



Carleton
UNIVERSITY

SPROTT
SCHOOL OF BUSINESS

ITIS 5401A
Managing Information Systems in Organizations
Winter 2020

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Office Hours: Tuesday 11:00 a.m. – 12:30 p.m. or make an appointment by email or telephone

Schedule: Thursdays 11:35-2:25 p.m. (March 5 - April 10, 2020)

Location: CB 2104

INTRODUCTION

Digital information technology (DIT) services and systems are central to the business models of almost all organizations around the world. Without them organizations would face severe difficulties delivering on their strategic objectives. Investments in DIT and the related services consume a substantial portion of the investment budget of organizations and therefore require focused attention from both business and DIT managers. The main challenge facing organizational executives is how best to allocate scarce investment resources among the many options for such investments, including DIT, while assuring that the value sought from the spending is delivered. By adopting a services perspective, with the focus being on what the customer values and is willing to pay for, organizations should be able to move beyond technical fixes to provide DIT-based services that are robust, high quality, efficient, effective, and valuable.

2019/2020 GRADUATE CALENDAR DESCRIPTION:

Key issues in managing of information systems in organizations. Business and information technology challenges faced by managers and how decisions are made about acquiring, deploying, and using information technologies to achieve business objectives.

COURSE DESCRIPTION:

This course addresses key issues in managing of information systems in organizations. It covers the business and information technology challenges faced by managers and how decisions are made about acquiring, deploying, and using information technologies to achieve business objectives. A central focus of the course is how organizations derive superior business value from their investments in IT systems and services.

LEARNING OBJECTIVES:

On completion of this course students are expected to have developed an understanding of:

- ◆ Key issues facing leaders in making decisions about DIT service delivery in organizations.
- ◆ The business imperatives for making investments in DIT systems and services.
- ◆ DIT service governance approaches and arrangements.
- ◆ Key issues in managing DIT service performance and risk
- ◆ Value realization from investments in DIT services and systems.
- ◆ The critical roles of strategic business and digital leadership in creating the context for value creation and delivery.

Prerequisites:

Graduate Standing

The School of Business enforces all prerequisites.

Drop Course Policy

The deadline for academic withdrawal is the last day of classes (each term).

COURSE PROCEDURES AND GRADING:

The course will be based around readings from the book “The Value Imperative: Harvesting Value from your IT Initiatives” and the case depicted in the book “The Adventures of an IT Leader”, lectures, and additional readings from selected sources that illustrate key issues in information systems management. Students are expected to actively participate in the discussions and all associated class activities. The final course grade will be derived as follows:

Group Case Presentation and Write-up	20%
Individual Assignments	30%
Final Exam	40%
Class participation	10%
Total	100%

Deferred Final Examination:

Students unable to write a final examination because of illness or other circumstances beyond their control must contact the instructor and the MBA office in writing to request a deferred exam. Permission may be granted when the absence is supported by a medical certificate and or appropriate document/s to support the reason for the deferral.

REQUIRED READING AND ADDITIONAL READING

Required Reading: Grant, G. and Collins, R. (2016) *The Value Imperative: Harvesting Value from IT Initiatives*, New York, Palgrave MacMillan.

Case book: Robert D. Austin, Richard L. Nolan, Shannon O'Donnell (2016), *The Adventures of An IT Leader*, Boston, MA: Harvard Business Press. (ISBN: 978-1-633-69167-4).

Both books are available in electronic format or in print at Amazon.com and other sources

Additional References:

- ◆ Broadbent, M. and Kitzis, E. S. (2005) *The New CIO Leader: Setting the Agenda and Delivering Results*, Boston: HBS Press (available at leading bookstores)
- ◆ Pearlson, K. E. and Saunders, C. S. and Galletta (2016) *Managing and Using Information Systems: A Strategic Approach – 6th Edition*, Hoboken, NJ, John Wiley and Sons.
- ◆ McNurlin, B. C., Sprague, R. H. and Bui, T. (2009) *Information Systems Management in Practice*, 8th Edition, Upper Saddle River, NJ: Pearson- Prentice Hall.

Additional Readings will be drawn from a variety of sources. These are listed in the course schedule.

Online resources:

Online Magazines:

[CIO](#), [CIO Insight](#), [Datamation](#), [Baseline](#), [Wired](#), [Fortune](#), [Information Week](#), [Business Week](#), [Forbes](#), [Techrepublic](#), [Architecture and Governance](#), among others.

IT Service Management Forum International (ITSMFi) <http://www.itsmfi.org/>

ITSMF Canada <http://www.itsmf.ca/>, ISACA <https://www.isaca.org/pages/default.aspx> , The Open Group www.theopengroup.org

APM Digest <http://apmdigest.com/>

GROUP AND INDIVIDUAL ASSIGNMENTS

Group Analysis of the IVK Corporation Case

As part of the learning experience in this course we will follow the exploits of Jim Barton, the new CIO at IVK Corporation, as he struggles to understand his new role as CIO and manage the challenges that the corporation faces in delivering value from IT investments. Each week, students working in groups, will present an analysis of the relevant issues being faced by Jim and his team as described in the chapters assigned for that week from the book *Adventures of an IT Leader*.

The presenting group is expected to synthesize the chapter(s) assigned and analyze the significant issues raised. The analysis **must employ** theoretical ideas presented in class or relevant readings (those assigned, and others deemed relevant by the group). The presenting team will do a **summarized write-up of the case** as well. The summary write-up should be approximately five (5) pages plus one (1) additional page that discusses insights/lessons from the issues raised by the case and their implications for practicing managers in today's organizations.

In doing the presentation the team is expected to use a variety of strategies that will encourage class participation (example: debates, dramatization, video, etc.). Credit will be given for creativity in presenting the case. Please review the Generic Guidelines for Case Discussion Leadership and Case Presentation Evaluation documents, available on CuLearn, to see how the presentation will be assessed.

Individual Assignment (usually weekly)

Each week a series of discussion points or questions will be posted. Each student will be required to do individual write-ups (consisting of 2-3 double-spaced pages) of **three (3) of the discussion points/questions** posted throughout the semester. The objective is to have students give due consideration to the issues emanating from the IVK case and help them prepare for the class discussion. Well thought out and written responses are expected. Students will be assigned to answer a particular question/discussion issue for one (1) of the four (3) assignments. The assignments will be made when the class list is known. **You may not write up an individual question on the same case/topic your group is presenting. You also may not submit more than one individual write-up per week, including the one assigned to you by the professor.** There will be no make-up papers for those missed. Late submission of individual assignments will not be accepted after discussion on the topic has taken place in class. Please check the individual assignment evaluation criteria for guidance.

Final Examination

The final examination will be based on a comprehensive coverage of the material (cases, lectures, readings, presentations) covered in class. The exams will normally take place, during the exam period, in the same time slot as when the class is normally held.

Class Participation:

Participation by students in class discussion and activities is an important part of this course. Effective participation is possible only by regular class attendance and active pre-class preparation. 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 grades 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.

Summary of Deliverables

Deliverable	Submit to	Due Date	% of Grade
Three (3) Individual Assignments	Culearn	By 10:00 a.m. on date case is assigned (see schedule)	30
Group Case Presentation (as assigned)	Culearn	By 10:00 a.m. on date case is assigned (see schedule)	20
Final Exam	Professor	(see schedule)	40

Assignment Submission

All written assignments including the group project should be submitted to the Professor by **10:00 a.m. via cuLearn**, on the day they are due. The assignments should be submitted in .pdf format. No printed document is required. All documents should have the student’s name, number, email address and course section.

It is the student’s responsibility to ensure that all assignments are received in an accessible format on or before the due date. Assignments are due at the time indicated. Late assignments will be marked down by 10% for every calendar day late.

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Tentative Class Schedule

Dates	Topic/ Required Reading	Case	Additional Readings (Library Online Resources)	Practitioner's Perspective **
March 5	<p>Introduction and Class Organization Business and IT challenges for today's organizations</p> <p>Grant, G. and Collins, R. (2016) Chapter 1: Business and IT Challenges in Today's Organization, in <i>The Value Imperative: Harvesting Value from IT Initiatives</i>, New York, Palgrave MacMillan.</p>	<p>Case:</p> <p>IVK-1: The new CIO IVK-2: CIO challenges</p>	<p>Kappelman, L. Torres, R., McLean, E., Maurer, C., Johnson, V., & Kim, K. (2019). The 2018 SIM IT Issues and Trends Study. <i>MIS Quarterly Executive</i>, 18(1), 51-84.</p> <p>Gerth, A. B., and Peppard, J. (2014) How newly appointed CIOs take charge, <i>MIS Quarterly Executive</i>, 13(3), 159-173.</p>	<p>Kane, G., Palmer, D., Phillips, A., Kiron, D., Buckley, N. (2019) Accelerating Digital Innovation Inside and Out, MITSloan Management Review access at https://sloanreview.mit.edu/projects/accelerating-digital-innovation-inside-and-out/</p> <p>Gartner 2020 CIO Agenda: Winning in the Turns https://www.gartner.com/en/publications/2020-cio-agenda</p> <p>Jeanne Ross: Digital Disruption: Transforming your company for the Digital Economy https://www.youtube.com/watch?v=6Wq6xQxaLGE</p>
March 12	<p>IT Leadership and the cost and value of IT investments</p> <p>Grant, G. and Collins, R. (2016) Chapter 2: The Value Cycle, in <i>The Value Imperative: Harvesting Value from IT Initiatives</i>, New York, Palgrave MacMillan.</p> <p>Grant, G. and Collins, R. (2016) Chapter 3: The Engineering Model of Business-IT Alignment, in <i>The Value Imperative: Harvesting Value from IT Initiatives</i>, New York, Palgrave MacMillan.</p>	<p>IVK-3: CIO leadership IVK-4: the cost of IT IVK-5: the value of IT</p>	<p>Weill and Woerner (2013) The future of the CIO in a digital economy, <i>MIS Quarterly Executive</i>, 12:2, June, 65-75.</p> <p>Grant, G. G. (2010) Editorial: Reconceptualizing the concept of business and IT alignment: from engineering to agriculture, <i>European Journal of Information Systems</i>, 19, pp. 619-624.</p>	<p>CIO Insight – Seven Roles of Highly Effective CIOs</p> <p>Top Leadership Qualities of CIOs http://video.techrepublic.com.com/2422-14074_11-214893.html</p> <p>Five Habits of Wildly Unsuccessful CIOs http://video.techrepublic.com.com/2422-14074_11-200130.html</p>

Dates	Topic/ Required Reading	Case	Additional Readings (Library Online Resources)	Practitioner's Perspective **
	Grant, G. and Collins, R. (2016) Chapter 4: The Agricultural Model, in <i>The Value Imperative: Harvesting Value from IT Initiatives</i> , New York, Palgrave MacMillan.			The New Voice of the CIO: Insights from Global Chief Information Officer Study. IBM, 2009.
March 19	Harvesting Value from IT investments Grant, G. and Collins, R. (2016) Chapter 5: The Value Realization Cycle, in <i>The Value Imperative: Harvesting Value from IT Initiatives</i> , New York, Palgrave MacMillan.	. IVK-6: Project Management IVK-7: The Runaway Project IVK-10: Crisis IVK-11: Damage	The Agile Admin “What is DevOPs” https://theagileadmin.com/what-is-devops/ Fernandez, D. J. and Fernandez, J. D. (2008) Agile Project Management: Agilism vs Traditional Approaches, <i>Journal of Computer Information Systems</i> , Winter, 10-17. Savage, M. (2002) Business continuity planning, <i>Work Study</i> , 51(5), 254-262.	A Pragmatic Guide to Getting Started with DevOps https://www.ca.com/content/dam/ca/us/files/ebook/a-pragmatic-guide-to-getting-started-with-devops.pdf Hertz vs Accenture https://www.theregister.co.uk/2019/04/23/hertz_accenture_lawsuit/ https://www.disasterrecovery.org/
March 26	Governing IT services. Grant, G. and Collins, R. (2016) Chapter 6: Governing IT services, in <i>The Value Imperative: Harvesting Value from IT Initiatives</i> , New York, Palgrave MacMillan Grant, G. and Collins, R. (2016) Chapter 8: IT Investment Portfolio: Harvesting Value from IT Initiatives, New York, Palgrave MacMillan	IVK-8: IT Priorities IVK-9: IT and the board of directors IVK-12: Communication	Andriole, S. (2009) Boards of Directors and Technology Governance: The Surprising State of Practice, <i>Communications of the AIS</i> , 24(22). (Access online or through CuLearn) Krull, J. and Rich, (2012) 10 Questions Audit Committees should Ask, <i>CPA Journal</i> , 68-71.	Julie Short, Why IT Governance should fall to the board Silicon.com 16 June 2010 IBM – Redesigning the IT Organization – 2014- http://public.dhe.ibm.com/common/ssi/ecm/en/gbe03551usen/GBE03551USE_N.PDF
April 02	Building and managing the digital platform	IVK-13: Emerging technology IVK-16: Standardization	Andriole, Stephen J. (2018) "What executives should know about	Enterprise Architecture (MIT)

Dates	Topic/ Required Reading	Case	Additional Readings (Library Online Resources)	Practitioner's Perspective **
	<p>Grant, G. and Collins, R. (2016) Chapter 7: Enterprise Architecture, in <i>The Value Imperative: Harvesting Value from IT Initiatives</i>, New York, Palgrave MacMillan.</p> <p>Grant, G. and Collins, R. (2016) Chapter 9: Sourcing IT services, in <i>The Value Imperative: Harvesting Value from IT Initiatives</i>, New York, Palgrave MacMillan</p>	<p>IVK-17: Innovation</p> <p>IVK-14: Vendor partnering IVK-15: Managing talent</p>	<p>technology trends, <i>IT Professional</i>, March/April, 80-82. Available at: https://ieeexplore.ieee.org/stamp/stamp.jsp?tp=&arnumber=8338012</p> <p>Sako, M. (2010) Outsourcing vs Shared Services. <i>Communications of the ACM</i>, 53(7), 27-29.</p> <p>Lacity, M. and Reynolds, P. (2014) Cloud Services Practices for Small and Medium-Sized Enterprises, <i>MIS Quarterly Executive</i>, 13 (1), 31-44.</p>	<p>https://www.youtube.com/watch?v=9IGQm4-HheA</p> <p>Amazon.com “What is cloud computing” https://aws.amazon.com/what-is-cloud-computing/</p> <p>Skills Framework for the Information Age http://www.sfia-online.org/</p>
April 9	<p>Managing IT Service Performance and Risk</p> <p>Grant, G. and Collins, R. (2016) Chapter 10: Measuring IT value delivery, in <i>The Value Imperative: Harvesting Value from IT Initiatives</i>, New York, Palgrave MacMillan</p>	<p>IVK-18: Managing risk IVK-19: Looking forward</p>	<p>Smith H. and McKeen, J. (2009) A Wholistic Approach to Managing IT-based Risk http://aisel.aisnet.org/cgi/viewcontent.cgi?article=3492&context=cais</p>	
April 16	Final Exam			

IMPORTANT ADDITIONAL INFORMATION

Course Sharing Websites

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			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

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 Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit

the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

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 on 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: <https://carleton.ca/registrar/academic-integrity/>

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas

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, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>

Important dates and deadlines

<https://sprott.carleton.ca/students/mba/dates-deadlines-policies/>