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2015

## INFO 750-X16 Strategic Information Technology

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# Strategic Information Technology - INFO 750

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## Mission of the Williams College of Business at Xavier University

"We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition"

## Williams College of Business Goals and Objectives

This Course reinforces the following learning goals:

- Strategic Thinking and Leadership – This course educates business executives to effectively manage, develop, and leverage IT resources to fulfill operational needs. Students will formulate business strategies utilizing their understanding of the key areas of the business to drive key strategic business decisions.

## Course Description

Modern business processes must make efficient use of resources, be effective in meeting growing customer demands and be readily adaptable to changes in the environment to drive value for their company. The focus is on the application of IT to automate, streamline, reengineer and integrate business processes to enable critical decision making. A significant portion of this class is devoted to executive decision-making and case studies as well as an applied project.

Many companies are spending huge sums on enterprise-wide information technology that integrate most business processes to transform:

- Implementing information technology requires addressing thorny ethical and legal issues such as protection of intellectual property, security of corporate information from competitors, and privacy of sensitive employee information.
- Because the majority of businesses now rely heavily on information technology for their accounting and management control processes, you will see many synergies with this course as well as with finance.
- And the very behavior of executives within an organization influences, and is influenced by, its information technology: IT changes the associated business processes, changes the flow of crucial information, and therefore changes incentives, the decision-making hierarchy, and the power structure.

We'll learn about these topics through readings, cases, class discussions, and an in-depth team project. All business executives in the 21<sup>st</sup> century must be literate with the technology, its application, implementation and use in the business environment.

## Primary Course Objectives

- Become familiar with the range of business processes that must be effectively managed to drive revenues.
- Understand the potential pitfalls of information technology in both application and implementation.
- Understand how information technology influences business functions such as accounting, finance, marketing, human resources, manufacturing, sales, eBusiness as well as the structure of organizations and the behavior of employees.

## Texts and Course Materials

1. Text Book: Leading Digital: Turning Technology into Business Transformation by George Westerman, Didier Bonnet and Andrew McAfee

## 2. Harvard Business Cases and Articles in your Course pack

### Grading

Students will demonstrate their understanding of and competency in course topics through class participation, cases and a research project / paper. The final grade will be calculated as follows:

- 50% of the Grade: Weekly individual contribution to the class discussion (Read text book chapters & Articles)
- 20% of the Grade: 4 Group Harvard Business Case Presentations (2 Pages in Length with Cover Sheet) - Due on Nov 7<sup>th</sup>, 21<sup>st</sup> and Jan 8<sup>th</sup> and 22<sup>nd</sup>
- 30% of the Grade: One Group Research Project – Due on Feb 5<sup>th</sup>

### Class Timings:

1. Saturday, October 31, 2015 from 1:00 pm to 5:00 pm
2. Saturday, November 7, 2015 from 1:00 pm to 5:00 pm
3. Saturday, November 21, from 1:00 pm to 5:00 pm
4. Friday, January 8, 2016 from 1:00 p.m. to 5:00 pm
5. Friday, January 22, 2016 from 1:00 pm to 5:00 pm
6. Friday, February 5, 2016 from 1:00 pm to 5:00 pm

### Grading Scale

<b>Overall Avg.</b>	<b>Letter Grade</b>
94-100	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
60-69	D
59 & below	F

### In-class Participation

Your participation in the classroom should demonstrate a strong knowledge of the assigned readings and activities. The instructor will evaluate your ability to synthesize, apply, and extend readings and professional experiences during class discussions and activities. Please focus on *quality, not quantity* of participation.

Some of the instructor expectations include:

- You are prepared for every class by reading all of the assigned material. You can demonstrate this preparation by referring to reading details in your in-class comments.
- You are prepared for class by thinking about discussion questions prior to class. You can demonstrate this preparation by providing thoughtful answers to the questions during class discussion.
- You will demonstrate the ability to extend and apply class materials by sharing work experiences and outside readings that are applicable and add value.

### Case Presentations:

Please choose only one case (out of the two available) per week that is the most relevant to your group members. You will be working on 4 cases in total. Students must thoroughly analyze each case prior to class in order to ensure a rich and thoughtful discussion. To that end, group is to prepare a typed, detailed case analysis which should include a cover page (refer to attached last page) with your names and case name.

This document is to be done **for the cases only, not the articles**. The document should be printed single-sided and no longer than 2 pages. These will be collected at the end of class – hard copy only. Students must participate in the weekly case discussion in order to receive credit for that portion of their grade. One should realize that in order to properly prepare a case analysis, one should obtain industry and company data from sources outside the case as it relates to what has happen since the case was written. Teams will be asked to volunteer to lead each case discussion. The discussion should include a case overview. Each of the case evaluation issues should be discussed in detail.

### **Group Research Project - Write-up and Presentation:**

Students will work in small teams throughout the course on a business research project. Teams will select an actual information technology and process within a company to research or may examine a type of information technology. The project should also specify (in as much detail as possible) who uses the information from this technology, how and for what purpose. Please include a discussion of the technology's drawbacks (or areas for potential improvement) as well as its advantages. The above mentioned guidelines are merely suggestions. Please feel free to be as creative as you would like.

Students will make oral presentations of their research projects in class. Presentations should be no longer than 30-45 minutes (TBD) in length followed by a question and answer period. All team members should contribute equally in the project but not everyone has to participate in the presentation. Provide each member of the class with a 2-3 page executive summary of your presentation.

The project topic outline must be submitted to the professor for approval ahead of time. This can be submitted verbally or in writing. Each research team is responsible for choosing a research project; projects related to work experience are **strongly encouraged** but *be sensitive to company data confidentiality*. Research projects should represent the students' best effort in academic and business research and writing. Plagiarism is illegal and not tolerated so be careful to correctly cite and provide references for the sources you use.

### **Attendance Policy**

Students are expected to attend every class. We will cover a lot of material each class and missing class will put you at a significant disadvantage for both learning and performance in the course. If you will be unable to attend a class, please let me know *in advance* by sending an e-mail 24 hours in advance. Recognize that it is your responsibility to get class notes and any assignments from a classmate.

## Tentative Course Schedule

Class	Topic	Class Logistics & Details
Week 1  Saturday, October 31st, 2015 from 1:00 to 5:00 pm	<ul style="list-style-type: none"> <li>• Course Overview</li> </ul> Due Today: <ul style="list-style-type: none"> <li>• Nothing</li> </ul>	<ul style="list-style-type: none"> <li>• 1-1:15 PM: Introductions</li> <li>• 1:15-1:45 PM: Introduction to Leading Digital, Review Syllabus, Course Pack, Assignments, Digital Quotient Before the Course, understand the group setup and take class photo</li> <li>• 1:45-2:30 PM: Work in Groups: Identify what is working well in IT area and which IT strategy needs improvement at your company to drive faster more value</li> <li>• 2:30-4:45 PM: Group Presentations for 20 minutes – 2 examples of what is workings well &amp; 2 examples of what needs to be improved (Could lead to the Group Research Project)</li> <li>• 4:45-5:00 PM: Wrap up &amp; Next Steps</li> </ul>
Week 2  Saturday, November 7, 2015 from 1:00 pm to 5:00 pm	<ul style="list-style-type: none"> <li>• Digital Capabilities</li> </ul> Due Today: <ul style="list-style-type: none"> <li>• Individual Case Presentation (2 Pages) with Cover Page</li> </ul>	<ul style="list-style-type: none"> <li>• 1-2:30 PM: Lecture &amp; Discussion               <ul style="list-style-type: none"> <li>○ Textbook: Leading Digital: Building Digital Capabilities – Chapters 1-3</li> <li>○ HBR ARTICLE:R1111J - What Every CEO Needs to Know About the Cloud</li> <li>○ Students as a group discuss an article they read from CIO.com</li> <li>○ Share Grading Sheet</li> <li>○ IT Concepts</li> </ul> </li> <li>• 2:30-4 PM: Groups discuss case write-ups: 30 Minutes Each                HBR Case 1: 911033: Online Marketing at Big Skinny                OR                HBR Case 2: 308049: AtekPC Project Management Office</li> <li>• 4-4:45 PM: Group work: Research Project Lab</li> <li>• 4:45-5 PM: Wrap up &amp; Next Steps</li> </ul>

<p>Week 3</p> <p>Saturday, November 21, from 1:00 pm to 5:00 pm</p>	<ul style="list-style-type: none"> <li>• eBusiness</li> </ul> <p>Due Today:</p> <ul style="list-style-type: none"> <li>• Research Project topic outline – ½ page</li> <li>• Individual Case Presentation (2 Pages) with Cover Page</li> </ul>	<ul style="list-style-type: none"> <li>• 1-2:30 PM: Lecture &amp; Discussion <ul style="list-style-type: none"> <li>○ Textbook: Leading Digital: Back at the office – A Leader’s Playbook for Digital Transformation – Chapters 4-6</li> <li>○ HBR ARTICLE: R1407F - The Rise of the Chief Marketing Technologist</li> <li>○ Students as a group discuss an article they read from CIO.com</li> <li>○ IT Concepts</li> </ul> </li> <li>• 2:30-4 PM Groups discuss case write-ups: 30 Minutes Each HBR Case 1: 910036: Google Inc. OR HBR Case 2: 711415: Developing an App for That</li> <li>• Shark Tank Game: Think like a Digital Leader to enable a start a small business to become a multi-million \$ business with your digital strategy</li> <li>• 4-4:45 PM: Group Research Project Lab</li> <li>• 4:45-5 PM: Wrap up &amp; Next Steps</li> </ul>
<p>Week 4</p> <p>Friday, January 8, 2016 from 1:00 p.m. to 5:00 pm</p>	<ul style="list-style-type: none"> <li>• Business Intelligence via Data Analytics</li> </ul> <p>Due Today:</p> <ul style="list-style-type: none"> <li>• Individual Case Presentation (2 Pages) with Cover Page</li> </ul>	<ul style="list-style-type: none"> <li>• 1-2:30 PM: Lecture &amp; Discussion <ul style="list-style-type: none"> <li>○ Textbook: Leading Digital: Building Leadership Capabilities – Chapters 7-9</li> <li>○ HBR ARTICLE: R1409A: The CEO of Williams-Sonoma on Blending Instinct with Analysis</li> <li>○ Students as a group discuss an article they read from CIO.com</li> </ul> </li> <li>• 2:30-4 PM: Groups discuss case write-ups: 30 Minutes Each HBR Case: 303097: CareGroup OR HBR Case 2:613045: Managing with Analytics at P&amp;G</li> <li>• 4:00-4:45 PM: Group Research Project Lab</li> <li>• 4:45-5:00 PM: Wrap up &amp; Next Steps</li> </ul>

<p>Week 5</p> <p>Friday, January 22, 2016 from 1:00 pm to 5:00 pm</p>	<ul style="list-style-type: none"> <li>• Decision Making &amp; Security</li> </ul> <p>Due Today:</p> <ul style="list-style-type: none"> <li>• Individual Case Presentation (2 Pages) with Cover Page</li> </ul>	<ul style="list-style-type: none"> <li>• 1-2:30 PM: Lecture &amp; Discussion <ul style="list-style-type: none"> <li>○ Textbook: Leading Digital: Building Leadership Capabilities: Chapters 10-12</li> <li>○ HBR Article:R1312F: You May Not Need Big Data After All</li> <li>○ Students as a group discuss an article they read from CIO.com</li> </ul> </li> <li>• 2:30-4 PM: Groups discuss case write-ups: 30 Minutes Each  HBR Case 1: 512082: Bank of America – Mobile Banking  OR  HBR Case 2: 607150: Information Technology and Clinical Operations at Beth Israel Deaconess Medical Center</li> <li>• 4:00-4:45 PM: Group Research Project Lab</li> <li>• 4:45-5:00 PM: Wrap up &amp; Next steps</li> </ul>
<p>Final Week 6</p> <p>Friday, February 5, 2016 from 1:00 pm to 5:00 pm</p>	<ul style="list-style-type: none"> <li>• Research Project Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• 1-2:30 PM <ul style="list-style-type: none"> <li>○ Digital Quotient Before &amp; After Check – Slide 14</li> <li>○ Film the short video for MBA Facebook – Prepare 1 or 2 sentences on Strategic IT Course Impact on you</li> <li>○ Page 188 Survey: How well your organization framed the digital challenge?</li> <li>○ Page 207 Survey: How well your organization focused its investment?</li> <li>○ Page 243: How well is your organization sustaining digital transformation?</li> <li>○ Complete Course Evaluations</li> </ul> </li> <li>• 2:30-4:30 PM Group Research Presentations (30-45 Minutes Each including Q&amp;A and 2-3 Page Summary)</li> <li>• 4:30-5 PM Closing Remarks</li> </ul>

<b>Case Preparation Evaluation</b>		<b>Names :</b>						
<b>Case:</b>								
<b>Case Write-Up Evaluation – 50%</b>	<b>Evaluation</b>							
	<b>Very Effective.....</b>				<b>Very Ineffective</b>			
• Who is the protagonist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
• What are their objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
• What decisions must I take?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
• What problems do I, as the protagonist face?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
• What opportunities do I, as the protagonist face?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
• What alternative courses of action are available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
• What criteria should I use to judge the alternatives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
• What action should I take?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
• What outside industry and company data did I utilize? – (Since the case was written)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
• Key takeaways of case	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<b>Case Participation Evaluation – 50%</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<b>Overall Assessment:</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>F</b>
<b>Comments:</b>								