COURSE INFORMATION

Course title:	Managing Information Technology		
Course code:	BAIT 511	Credits:	1.5
Session, term, period:	2019W1 P7	Class location:	HA 335
Section(s):	001	Class times:	Mon/Wed 14:00-16:00
Course duration:	Oct 28 to Nov 29, 2019	Pre-requisites:	N/A
Division:	AIS	Co-requisites:	N/A
Program:	MBA		

INSTRUCTOR INFORMATION

Instructor:	Dr. Zorana Svedic		
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COURSE DESCRIPTION

Information Technology (IT) continues to transform how business is conducted whether that IT is the Internet, enterprise-wide applications, mobile computing, the Internet of Things, or other artifacts. IT is one of the newest business resources available to managers, being only about 50 years old, with wide-scale Internet usage being even less. Yet, in a very short span of time, IT has dramatically reshaped the ways that organizations and individuals get work done; how firms compete with one another; and created new ways of doing business. In this course, we will learn about this new business resource and the opportunities and challenges in managing it. A good manager must be a strong business leader with the willingness to learn, at least at a high-level understanding, the various information technologies (both their strengths and weaknesses). This course presents those issues and provides students with the opportunity to discuss and analyze them. The knowledge and analysis skills you gain in the course are useful for you to navigate your own career with greater confidence.

Please keep in mind: **This is a management course, not a technology course!**

COURSE FORMAT

Class sessions will usually start with a short lecture, followed by the class discussion and small group activities. All students are required to read the assigned case and text chapters before we discuss them in the class. There are few reflection questions at the end of each chapter. Your task is to answer those questions individually before class and be ready to share your responses during class. This will mentally prepare you for a worthwhile discussion in class.

LEARNING OBJECTIVES

By the end of this course, students will be able to:
1. Show how the IT function supports and enables organizational objectives
2. Establish joint accountability for issues that cannot be decided by IT alone
3. Involve non-IT senior managers in visioning, strategy making, promoting, and understanding of future technology-based possibilities
4. Cope with IT problems you can and cannot anticipate
5. Identify emerging IT threats and opportunities

ASSESSMENTS

Summary

Component	Weight
Online Discussion	10%
Class Participation	20%
Group Tech Talk	20%
Group Case Project	20%
Final Reflection Paper	30%
Total	**100%**

Details of Assessments

ONLINE DISCUSSION: YOUR IT STORY (10%)

To help ground the topics that we will cover in the course, we will use your own stories about your experiences with IT in your work. Your first assignment, due by the end of first week is to write a story about your real-world experience with an IT, the more current the system the better. Do not worry; you do not need to be a budding novelist to complete this assignment. Elegant prose is not expected! Liberal use of bullet points is fine. This is just a way of sharing the experiences you are having with a particular IT system(s) in your job. You will be discussing this system(s) with your classmates in several in-class exercises that will build off themes in the course. You might want to pretend that you are writing a detailed email to a friend or colleague in describing the particular system of interest.

The IT you describe can be anything you think will be relevant. It could be a new system that was recently implemented. It could be an existing system that has a major impact on how your organization conducts its mission. Perhaps it is a system that has created a lot of challenges for your organization. If you have trouble selecting a system, let me know and I can provide more assistance.

Discussion post is due by **Friday 8pm** via *Canvas Discussions*. See Canvas course site for details.

Format: A target length would be about **600 words (+/- 200 words)** just to strike a balance between providing enough information to your classmates without overloading them. Include the **word count** at the end of your post. You are welcome to use visuals as well, if needed. Where applicable, cite your sources using **APA Citation Style**.

Grading: The main criterion for your story is to effectively and concisely communicate to your classmates the information regarding the IT you choose. See **Grading** section for more details.

Here are some questions that you might consider in writing your IT story. You do NOT have to answer any or all of these questions. These are here only to provoke your own thoughts and to help you write your story:

- Is this an existing, new, or proposed IT system?
- Describe the purported goals of the system. What is it supposed to do? Why was it acquired?
- What are the IT system's key functions?
- Is the IT's purported use at odds with how it is actually being used?
- Is the system itself or certain features of the system not being used? Why?
- What are some of the challenges you and/or your colleagues are facing with the IT? Often, these challenges have little to do with the technology itself (e.g., employees may resist having to use a new system).

- What are the benefits and what are the costs associated with the system? Benefits and costs can include much more than money, e.g., time, effort, etc.
- Who is responsible for managing and maintaining the system?
- What is the interface like (what the end user directly sees and interacts with)? Describe what you think is relevant/of interest.
- Is the system solely for internal use within your organization, or are there external users, such as customers, suppliers, etc.?

CLASS PARTICIPATION (20%)

Having completed most of the MBA program, you already understand this point. A graduate-level business course is most successful when there is active, thoughtful participation by each and every member.

Individual: Every student is expected to participate in the class discussion. Those who have not participated will not get any participation points. You will also be asked to self-evaluate your in-class participation. *The quality of your contributions is far more important than the quantity*.

Group: During the course, you will engage in several in-class group activities. For each class, you will be assigned into random groups of four to six individuals. There will be a different group formed for each class. Group activities may involve some presentations back to the class as a whole. As well, you will be asked to submit a brief write-up that will identify the members of the group, and what your group came up with for the activity.

GROUP TECH TALK (20%)

In small teams, students will prepare and present a **one-page overview** on a topic related to the roles of information technology in businesses. This can be about a new technology trend or technology management paradigm.

These **10-minute presentations** will be evaluated both by the instructor and your peers in the class. See **Grading Guidelines** section for more details.

Possible topics are provided below. You can either choose one of them or determine your own topic which is aligned with the course objective:

- Social, Mobile, Analytics, and Cloud (SMAC) Technologies
- Internet of Things (IoT)
- Distributed Ledger (Blockchain) Technology
- Artificial Intelligence (AI)
- Reinforcement Learning (RL)
- Natural Language Processing (NLP)
- Virtual Reality (VR), Augmented Reality (AR) and Mixed Reality (MR)
- Quantum Computing
- Big Data and Augmented Analytics
- Edge Computing and Cloud Computing
- Smart Spaces
- Digital Ethics and Privacy
- Cybersecurity

GROUP CASE PROJECT (20%)

In small teams, students will select a particular real-world organization and analyse organization's utilization of information technology. As an example, we will discuss the Cirque du Soleil case in-class: *Information Technology at Cirque du Soleil: Looking Back, Moving Forward*.

The teams will present their analysis in the last class. These **10-minute presentations** will be evaluated both by the instructor and your peers in the class. See **Grading Guidelines** section for more details.

Group Peer Evaluation

Each team member is expected to contribute equally to the team effort. Peer evaluation represents an opportunity for you and your peers to evaluate your individual participation and contributions based on work within your team. Teams will prepare their own **Group Charter** and create a set of explicit rules that all team members agree to abide by for the duration of the project.

At the end of term, teams must complete **Group Peer Evaluation Form** indicating each of team member's contribution to the group projects. The total sum of the contributions must **equal 100%**. E.g., if you have 5 people in your group and each student contributed equally, you should fill in 20% for the contribution for each student (5 x 20% = 100%). **Altered or Incomplete forms (with unsigned and/or unlisted members) will NOT be accepted!**

FINAL REFLECTION PAPER (30%)

Instead of final exam, you will submit a paper describing your own reflections on the course. As background, we will have covered a number of topical areas related to information technology management by the end of the course. This assignment asks you to take a moment to reflect on what you learned in the course. My goal is to get you to distill down the key lessons from the course both for your present learning, but also for the future. By future, think of this as a way of capturing those things you learned that might be useful to reflect back on later in your career.

Here are some questions to consider when writing your memo. You do not have to directly respond to these questions. These are merely meant to provoke your own thoughts.

- What major breakthrough or "big idea" came to you as a result of this class?
- What are the top three things you learned in the course?
- Will you do anything differently in your job as a result of something learned in this course?
- What attitudes did you have about managing IT that changed for you?
- Are you more (or less) encouraged about the role of technology in business?
- What questions are left unanswered? What is it that you didn't learn that you wish you had?

Paper is due on the day scheduled for the **final exam** via *Canvas Assignments*. See Canvas course site for exact deadline.

Format: Maximum **two pages** for the reflection (single-spaced, standard font size, normal margins). In addition, include the **title page** with course number, assignment title, date, your name and student number. **PDF** file format.

Grading: The paper will be graded based upon the depth of coverage and your effective communication of key lessons that you learned in this course. See **Grading Guidelines** section for more details.

GRADING GUIDELINES

Below Expectations	Meet Expectations	Exceed Expectations
Superficial coverage; Poor research, little evidence, difficult to follow	Good coverage; Sufficient research, few minor omissions, easy to follow	Exceptional coverage; Excellent research, creative, very professional

All **written assignments** will be evaluated against the following criteria:

- **Structure**: The writing is clear, concise, and easy to understand. Ideas and responses are communicated clearly and coherently. Proper grammar and spelling. Properly used APA Citation Style.
- **Content**: The author demonstrates an engagement with the material that adds value for the reader. This could be through application of class concepts, critical thinking and personal examples.

All **group presentations** will be evaluated against the following criteria:

- **Organization & Structure**: ideas are concise; flow is logical; session is easy to follow; presenters tell a clear story.
- **Quality of Delivery**: team members have presence and enthusiasm; they engage the audience; visuals are persuasive and useful but not overwhelming; it is easy to remain focused as a participant.
- **Professionalism**: presenters are natural, not too formal, not casual or sloppy; they use suitable language and show respect to the audience and each other; attire is appropriate for a business setting.
- **Creativity**: session is enjoyable and unique; there is a special quality to both the content and delivery; this team's message is memorable; (there may be additional props employed).
- **Content**: presentation is academically sound, defensible and well researched; experts are cited (attributions given); theories employed are useful and fitting; narrative is compelling.

LEARNING MATERIALS

Required Text: *The Adventures of an IT Leader* (Updated edition with a new preface by the authors) by Robert D. Austin, Richard L. Nolan, and Shannon O'Donnell, Harvard Business School Publishing Co., Boston, MA, 2016. ISBN 978-1-63369-166-7

You can purchase the ebook from https://hbr.org/product/the-adventures-of-an-it-leader-updated-edition-with-a-new-preface-by-the-authors/10018-HBK-ENG

Estimated cost of required materials: USD $35

Required Case: Croteau, A., Pinsonneault, A., & Rivard, S. (2011). **Information Technology at Cirque du Soleil: Looking Back, Moving Forward.** *Thirty Second International Conference on Information Systems, ICIS 2011*.

*You can download this **free** case from Semantic Scholar: https://www.semanticscholar.org/paper/Information-Technology-at-Cirque-du-Soleil-Looking-Rivard-Pinsonneault/a3755a66f5c81e4b9da616cac14d1b11ffdfbb6f*

Reading materials and learning resources: Class notes and other learning resources will be posted on Canvas course site. You are responsible for checking this site often, as important information relating to the course will be posted here throughout the term.

COURSE-SPECIFIC POLICIES AND RESOURCES

Missed or late assignments, and regrading of assessments

ALL assignments must be submitted on Canvas by the deadline! Contact instructor immediately if you are having any problems with the Canvas submission process.

Late submissions will NOT be accepted and will receive a grade of zero.

In the event that you feel something was missed in the grading of your work (be it mathematical error or other), please write a brief summary of what you feel needs further attention and submit this re-read request with your marked work. If you request a re-read, it will be read from scratch and your grade may go up or down. Each grade component is considered final <u>one week</u> after given to the class and will no longer be open for re-reading or discussion. I do not accept personal lobbying efforts on behalf of grades other than in writing. I am happy to discuss your work with you for educational purposes, but keep in mind that once we discuss the work the grade is considered final if you have not already had the work re-read.

Academic Concessions

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](https://webforms.sauder.ubc.ca/academic-concession-rhlee) https://webforms.sauder.ubc.ca/academic-concession-rhlee. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

Other Course Policies and Resources

- **Professionalism**. Professionalism is required both in business and in the classroom. What does it mean in a learning environment? Coming to class on time and being prepared for the topic at hand. Listening to and respecting others (instructors and peers). Giving 100% of your attention to the course. Not distracting others with private conversations or off-topic behaviour. Students are expected to contribute during class discussions in order to enrich the learning experience for everyone. However, individual students should not monopolize or dominate discussions, precluding or intimidating others from contributing. When someone is talking, it is expected that everyone will listen and not hold parallel conversations.
- **Phones.** Your phone should be on silent (vibrate turned off) and should be put away in bags. Do NOT use it in class unless specifically asked to do so by the Instructor.
- **Laptops or Tablets**. Expect to use pen and paper, not your mobile device, for note-taking in class. The default use of laptops/tablets is "lids-down" and you should only open up your laptop/tablet when Instructor asks you to do so for a specific task.

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

Attendance

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at https://senate.ubc.ca/policies-resources-support-student-success.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

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All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Audio or video recording of classes are not permitted without the prior approval of the Instructor.

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE SCHEDULE

(Subject to change with class consultation)

CLASS #	CLASS TOPICS	READINGS	ASSIGNMENTS
Class 1 **M Oct 28**	Introduction The Role of the CIO	Chapter 1	**Course Contract** (online)
Class 2 **W Oct 30**	CIO Challenges	Chapter 2	**Group Creator Survey** (online) **Online Discussion** (due on Fri)
Class 3 **M Nov 4**	CIO Leadership IT at Cirque du Soleil	Chapter 3 Case: Cirque du Soleil	
Class 4 **W Nov 6**	The Cost of IT	Chapter 4	
Class 5 **W Nov 13**	The Value of IT	Chapter 5	**Group 1 Tech Talk** (online)
Class 6 **F Nov 15**	IT Project Management	Chapter 6	**Group 2 Tech Talk** (online)
Class 7 **M Nov 18**	IT Crisis Management	Chapter 10	**Group 3 Tech Talk** (online)
Class 8 **W Nov 20**	Managing IT Talent	Chapter 15	**Group 4 Tech Talk** (online)
Class 9 **M Nov 25**	Back to the Role of the CIO	Chapter 19	**Course Evaluation** (in-class)
Class 10 **W Nov 27**	**Case Project Presentations** Course Wrap-Up		**Self-Evaluation** (online) **Group Case Project** (online) **Group Peer Evaluation** (print)
Exam Period	Final Reflection Paper		**Final Paper** (online)