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Management Information Systems Syllabi

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2017

## INFO 550-01 Business Information Systems

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*Xavier University*

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**Business Information Systems**  
**INFO 550**  
**Fall 2017**

Instructor: Dr. Mark N. Frolick  
Office: 202 Smith Hall  
Office Hours: 4:00pm – 6:00pm day of class meeting & by appointment  
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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 – MBA students will formulate business strategies utilizing their understanding of the key functional areas of business
- Ethical and Social Responsibility – WCB MBAs are able to foster an ethical climate in their roles and responsibilities in business and society
- Critical Thinking – WCB MBAs are able to clarify problems, generate and evaluate alternatives using appropriate analytical and quantitative techniques and draw conclusions.

**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. This class is designed to provide managers with the tools needed to improve the vital functions of information gathering, processing and sharing. The focus is on the application of IT to automate, streamline, reengineer and integrate business processes. A significant portion of this class is devoted to managerial decision-making and case studies as well as an applied project.

Because this course explores foundational business processes and information systems, it is highly integrative and will link closely to the other courses in the MBA program:

- Implementing information systems 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 systems 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 managers and employees within an organization influences, and is influenced by, its information systems: installing an IS changes the associated business processes, changes the flow of crucial information, and therefore changes incentives, the decision-making hierarchy, and the power structure.
- Quantitative and strategic analysis are largely enabled by the business processes and systems explored in this class.

This course will provide a bridge to topics in future courses as well, since marketing functions and economic analysis rely heavily on information systems applications. Many organizations are spending huge sums on enterprise-wide information systems that integrate most business functions.

We'll learn about these topics through readings, cases, class discussions, and an in-depth team project. The breadth and complexity of topics covered in this course makes it very challenging. However, all business managers 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 wide range of business processes that must be effectively managed for success.
- Understand the many types of information systems supporting business processes, and the specific ways they can improve responsiveness and productivity for particular processes.
- Understand the potential pitfalls of information systems in both application and implementation.
- Understand how information systems influence business functions such as accounting, finance, marketing, human resources, manufacturing, as well as the structure of organizations and the behavior of employees.

## Texts and Course Materials

### Required Texts:

- Rainer, Kelly, Hugh J. Watson, and Brad Prince. “Management Information Systems,” 4/E. Wiley 2017
  - <http://www.wiley.com/WileyCDA/WileyTitle/productCd-1119321093.html>
  - Available in paperback or E-Book (Your choice)
- Harvard Cases can be found at:

<http://cb.hbsp.harvard.edu/cbmp/access/63155858>

I have created a course area on the Harvard Business Online website where you can order the required materials for this course.

If you have not registered with Harvard Business Online, you will be required to do so. This URL will provide you with a list of required materials for use in this course. The products are listed at the bottom of this email.

Note that the products' format may differ; some may require that a hardcopy be shipped to you via air mail. The downloaded course materials are encrypted using SealedMedia. Use the following link to download the plug-in.

<http://download.sealedmedia.com/unsealer/index.asp>

You will have immediate access to the materials upon placing your order, for subsequent access, you must login to <http://harvardbusinessonline.org>

I hope you find this a convenient way to access your course materials.

For technical assistance, please view the [Quick Tips](#) section or contact Harvard Business School Publishing at 1-800-810-8858 or 617-783-7700. They are open 8am-6pm Eastern Standard Time. They can also be reached at [techhelp@hbsp.harvard.edu](mailto:techhelp@hbsp.harvard.edu). Please do not contact your instructor with download issues. Harvard Business School Publishing is in charge of this.

## Grading

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

Case Presentations / Contribution to class	33%
Individual Research Paper	33% (Due –Week 14)
Group Research Project	33%

Failure to complete any of these deliverables will result in either a grade of incomplete (see university catalog for when this is appropriate) or a fail. A brief description of these assignments is given below; we will discuss them further in class together.

### 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 instructors 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 talk each class, regardless of the number of the students in the classroom.
- You will demonstrate the ability to extend and apply class materials by sharing work experiences and outside readings that are applicable and add value.
- Absolutely no computer usage during lectures, article discussion or case discussions. No exceptions! Failure to observe this rule will result in a participation grade of zero for that class period.

## **Course Structure**

The class will begin each week with a lecture to level set the week's material. This will help ensure that we will all be using the same nomenclature for the week's discussion.

The lecture will be followed with select article presentations/discussions. Students will be selected at random to lead article and note discussions.

The professor realizes that with the busy schedules that most students have, getting together outside of normal class hours is often difficult. As such, once the article and case discussion have been completed, groups will be placed into breakout sessions to work on their group projects. This time is allotted for working on projects and should not be construed as class being let out early. The professor will be available during this period to offer guidance and answer any group questions. During this time, the professor will also be available to help with students individual research papers.

This Week in Technology – Twitter Feed - @MarkFrolick

## **Case Presentations:**

Students must thoroughly analyze each case and article prior to class in order to ensure a rich and fruitful discussion. To that end, each student is to prepare a typed, detailed case analysis which should include a cover page with your full name, case name, and email address. The cover page to be used for your cases can be found on the last page of this syllabus.

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. Write-up's should have a single staple in the upper left corner. Unstapled case write-up's will not be accepted as pages are too easy to loose.

The case write-up will constitute 50% of your weekly grade. The other 50% will come from your weekly participation in the case discussions. Students must participate in the weekly case discussion in order to receive credit for that portion of their grade. **Note: Each student is required to do a write-up for each case.**

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.

**Important note regarding course material publication dates:** Students often comment that a few of the cases for this course are several years old. That is by design. I work with Harvard Business School Publishing each year to ensure that the best material is used for each course topic. These are the same cases used in the MBA program at the Harvard Business School. These are what Harvard calls 'Premier Cases.' The HBS faculty voted these 'Premier Cases' as 'the best' cases for a particular topic.

Some of the cases and articles that most importantly articulate critical issues in the MIS field are as true today as they were when they were first published. While there may be a newer case or article that describes a subject, these articles are often just re-written from the original article. I prefer to select materials for the course that 'best' articulate an important issue regardless of publication date. You would not begin reading a book from the middle because you would miss what led up to that point. The same is true for many foundation articles. They are akin to the early chapters of a book. They form a basis for topic understanding. A famous faculty member at the Harvard Business School articulated this issue best when he said "no one ever complained about the relevance of the bible because it was dated!"

**Study groups are strongly recommended.**

### **Research Paper (Individual):**

You will be expected to write a quality research paper as a major part of your grade in this class. This is an information systems paper. Several students have gone on to actually publish the papers that they wrote for this class. To ensure that you do not wait until the last minute, the paper abstract is due at the class meeting for week 7. The abstract must be well thought out and demonstrate a contribution to the literature.

You must be able to answer the following questions with your abstract: 1) what am I saying that is both new and different and, 2) what is my contribution to the literature. The only way to answer these questions is by doing a VERY thorough literature search for your particular topic.

A valuable resource that will help you a great deal are the tutorials found at: <http://www.xavier.edu/library/xu-tutor/index.cfm> These tutorials are designed to help you with your research

It is suggested that you obtain articles from several issues of the journal Information Systems Management. These articles will prove to be an invaluable help in structuring your research paper. Please use the APA style for referencing your sources.

The instructor is more than willing to spend time helping the students develop their abstracts. Please note that you should use no fewer than 15 - 20 references. The paper must be turned in as a hard copy only. Paper should have a single staple in the upper left hand corner. Papers with plastic covers will not be accepted. No late papers will be accepted. **Your email address must be on the cover page of the paper.**

**NOTE: All individual papers must have a Turnitin Originality Check / Report as the last page of the paper. All you need is the cover page with the score. Turnitin can be found in Canvas. Please familiarize yourself with the process at: <http://www.xavier.edu/ts/softwareapps/Turn-it-In.cfm>**

Each student will provide a 5 minute verbal presentation of their individual research paper during the class scheduled for final exams.



### **Sample Individual Research Papers:**

- Please see Canvas
- Per the library - we highly recommend having students contact Canvas **24/7** Support immediately if they experience any submission issues (or other technical issues) with the assignments. Canvas Support will reach out to us if there is a problem on the assignment setup end of things, but most of the time the submission issues are due to the student's browser or other issues related to their computer. Canvas Support will troubleshoot those issues with the student and resolve them if that is the case. They can be reached 24/7 by all faculty, staff, and students at **855-778-9967** or by using the instant live chat link here: <https://cases.canvaslms.com/apex/liveagentchat>

### **Plagiarism:**

Plagiarism will cause the grade on any written assignment to be zero (0). Generally speaking, plagiarism should be considered the copying of more than three words in succession from the material being used, without placing the words in quotation marks. Since the written projects in this course are designed to focus on summarizing and discussing other peoples' materials, the assignments should include very few exact quotes.

### **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 system 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 the information system, how and for what purpose. Please include a discussion of the system'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 minutes 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. 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

Week	Topic	Cases / Reading
1 08/22	<ul style="list-style-type: none"> <li>• Course Overview</li> </ul>	
2 08/29	<ul style="list-style-type: none"> <li>• The Importance of the Case Method</li> </ul>	<ul style="list-style-type: none"> <li>• HBS Note: 451005: Because Wisdom Can't Be Told</li> <li>• HBS Note: 576031: Introduction to the Case Method</li> <li>• HBS Note: 584097: Introduction to Cases</li> <li>• HBS Note: 589080: Learning with Cases</li> <li>• HBS Note: 376240: Use of Cases in Management Education</li> <li>• HBS Note: 376241: Learning by the Case Method</li>   <li>• Group Research Project Lab</li> <li>• This Week in Technology</li> </ul>
<b>IT in the Organization</b>		
3 09/12	<ul style="list-style-type: none"> <li>• The Digital Economy</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture – Digital Economy</li> <li>• HBS Article SMR409: The Manager's Guide to IT Innovation Waves</li> <li>• HBR Article R0211F: Six IT Decisions Your IT People Shouldn't Make</li> <li>• HBS Case: 911033: Online Marketing at Big Skinny</li> <li>• Research paper Q&amp;A</li>   <li>• Group Research Project Lab</li> <li>• This Week in Technology</li> </ul>
4 09/19	<ul style="list-style-type: none"> <li>• Strategic Uses of Information Systems</li> </ul>	<ul style="list-style-type: none"> <li>• HBR Article SMR487: Embracing Digital Technology: A New Strategic Imperative</li> <li>• HBR Article R1111J: What Every CEO Needs to Know About the Cloud</li> <li>• HBS Case 611047: CA Technologies: Bringing the Cloud to Earth</li>   <li>• Group Research Project Lab</li> <li>• This Week in Technology</li> </ul>

<b>The Web Revolution</b>		
5 09/26	<ul style="list-style-type: none"> <li>• Electronic Business</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture – E-Business / M-Commerce</li> <li>• HBR Article SMR479: What Unhappy Customers Want</li> <li>• HBR Article R1407F: The Rise of the Chief Marketing Technologist</li> <li>• HBS Case: 910036: Google Inc.</li>   <li>• Group Research Project Lab</li> <li>• This Week in Technology</li> </ul>
<b>Careers in Information Technology</b>		
6 10/03	<ul style="list-style-type: none"> <li>• Careers in Information Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Kroger BA Team</li> </ul>
<b>Enterprise Systems</b>		
7 10/10	<ul style="list-style-type: none"> <li>• Enterprise Systems</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture – Enterprise Systems</li> <li>• Presentation: ERP Implementation Failure: The Pepsi Case</li> <li>• HBS Note: CMR444: The Long Conversation: Learning How to Master Enterprise Systems</li> <li>• HBR Article SMR259: Trouble with Enterprise Systems</li> <li>• HBS Case: 614042: Nivea (A)</li>   <li>• Group Research Project Lab</li> <li>• This Week in Technology</li> </ul>
8 10/17	<ul style="list-style-type: none"> <li>• Customer Relationship Marketing (CRM)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture – Customer Relationship Management</li> <li>• HBR Article SMR392: Why CRM Fails and How to Fix It</li> <li>• HBR Article SMR385: Putting the ‘Relationship’ Back Into CRM</li> <li>• HBS Case: 813019: HGRM: Bringing Back High Touch Hospitality</li>   <li>• Group Research Project Lab</li> <li>• This Week in Technology</li> </ul>

<b>Business Intelligence</b>		
9 10/24	<ul style="list-style-type: none"> <li>• Business Intelligence</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture – Data Management</li> <li>• HBR Article SMR428: How Big Data is Different</li> <li>• HBR Article R1210D: Data Scientist: The Sexiest Job of the 21<sup>st</sup> Century</li> <li>• HBS Case: 613045: Managing with Analytics at Proctor &amp; Gamble</li> <li>• Group Research Project Lab</li> <li>• This Week in Technology</li> </ul>
<b>Business Intelligence</b>		
10 10/31	<ul style="list-style-type: none"> <li>• Business Intelligence</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture – Business Intelligence</li> <li>• HBR Article R0507Q: The Balanced Scorecard: Measures That Drive Performance.</li> <li>• HBR Article R0601H: Competing on Analytics</li> <li>• HBR Article R1210E: Making Advanced Analytics Work for You</li> <li>• HBS Case: 603066: Intermountain Health Care</li> <li>• Group Research Project Lab</li> <li>• This Week in Technology</li> </ul>
<b>Security</b>		
11 11/07	<ul style="list-style-type: none"> <li>• Security</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation: Information Security and Identity Theft</li> <li>• HBR Article BH518: Technology Designed to Combat Fakes in the Global Supply Chain</li> <li>• HBS Case: 609092: iPremier (A): Denial of Service Attack</li> <li>• Group Research Project Lab</li> <li>• This Week in Technology</li> </ul>
<b>IT For Competitive Advantage</b>		
12 11/14	<ul style="list-style-type: none"> <li>• Competitive Advantage</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture – IT Strategy</li> <li>• HBR Article R1401G: The New Patterns of Innovation</li> <li>• HBR Article R1303C: Advertising Analytics 2.0</li> <li>• HBS Case: 513060: Amazon, Apple, Facebook, and Google</li> </ul>

		<ul style="list-style-type: none"> <li>• Group Research Project Lab</li> <li>• This Week in Technology</li> </ul>
<b>Thanksgiving Break</b>		
13 11/21	Research Paper Lab	<ul style="list-style-type: none"> <li>• Meet with individual students to discuss research papers</li> </ul>
<b>Research Project Presentations</b>		
14 11/28	<ul style="list-style-type: none"> <li>• Research Project Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Individual papers due</li> </ul>
15 12/05	<ul style="list-style-type: none"> <li>• Research Project Presentations</li> </ul>	

Final Exam: 12/12

Each student will provide a 5 minute verbal presentation of their individual research paper during the class scheduled for final exams.

<b>Case Preparation Evaluation</b>		<b>Name :</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 make?	<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 risks do I, as the protagonist face?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• What evidence do I have to help make the decision?	<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:    A    A-    B+    B    B-    C+    C    F</b>						
<b>Comments:</b>						