CARLETON UNIVERSITY
SPROTT SCHOOL OF BUSINESS
BUSI4400 /SECTION A
2016 FALL
IS STRATEGY, MANAGEMENT AND ACQUISITION

Instructor: Dr. Shaobo Ji
Office: 1721 Dunton Tower (DT)
Office Hours: by appointment
Email: shaobo.ji@carleton.ca
Phone Number: (613)520-2600 x. 5751

TA: TBA
Office Hours: by appointment
Email:

Course meets: Tuesdays 8:35 – 11:25am (Sept. 13 to Dec. 6, 2016) at SA 316

Pre-requisites & precluded Courses: fourth-year standing, BUSI 2400 and BUSI 3103 with a grade of C- or higher in each

Course Calendar description from the 2016/2017 University calendar:

BUSI 4400 [0.5 credit]
IS Strategy, Management and Acquisition
Comprehensive treatment of current trends and management issues associated with information systems within organizations of local, national and international scope. Issues and techniques of information systems planning, administration, resource management and new technology adoption. Case studies are used.
Prerequisite(s): fourth-year standing, BUSI 2400 and BUSI 3103 with a grade of C- or higher in each.
Lectures three hours a week.

ACM/AIS description: This course explores the issues and approaches in managing the information systems function in organizations and how the IS function integrates / supports / enables various types of organizational capabilities. It takes a senior management perspective in exploring the acquisition, development and implementation of plans and policies to achieve efficient and effective information systems. The course addresses issues relating to defining the high-level IS infrastructure and the systems that support the operational, administrative and strategic needs of the organization. The

remainder of the course is focused on developing an intellectual framework that will allow leaders of organizations to critically assess existing IS infrastructures and emerging technologies as well as how these enabling technologies might affect organizational strategy. The ideas developed and cultivated in this course are intended to provide an enduring perspective that can help leaders make sense of an increasingly globalized and technology intensive business environment.

Course Description and Objectives:

Learning objective

Students will learn to

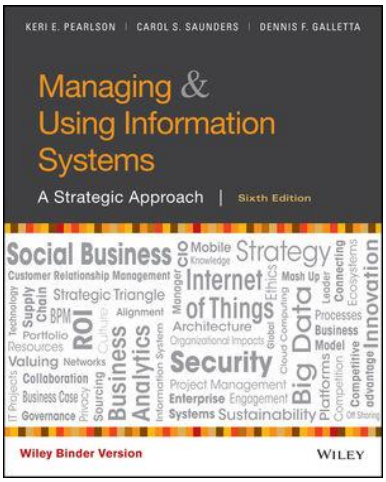
1. Understand the various functions and activities within the information systems area, including the role of IT management and the CIO, structuring of IS management within an organization, and managing IS professionals within the firm.
2. View an organization through the lens of non-IT senior management in deciding how information systems enable core and supportive business processes as well as those that interface with suppliers and customers.
3. Understand the concepts of information economics at the enterprise level.
4. Appreciate how IS represents a key source of competitive advantage for firms.
5. Structure IS-related activities to maximize the business value of IS within and outside the company.
6. Understand existing and emerging information technologies, the functions of IS and its impact on the organizational operations.
7. Evaluate the issues and challenges associated with successfully and unsuccessfully incorporating IS into a firm.
8. Understand how strategic decisions are made concerning acquiring IS resources and capabilities including the ability to evaluate the different sourcing options.
9. Apply information to the needs of different industries and areas.
10. Understand the role of IT control and service management frameworks from the perspective of managing the IS function in an organization.

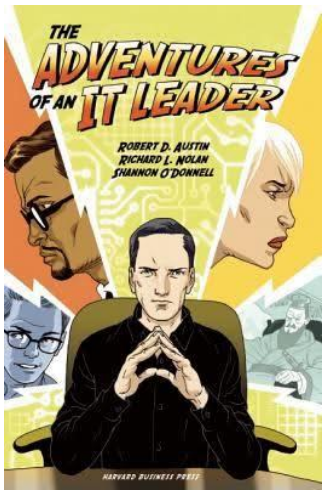
Topic

1. The IS function
2. IS strategic alignment
3. Strategic use of information
4. Impact of IS on organizational structure and processes
5. IS economics
6. IS planning
7. Role of IS in defining and shaping competition
8. Managing the information systems function
    a. IS leadership: The role of the CIO and IS management
    b. Structuring the IS organization

   c. Hiring, retaining, and managing IS professionals
   d. Managing a mixed set of internal and external resources
   e. Determining staffing skills allocation models
9. Financing and evaluating the performance of information technology investments and operations
10. Acquiring information technology resources and capabilities
   a. Acquiring infrastructure capabilities
   b. Sourcing information systems services
   c. Sourcing information systems applications
11. Using IS/IT governance frameworks
12. IS risk management
   a. Managing business continuity
   b. Managing security and privacy

Required textbook:





1. Keri E. Pearlson, Carol S. Saunders, Dennis F. Galletta (2016) **Managing and Using Information Systems: A Strategic Approach**, 6th Edition, Wiley. (ISBN: 978-1-119-24428-8).
2. Robert D. Austin, Richard L. Nolan, Shannon O'Donnell (2009) **The Adventures of An IT Leader**, Boston, MA: Harvard Business Press. (ISBN: 9781422146606).

Additional readings are listed below and included in the course schedule.
List of reading:

1. Carleton University, An Information Technology Strategy for the University – Building the Foundation 2013-2016, August 2013. http://carleton.ca/itstrategy/wp-content/uploads/CU-IT-Strategy.pdf
2. Kappelman, L., Johnson, V., McLean, E., and Torres, R. (2015) **The 2015 SIM IT Issues and Trends Study**, MIS Quarterly Executive, 15(1), pp. 55-83.

Course Requirements & Methods of Evaluation:

The course will primarily be based around cases and readings from the textbook as well as other sources that illustrate key issues in information systems strategy, management and acquisition. Students will be expected to actively participate in the discussions and all class activities. The final course grade will be determined as follows:

TYPE	%
1. Individual class participation	20%
2. Individual assignment (4 @ 5% each)	20%
3. Individual term project (a case study)	20%
4. Team technology report and class presentation/discussion	20%
5. In-class final examination	20%
Total	**100%**

1. **Individual class participation (20%)**

   Participation by students in class discussion and activities is an important part of this course. Effective participation is possible only by regular class attendance, active pre-class preparation, and online contributions as required. You should read the required case and readings before coming to class. You will not gain participation marks simply by asking an obligatory question or two. Nor will such marks be based on the number of questions or comments made. Participation grade will reflect the total impact the student has had on the class over the term, through significant and insightful comments, and a demonstration of good problem-solving and analytical skills.

2. **Individual assignment (4 * 5% = 20%)**

   There are a total of four (4) assignments. **The deadline for each assignment is specified in the course schedule included in this outline**. Submission should be done online and by email. There will be no make-up for those missed.

3. **Individual term project (a case study) (20%)**

   Each student is required to conduct a case study of an information system in an organization of her/his choice. The case study should focus on a particular issue or theme related to the implementation or use of a system. Issues include IS strategic planning, IT governance, IT project management, IT service management, IT and change management, post implementation performance review, training, among others. Students are required to conduct background research and interview at least two people in an organization regarding the issue of interest. Ideally interviews should be conducted with both IT and business personnel. Each student will prepare a write-up of the case consisting of no more 5000 words. The case studies should be analytical and go beyond a mere description of the situation in the organizations. They should emphasize the issues of IS strategy, management, and acquisition being tackled and include recommendations on how key challenges or opportunities might be addressed. For choice of topics, please refer to Learning Objective and Topic section of this document.

   Deliverables:

   Deliverables for the term project include the following: a project proposal and a final term project report.

   The term project proposal should provide a brief background (1 page) on the issue that has been assigned. It should contain the following: a title for the project, background and rationale, possible sources of information and resources that may be needed, and a project schedule. I will review each project proposal. The proposals must be submitted by the third class meeting. **The term project proposal is due on the 3rd week of the class (i.e., September 27, 2016)**.

   The project report should be constructed as a business report. It should have a title page, an executive summary page, a table of contents and figures, the report itself, and appropriate appendices and illustrations. It should not be more that 5000 words in length, excluding appendices and illustrations. The project submitted should be original work. A student that submits a project that is not original work will get a final class grade of Zero (0) and be subject to university policy

regarding instructional offenses. **The final term project report is due on Tuesday December 6, 2016, i.e., the day of the last class.**

4. Technology report, class presentation and class discussion leadership (20%)

This is a team assignment. As a member of a team of 3-4 individuals, students are required to participate in a research project on a particular (information) technology, e.g., social, mobile, analytics, cloud (SMAC), smart machines, etc. or a particular information systems such as EMR (electronic medical records), LMS (learning management system), CRM/ERP/SCM. In particular, each team is asked to provide a report on a technology of their choice (subject to the approval of the instructor) from the follow aspects USE, IMPACT, and MANAGEMENT. Each team is required to present the technology and lead the class discussion and submit a written report.

Deliverables:

Deliverables for the Technology Report include a written technology report (10%) and a class presentation and class discussion leadership (10%).

The written report should be limited to no more than 10 pages (double space, 12 Time New Roman font size) and it must include the descriptions of WHAT the technology/or system is, HOW it is used (by individual or organization), what are the (potential) IMPACTS on individual/group/organization/society, and what are the ORGANIZATIONAL and MANAGERIAL issues associated with the technology. The written technology report is due on the last day of the class, i.e., December 6, 2016.

Team technology presentations and class discussion leadership are scheduled between week 4 (October 4) and week 10 (November 10).

Tentative Class Schedule

Date	Topic / Activity	IVK Case / Chapter	Reading/Text	Assignment
1. Sept. 13	• Introduction and Class Organization • Course overview • IT strategy, management, and acquisition: an organizational perspective (IT/IS USE, IT/IS IMPACT, and MANAGEMENT OF IT/IS)	Team organization (for technology report and class presentation)	Kappelman et al. (2015) Carleton IT Strategy 2013-16 Text: Introduction	
2. Sept. 20	• Managing the information systems function • IS leadership: The role of the CIO and IS management	Ch. 1: The new CIO Ch. 2: CIO challenges Ch. 3: CIO leadership	Text: Ch. 1 (IS Strategy Triangle) & **Ch. 8** (The business of IT)	Group term project proposal is due.
3. Sept. 27	• IT cost and value • Role of IS in defining and shaping competition • IS Economics • Financing and evaluating the performance of information technology investments and operations	Ch. 4: the cost of IT Ch. 5: the value of IT	Text: Ch. 2 (Strategic use of IS Resources) & **Ch. 8** (The business of IT) (con't)	Individual term project proposal is due. **Assignment # 1 is due.**
4. Oct. 4	• IS and Organization • Acquiring information technology resources and capabilities – Building IT capabilities • Technology presentation and class discussion – TEAM#1	Ch. 6: Project Management Ch. 7: The Runaway Project	Text: Ch. 3 (IS and Organization) & Ch. 11 (Project Management)	
5. Oct. 11	• Using IS/IT governance framework • Governing and aligning the information systems with organization business goals • Technology presentation and class discussion – TEAM#2	Ch. 8: IT Priorities Ch. 9: IT and the board of directors	Text: Ch. 9 (IS Org. Governance)	**Assignment # 2 is due.**
6. Oct. 18	• Managing crisis • Communication and coordination • Technology presentation and class discussion – TEAM#3	Ch. 10: Crisis Ch. 11: Damage Ch. 12: Communication	Text: Ch. 7 (Security)	
7. Nov. 1	• Technology adoption • Managing emerging technologies • Technology presentation and class discussion – TEAM#4	Ch. 13: Emerging technology	Text: Ch. 12 (BI, KM, Analytics)	**Assignment # 3 is due.**

Date	Topic / Activity	IVK Case / Chapter	Reading/Text	Assignment

8. Nov. 8	• Acquiring information technology resources and capabilities
	  ○ Acquiring infrastructure capabilities
	  ○ Sourcing information systems services
	  ○ Sourcing information systems applications
	• Procurement
	• Technology presentation and class discussion – TEAM#5
		Ch. 14: Vendor partnering	Text: Ch. 10 (IS Sourcing)	

9. Nov. 15	• Impact of IS on organizational processes and work design
	• Managing the information systems function
	  ○ Structuring the IS organization
	  ○ Hiring, retaining, and managing IS professionals
	  ○ Managing a mixed set of internal and external resources
	  ○ Determining staffing skills allocation models
	• Technology presentation and class discussion – TEAM#6
		Ch. 15: Managing talent
		Ch. 16: Standardization and innovation
			Text: Ch. 4 (IT and work) & **Ch. 8** (The business of IT)	**Assignment # 4 is due.**

10. Nov. 22	• IS risk management • Managing business continuity • Ethical and privacy issues • Technology presentation and class discussion – TEAM#7 (if necessary)	Ch. 17: Managing risk	Text: Ch. 13 (Privacy and Ethical Issues)	
11. Nov. 29	• IS profession and CIO career path • Course wrap-up • Technology presentation and class discussion – TEAM#8 (if necessary) • Final examination review	Ch. 18: Looking forward	Recap: Kappelman et al. (2015) & Carleton IT Strategy 2013-16	
12. Dec. 6	• In class final examination			**"Individual term project report" and "Team technology report" due before 23:59:59.**

FND:

To reduce instances of miscommunication Carleton introduced a grade FND (Failure with No Deferral) to be assigned to students who fail to meet the minimum in-term performance standards explicitly set out in the outline and applied consistently (i.e., there is no other hidden criteria).

Satisfactory In-term Performance

1. Unless otherwise stated below in item #2, the requirement for Satisfactory In-term Performance is set at 50% of all, not each, pre-final term work (i.e. assignments, participation marks, tests etc.).
2. The criterion/criteria and the standard(s) for Satisfactory In-term Performance are as follow(s):
    a. Assignments – must receive a minimum of 50%
    b. Class participation – must receive a minimum of 50%
3. Unsatisfactory In-term Performance in this course will lead to failure in this course (regardless of the performance at the Final exam or final project) **Yes**☐
   FND grade in this course (in case of missed Final exam and/or project) **Yes**☐

ADDITIONAL INFORMATION

Course Sharing Websites
Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Required calculator in BUSI course examinations
If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work
The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52

F = Below 50
WDN = Withdrawn from the course
ABS = Student absent from final exam
DEF = Deferred (See above)
FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Academic Regulations, Accommodations, Etc.
University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:
http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/

Requests for Academic Accommodations
For Students with Disabilities:
The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your ***Letter of Accommodation*** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the December 2016 exam period is November 11, 2016.
For Religious Obligations:
Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.
Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:
Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Academic Integrity
Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include; a grade of Failure in the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at:
http://carleton.ca/studentaffairs/academic-integrity/

Sprott Student Services
The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you're having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! http://sprott.carleton.ca/students/undergraduate/support-services/
Be in the know with what's happening at Sprott: Follow @SprottStudents and find us on Facebook SprottStudents Sprott.

Important Information:
- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean's approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, it would be easier to respond to your inquiries if you would send all email from your Carleton account. If you do not have or have yet to activate this account, you may wish to do so by visiting http://carleton.ca/ccs/students/

Important Dates and Deadlines – Fall 2016

September 7
Fall term begins.
Fall and fall/winter classes begin.
September 20
Last day of registration for fall term and fall/winter courses.
Last day to change courses or sections (including auditing) for fall/winter and fall term courses.
Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in Fall 2016 and must register for the fall 2016 term.
September 23-25
Summer deferred final examinations held.
September 30
Last day to withdraw from fall term and fall/winter courses with a full fee adjustment (financial withdrawal). Withdrawals after this date will create no financial change to Fall term fees.
October 7
December examination schedule (fall term final and fall/winter mid-terms) available online.
October 10
Statutory holiday. University closed.
October 15
Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.
October 24-28
Fall break. Classes are suspended.
November 1
Application deadline to study at another institution on a letter of permission for the winter term.
November 11
Last day to submit Formal Examination Accommodation Forms to the Paul Menton Centre for Students with Disabilities for December examinations.
November 15
Last day for tests or examinations in courses below the 4000-level before the final examination period (see Examination Regulations in the Academic Regulations of the University section of the Undergraduate Calendar).
December 1
Last day for receipt of applications from potential winter (February) graduates.
Last day for submission to the thesis supervisor of Master's or Ph.D. theses for winter graduation.
December 9
Fall term ends.
Last day of fall-term classes.
Classes follow a Monday schedule.
Last day for academic withdrawal from fall term courses.
Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall term courses.
Last day for receipt of applications for undergraduate degree program transfers for winter term.
Last day to pay any remaining fall tuition fees to avoid a hold on access to marks through Carleton Central and the release of transcripts and other official documents.
December 10 – 22
Final examinations in fall term courses and mid-term examinations in fall/winter courses may be held.
Examinations are normally held all seven days of the week.
December 22, 2016
All take home examinations are due.

APPEDIX 1: IVK Case Synopsis

The Adventures of an IT Leader (Austin, Nolan, O'Donnell, 2009)

IVK 1: The New CIO

Jim Barton, a promising manager and head of Loan Operations at IVK, is stunned. CEO Carl Williams has just offered him the job of CIO. As Barton debates whether or not to make this risky career move, he learns that his general management talents and the unique potential for IT to create value for the company are strong arguments for taking the job.

IVK 2: CIO Challenges

Still debating his decision, Barton meets a Kid in Vinnie's Bar, who suggests to him the importance of "knowing what you don't know," and questioning previous management assumptions. Next, Barton runs into the former CIO, Bill Davies, who threatens that Barton "won't last one year" in the job. Barton takes the challenge, and solicits help from his girlfriend Maggie, a management consultant, who can put him in touch with other CIOs and industry leaders who can provide insight and guidance.

IVK 3: CIO Leadership

Barton meets with his direct reports, and in the course of planning an IT management meeting, learns about the importance of "sidekicks." Skeptical that these IT specialists should be included in management decisions, he seeks out IT veteran Bernie Ruben, Director of Tech Services. Ruben argues that IT differs from other business groups in the level of special expertise needed to do certain jobs, and that rapidly changing technology prohibits managers from keeping up with everything their sidekicks can. Ruben also gives Barton an overview of IT department activities. Later, Barton buys $1200 worth of IT books with the aim of gaining some quick expertise, and soon learns the futility of his task. The kid's advice proves useful: he has to know what he doesn't know, and surround himself with people who do know.

IVK 4: The Cost of IT

Preparing for a series of senior team meetings to review costs and put IVK back on its growth trajectory, Barton meets with the IT Director of Planning and Control, Gary Geisler. His question for Geisler, "How much are we spending on IT?" turns out to be more complicated than Barton expected, involving a chargeback system and no IT departmental control over spending. During a consultation with Bernie Ruben, Barton learns the evolving relationship between new applications and infrastructure spending at IVK, and that IVK has progressed from a hierarchical to a networked structure, which Ruben anticipates, will become a service-oriented-architecture in the future.

IVK 5: The Value of IT

Barton has gained a handle on the cost of IT, but is still uncertain about how to measure value. He mines his team for ideas. Maggie refers him to a series of Harvard Business School cases and articles that offer contrasting views on the potential for IT to add business value, and Ruben provides a useful categorization scheme which differentiates between "qualifying" and "competitive" IT investments. Barton also gets his hands on a consultant's report on Bill Davies' performance as CIO, and speculates that he was hired to replace Davies as CIO to move IT management beyond operational into a senior strategic level.

IVK 6: Project Management

Barton meets with two members of the IT staff, Jorge Huerta from Customer Support Systems and Rebecca Caulder from Loan Operations, to review project priorities. A heated argument ensues between the two managers: Huerta argues the value of traditional project management, with up front planning and clearly defined specifications, while Caulder argues for an agile approach to manage projects which present problems and opportunities that cannot be anticipated. Barton gathers more information on priority setting by studying Davies' project status review mark-ups, and talking to the Kid about Death March projects and the importance of keeping communication open between staff and management.

IVK 7: Runaway Project

Barton celebrates a win at the recent senior management team meeting, and then is confronted with a new dilemma. The Infrastructure Replacement Project is draining funds rapidly and progressing slowly. He consults with the IT Director of Loan Operations and New Application Development Systems, Tyra Gordon, to learn the history and challenges facing the project. Then after a discouraging meeting with Carlton Leopold, the representative from the IR project vendor NetiFects, Barton makes a bold decision to fire NetiFects.

IVK 8: IT Priorities

Barton tackles his next senior management assignment: to assess current resource allocation and propose improvements to increase ROI. After learning that an important security upgrade project has repeatedly been denied funding, Barton decides to ask the CEO for complete control of IT spending. Maggie warns him that this choice risks making Barton's the only "neck in the noose," and instead advocates fixing the current committee-based approach. Gary Geisler provides information on the priority setting process used by Volkswagon of America as another alternative. Barton reviews his options, but sticks firmly to his original decision and, despite the disagreement of his peers, wins complete control of the IT budget.

IVK 9: IT and the Board of Directors

Barton and his IT team finalize an ambitious presentation to the IVK Board, during which Barton makes four key arguments: (1) the need for more controls and management systems in IT, (2) the need for more attention to and investment in IT infrastructure to protect the company from risk, (3) the need to involve the senior management team and Board in IT decisions, especially regarding cost/risk tradeoffs, (4) the importance of IT becoming a strategic partner. Barton is a hit with the Board, particularly with Board Member and IT enthusiast Francesco Cararro, but realizes he must tread carefully in his communications with the Board so as to maintain goodwill with the CEO, who feels threatened by his success.

IVK 10: Crisis

While in New York preparing to meet with Wall Street Analysts, Barton gets a series of phone calls alerting him to a network outage and potential security crisis at IVK. After debating with the CEO and IVK's legal counsel over whether Barton should stay innocent of the crisis until after the analyst meeting, Barton insists on staying in touch with his team. From them, he learns of a Denial of Service attack, which left IVK vulnerable to a potential intrusion to sensitive customer data. While his team works quickly to assess and control the situation, Barton prepares to handle the delicate issue of disclosure at the meeting.

IVK 11: Damage

Back at IVK, the network is up and running, but it's unknown whether or not customer information was compromised. Barton and his team discuss what recovery action to recommend to the CEO: Do nothing, and hope for the best, shut down immediately and rebuild the system from development files, or keep

business running by building a mirror site to handle the rebuild. When Barton takes his recommendation to the CEO—to shut down the company for three to four days to rebuild, and to disclose information to those customers who may have been affected—the CEO disagrees vehemently and fires two of Barton's colleagues who confront him.

IVK 12: Communications

When the CEO recommends IT management articles to Barton, Barton reads the meaning: a colossal loss of confidence in his ability to be an effective CIO. Barton determines to rebuild confidence by systematically pursuing regular meetings with the CEO and senior managers. Maggie suggests using Stakeholder analysis to determine how to effectively manage his relationships with others in the organization. Barton also solicits Bill Davies' advice; the former CIO recommends a "Doctrine of Completed Staff Work" approach—a hierarchical approach, which effectively takes the CEO out of the process.

IVK 13: Emerging Technology

As Barton struggles to rebuild communication with his peers and the CEO, a new challenge comes up: Web 2.0. When Barton learns that an IVK employee has leaked information about the security crisis on the Internet, he quickly gathers his IT team to discuss action. They debate the pros and cons of new technologies, and determine to develop company policies around Web 2.0 use, without dampening innovation, and to also keep up with new technologies, processes and products which could create future business value.

IVK 14: Vendor Partnering

Barton sits silently in an Infrastructure Replacement team meeting, where two camps have formed in bitter debate over the choice of a vendor, the service contract structure and the service delivery model. Reluctant to join in the debate, Barton reflects on the options and on the complex issue of how to structure the payment terms. Barton also meets with Maria Navarro, head of HR, to discuss the potential value and possible repercussions of hiring a talented employee away from the fired Vendor, NetiFects.

IVK 15: Managing Talent

Tyra Gordon, Director of Loan Operations and New Application Development Systems, comes to Barton with a concern about how to manage a high-performing but problematic IT specialist. Barton discusses the challenge with Ruben, who argues the value of measuring the contribution of exceptionally talented employees based, essentially, on quality not quantity. The two begin to think about how they might reorganize the IT department to maximize the use of talent, and Ruben offers a "Shared Services" model to this end. Curious to learn that another talented employee, John Cho, plays saxophone in a jazz band, Barton goes to see him perform and gains insight from their conversation about the processes of collaboration Cho experiences with his ensemble.

IVK 16: Standardization and Innovation

Barton listens to Bernie Ruben's Technical Services staff propose how to act against the proliferating complexity of IVK's IT environment. Infrastructure complexity increases the cost of overhead and demand for IT support, increases risk, and works against its ability to be flexible and make changes. Standardization, on the other hand, would aid in reversing the trend of increased spending on infrastructure, so that more could be spent on developing new applications, and a "right" ratio achieved. Seeing a potential opportunity for combining standardization and innovation agendas, Barton plans an IT management meeting to discuss opportunities for innovation as a means for increasing revenue. In a final scene, Barton meets up with the Kid, and they discuss the application of management theories to diverse situations.

IVK 17: Managing Risk

Things look good for IVK in January 2008: stock prices are up, and Christmas bonuses were good. Barton enjoys a collegial meeting with CEO Carl Williams, discussing how much security protection they should purchase by comparing cost-risk associations and considering options for distinguishing levels of security by data or service item. Williams makes a passing comment to Barton that Barton may be in line for the job of CEO.

IVK 18: Looking forward

On the anniversary of his start as CIO, Barton receives three surprises: (1) a COO job offer from a CEO he greatly admires, in a larger financial company, (2) a surprise party from his IT staff at IVK celebrating his first year as their boss, (3) a CIO job offer at a large, international bank, which comes in conjunction with a shocking revelation about the Kid's true identity.

APPEDIX 2: Table of Contents (Pearlson, Saunders, Galletta, 2016)

Managing and Using Information Systems: A Strategic Approach, 6th Edition
Keri E. Pearlson, Carol S. Saunders, Dennis F. Galletta (2016)
ISBN: 978-1-119-24428-8

Table of Contents