;
(3) To apply concepts covered on the management of IT/IS to identify opportunities for the organization.
(4) To develop higher-order thinking skills for management of IT/IS.

Please note that this course does **NOT** assume that you have a special “IT background” before taking this IT Management course. This course does not teach specific information technology. Any specific software, specific app, specific ERP information system, specific SCM information system, specific CRM information system... is **NOT** a learning objective of this course. Instead, this course teaches **IT management** for new generation management professionals in the IT era to meet today’s **challenges of IT in every organization**. Any qualified student without a special “IT background” has **NO** disadvantage in taking this required MBA course for the Graduate Program at Charlton College of Business.

**In short: We learn strategic IT management, not IT itself.**

### 3. Competencies and Contact Hours

**Students will be introduced to:**
- IT/IS issues in business organizations (9 hr)
- design of plan for management of IT/IS (3 hr)
- organizational/social factors in management of IT/IS (3 hr)

**Students will understand:**
- the strategic alignment of IT/IS with business in organizations (6 hr)
- approaches to IT/IS planning and management (6 hr)
- interactions of organizational/social factors in management of IT/IS (6 hr)

**Students will be able to:**
- analyze IT management issues in real situations effectively (6 hr)
- communicate recommendations for management of IT/IS effectively (6 hr)

### 4. Textbook

**Required textbook:**


**(Please do not use any old version! The use of any old version will compromise your learning.)**
Supplemental reading:


### 5. Methods of Instruction

This is an online course. We will apply the flip teaching approach to this course. You read the textbook and other supplemental readings (including course syllabus, learning objectives, tasks, PPT of the textbook, and supplemental reading) online by yourself first, instead of lectures in face-to-face classes. Upon the completion of reading and comprehension of the course material, you complete all assignments and discussions.

1. Each student will post case analysis presentation in PPT
2. Each student will post a summary of case analysis and reading in PPT

Students have the responsibility to access the online course site in the UMass myCourses system through high speed Internet connection with their own adequate computers. All technical problems with myCourses should be reported to the university CITS support team.

### 6. Requirements

1. **Discussions PPT during the first week (10 points):**
Discussions on higher-order thinking for this course, case analysis, and course context. The “warm-up” discussions will be useful for you to be familiar with the context of this course, the online teaching/learning environment, and effective use of PPT for presentation.

**Guideline:**

- General format for discussion:
  - Part-1. Higher order thinking:
    - One SODA map which articulates your systems thinking about “how you can make the MBA/Masters’ program successful if you were the Director of the MBA Office.”
    - One flowchart which articulates your design thinking about “a plan of steps to successful completion of this online course.”
    - One or two slides of summary of higher order thinking you have learned.
  - Part-2. Case analysis:
    - What is a case? why do we use case analysis for this course? Tips and pros/cons of the case analysis method for learning.
  - Part-3. The course context:
    - What is IT management? Use examples of IT management instruments (which you can quickly learn from these figures as suggested in the schedule table below) beyond just a definition to explain. Why is IT management important for the next generation of business professionals?

- Use the standard Microsoft PPT. The PPT set can have up to 13 slides, including the cover slide with your name.
- Font size should be 28pt or larger except for diagrams. Please bring up the most significant and interesting points for the audience.

(2) Case Analysis PPT (5 cases @ 13 points = 65 points):
This course will be highly interactive in nature. This course includes case analysis on the key issues of IT in the business world. **Students are required to read the assigned chapters and short guides, to prepare case analysis (see the Schedule), and to post the analysis.**

A problem solving approach to case analysis will be used for this course. For this approach, you should take a consultant role and assume that you were hired by the organization to:

- make use of its knowledge of IT management;
- provide an objective **analysis** on the questions listed after the case;
- provide realistic options for action for this organization **for IT management**.

**Guideline:**

Although the presentation scheme is highly depending upon the contents of the case, the presentation should cover the following points.

- **Overview of the case** (do not repeat what the case has said);
- **Overall analysis** of the case using models/theories of IT management and other related fields;
- **Answers to the questions** listed after the case;
  - Use the theories and models of IT management you have learned from the chapter and other chapters in the textbook for the 3 analysis questions.
  - **Recommendations for the last question** should be close to IT management for this course. You may provide about 2-3 categories of your strategic actions, and use small dots to explain each category.

(Please read “Why Case Analysis” and “What Is IT Management” posted on the course site for tips. Use about 2 slides for each of the 4 questions.)
• **SODA map or flow chart for the case.** Good points beyond the textbook questions based on **systems thinking** or **design thinking**.

• Conclusion – summary of the main takeaway for IT management.
• A typical total number of PPT slides should be about 13.
• Font size should be 28pt or larger, except for tables or diagrams.

Briefly, a good case analysis presentation meets the following criteria.
• Clear presentation structure. The PPT has sections to highlight your key points.
• Answer the case analysis questions by applying the theories and models you learned from the textbook to support your arguments and analysis.
• Demonstrate your design thinking and systems **thinking skills** for IT management.

For this 7-week course, it is difficult to have informal follow-up discussions after each case analysis. However, please read good presentations by classmates to learn from each other for good points and keep notes for your own learning. After the 5 case analyses, there will be a summary presentation session and you will be asked to present your learning experiences (see the next section).

(3) **Summary of Case Analyses and Reading PPT (25 points):**
Each student is required to present a summary about what you have learned from this IT Management online course, including case analyses and textbook reading.

**Guideline:**

(a) Revise the weakest case analysis in your 5 case analyses. Present the key points of how you can improve your original case analysis. **Please do not copy and submit any slides from your original presentation.** Also, please cite good points (as well as the presenters) you have learned from others for your improvement for this case analysis. (**Count for analytical skills 50%)**
You might want to analyze your learning process with sufficient details for just one of your weakest case analysis:

- the weaknesses of your own case analysis (5%),
- classmates’ good points that help you (please cite the sources (names) you learned from) (10%),
- your new answers of the questions you did not so well (20%),
- new systems thinking or design thinking for the case (10%),
- summarize the learning process for lifelong learning (5%).

(b) Five (5) key concepts of IT management you have learned from this course. (Please consider: two (2) or three (3) major concepts of IT Management which you have learned from the case analyses, and two (2) or three (3) major concepts of IT management which have learned from reading of the chapters other than Chapters 1-3, 5, and 12 with the cases for the class presentations.) Briefly describe why they are important for your career. (Count for managerial significance 15%)

(c) Which case (we have analyzed) was the most useful one for your career? Explain. (Count for managerial significance 5%)

(d) Three (3) MBA skills (analytical skills, thinking skills, communication skills, summarization and presentation skills, collaboration skills, ....) you have developed or have enhanced from this MBA IT Management online course. Briefly describe them. (Count for managerial significance 8%)

(e) An IT management issue(s) in your mind remains unclear to you and you would like to continue to learn about it in the future. Any other points to share with the class. (Count for managerial significance 2%)
(f) About 20 slides (more or less) with 28pt or larger font (*PPT presentation quality counts for organization of presentation 20%*)

**Grading Scale:**

- 97–100 A+
- 92–96 A
- 87–91 A–
- 82–86 B+
- 77–81 B
- 72–76 B–
- 67–71 C+
- 64–66 C

**Policy on Late Assignments and Missing Assignments:**

A late assignment is acceptable only when you have a legitimate reason. A missing assignment receives no credit.

**7. Schedule**

(Subject to change.)

(To avoid confusion, we use “unit”, instead of “week”, for the schedule.)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Unit-1</td>
<td>1. Browse Introduction and all 13 chapters</td>
<td>1. Download the supplemental reading of HOT (see the course site folder), and read it.</td>
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<td></td>
<td>2. Understand higher-order thinking and tools</td>
<td>2. Conduct research to understand case analysis.</td>
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<td>3. Discussion on higher-order thinking for this course</td>
<td>3. Browse the textbook (Pay attention on IT/IS strategy components or IT management instruments – see typical examples in Figures 1.6, 2.2, 2.8, 2.9, 3.3, 5.8, 7.1, 8.7, 8.12, 9.5, 9.6, 12.5, 12.6 ... ) to understand IT management in general.</td>
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<td>4. Discuss why case analysis and tips</td>
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<td>5. Discuss why IT management is important for the new generation</td>
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<td>management professionals even though they are not IT experts</td>
<td>Submit PPT to discuss: (1) higher-order thinking for this</td>
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<tr>
<td>Course</td>
<td>Unit</td>
<td>1.</td>
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<tr>
<td>MIS 650</td>
<td>Unit-2</td>
<td>Ch1. IS Strategy Triangle</td>
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<td></td>
<td>Unit-3</td>
<td>Ch2. Strategic Use of Information Resources</td>
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<td></td>
<td>Unit-4</td>
<td>Read Chapter 3, Chapter 4, Chapter 7, and Chapter 9. The concepts learned from these chapters are useful for integrative analysis of this case.</td>
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(2) why case analysis and tips
(3) what IT management is, why IT management is important for new generation of management professionals

(See the guidelines.)
| Unit-5 | 1. Re-read Chapter 3, Chapter 4, and Chapter 9. The concepts learned from these chapters are useful for integrative analysis of this case.  
2. Ch5. IS and Business Transformation  
Case 5-2 Boeing 787 (Design thinking – Flowchart for your recommended process for creating IT-enabled integrated supply chain for the case.)  
3. Speed-read Chapters 6, 8, 10, 11 to study key issues of IT management | Submit case analysis PPT |
|---|---|
| Unit-6 | 1. Read Chapter 12 and 13.  
2. Ch12. KM, BI, and Analytics  
Case 12-2 BI at CKE (Design thinking – Flow chart)  
Add Q4 for the case:  
As the CEO of CKE, what would you do with BI and KM to keep CKE in sustainable competition? | Submit case analysis and PPT |
As the semester progresses, this syllabus will be adjusted to accommodate any unforeseen circumstances, at the discretion of the instructor when needed.

### 8. Communication Plan

Here are my expectations for electronic communication:

- Please use email ONLY when the subject is of a personal and confidential matter. If the question you ask is of a nature that even one other person in the course could benefit from the answer, post the question in the appropriate discussion board forum.
- I check my email daily Monday through Friday during normal business hours only. You can expect a reply from me via email within 24 hours during the work week. You may get an email reply during the weekend, but that would be an exception not the rule.
- I will also check the discussion forums daily during the work week. I will be participating in what I hope will be lively discussions and will always reply to any discussion comment directed specifically at me.
- It is your responsibility to meet the due times of assignments. If you do not hear from me after submitting work, consider it a good thing.

**Time Considerations**
Students should be prepared to spend a minimum of 1-2 hours 1 contact hour on reading and on course assignments. While you may feel that I’m displaying a lot of information to you on a weekly basis remember that in a traditional “live” course you would be coming to class for 3 hours and then spending an additional 3-6 hours (at least) outside of class on assignments and reading.

In our online course environment my expectation is that you will be spending those 3 “class hours” on your own, working on the concepts that you would usually get in a live lecture.

Please be sure to budget your time accordingly!

**Substantive Participation Should:**
- Add value to the discussion and avoid simply repeating, agreeing with, or answering yes or no to peer’s comments.
- Challenge comments in class, including those of the facilitator.
- Ask insightful questions.
- Answer other people’s questions.
- Exemplify the point with real-life events, when possible.
- Make comments that are relevant to the course content and objectives.

**Ideas for Substantive Participation Include:**
- Share an experience that is related to the discussion. Comment on other participants’ experiences that are related to the course.
- Ask others questions about their ideas and experiences that are related to the course.
- Challenge a point that another participant made in a respectful manner. Offer a different perspective on an idea that is being discussed.
- Give insights gained from readings that were assigned for the unit. If you need more information, ask the participants a question about the reading.
- Discuss a work issue that is related to the course or discussion and ask for feedback.
- Relate how you have applied what you have read, learned or discussed regarding the course to your personal and professional life.
- Share another resource such as Web links, books, etc. that you have used to answer other participants’ questions or as you explore the topics of the course, (as it is a violation of copyright law to copy the actual page).

**9. Incomplete Policy**

According to the university catalogue, an incomplete may be given only in exceptional circumstances at the instructor’s discretion. The student must be passing at the time of the request or be sufficiently close to passing. If the work is not completed within one
year of the recording of the incomplete grade, the grade will become an F(I). The incomplete policy for this course is that at least 70% of the course must be already completed and an exceptional circumstance (i.e. medical issue) must exist. If you feel you require an incomplete for an exceptional reason, you need to email me and state your reasons for the incomplete in writing. We will then decide on a course of action.

10. Student Academic Integrity Policy

All UMass Dartmouth students are expected to maintain high standards of academic integrity and scholarly practice. The University does not tolerate academic dishonesty of any variety, whether as a result of a failure to understand required academic and scholarly procedure or as an act of intentional dishonesty.

A student found responsible of academic dishonesty is subject to severe disciplinary action which may include dismissal from the University. The procedure for responding to incidents of academic dishonesty may be found in Section III of this document. You may also refer to the Student Handbook for information about the judicial process.

A high standard of academic integrity promotes the pursuit of truth and learning and respect for the intellectual accomplishments of others. These are values that are fundamental to the mission of this University. Such values are undermined by academic dishonesty.

Academic freedom is a fundamental right in any institution of higher learning. Honesty and integrity are necessary preconditions of this freedom. Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged and deemed appropriate by the instructor of the course. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses.

Maintenance of the standards of academic integrity and the successful administration of this policy depend on the mutual cooperation of faculty and students.

Faculty cooperation is essential for successful application of the procedures defined by this Academic Integrity Policy. Faculty members promote academic integrity by making clear on their syllabi their expectations concerning homework assignments, collaborative student efforts, research papers, examinations, computer-based infractions, and the like. Efforts should be made to detect and to prevent cheating and plagiarism in all academic assignments. If faculty members have evidence of academic dishonesty, they are expected to report such evidence promptly.

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Students are
also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit. The intent of this policy is to make clear the standards of academic integrity at UMass Dartmouth.

*For additional information on violations, infractions, and consequences visit the UMass Dartmouth Student Academic Integrity Policy at the link below.

http://www.umassd.edu/studentaffairs/studenthandbookintroduction/studentconductpolicies/academicintegritypolicy/

** Appendix A. Rubrics for Presentations **

Rubrics for PPT Presentation

(Note that this table shows general rubrics for any PPT presentation. The rubrics for particular presentation topics and particular cases vary, and have unique grading criteria and weights depending on the topics and each case. Each presentation assignment attaches its specific rubrics.)

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<tr>
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<th>3. Exemplary</th>
<th>2. Good</th>
<th>1. Poor</th>
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<tbody>
<tr>
<td><strong>Analytical skill and Integrative Thinking (40%-50%)</strong></td>
<td>° Excellent understanding of the <strong>context and concepts</strong>.</td>
<td>° Very good understanding of the context and concepts.</td>
<td>° Inaccurate understanding of the context and concepts.</td>
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<tr>
<td></td>
<td>° Strong <strong>arguments</strong>.</td>
<td>° Good arguments.</td>
<td>° Weak or confusing arguments.</td>
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<tr>
<td></td>
<td>° Demonstrates <strong>integrative thinking</strong>.</td>
<td>° Good thinking.</td>
<td>° Lack of thinking.</td>
</tr>
<tr>
<td><strong>Managerial Significance (20%-30%)</strong></td>
<td>° The presentation is very interesting to <strong>managers</strong>.</td>
<td>° The presentation is interesting to managers.</td>
<td>° Lack of managerial significance.</td>
</tr>
<tr>
<td></td>
<td>° Very useful for <strong>management practices</strong>.</td>
<td>° Useful for management practices.</td>
<td>° Little value for management practices.</td>
</tr>
<tr>
<td><strong>Organization and Presentation</strong></td>
<td>° Excellent <strong>structure</strong> with clear section titles.</td>
<td>° Good structure of presentation</td>
<td>° Inadequate section formation.</td>
</tr>
<tr>
<td></td>
<td>° Logical <strong>presentation flow</strong>.</td>
<td>° Good presentation flow.</td>
<td>° Unpleasant presentation flow.</td>
</tr>
<tr>
<td>(20%-30%)</td>
<td>° Professional PPT slides <strong>layout.</strong></td>
<td>° Good PPT slides layout</td>
<td>° PPT slides are difficult to read.</td>
</tr>
</tbody>
</table>