

COURSE INFORMATION

Course title:	Managing Information Technology		
Course code:	BAIT 511	Credits:	1.5
Session, term, period:	2020W1 P7	Class location:	Online via Zoom
Section(s):	001	Class times:	Mon/Wed 14:00-16:00
Course duration:	Nov 2 to Dec 4, 2020	Pre-requisites:	N/A
Division:	AIS	Co-requisites:	N/A
Program:	MBA		

INSTRUCTOR INFORMATION

Instructor:	Dr. Zorana Svedic		
Phone:	n/a	Office location:	Zoom virtual office
Email:	zorana.svedic@sauder.ubc.ca	Office hours:	By appointment

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

We will use **Zoom** to have our classes during the scheduled class times. You will be **required** to provide the name and email address associated with your Zoom account in a Canvas **Welcome Survey** so that we can identify you for class participation purposes.

The online course delivery will consist of asynchronous pre-class prep and synchronous in-class 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.

NOTE: Zoom regularly updates its software to fix bugs that can cause meeting failures. Zoom recommends updating to the latest version of the Zoom client for your device prior to connecting to any meeting. Please follow the instructions available at <https://support.zoom.us/hc/en-us/articles/201362233-Upgrade-update-to-the-latest-version/> to learn how to check for Zoom updates. We recommend checking at least weekly!

LEARNING OBJECTIVES

By the end of this course, students will be able to:

- Show how the IT function supports and enables organizational objectives
- Establish joint accountability for issues that cannot be decided by IT alone
- Involve non-IT senior managers in visioning, strategy making, promoting, and understanding of future technology-based possibilities
- Cope with IT problems you can and cannot anticipate
- Identify emerging IT threats and opportunities

ASSESSMENTS

Summary

Component	Weight
Your IT Story	10%
Online Discussions	10%
Class Participation	20%
Group Tech Talk Project	20%
Group Case Project	20%
Final Reflection Paper	20%
Total	100%

Details of Assessments

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 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.?

ONLINE DISCUSSIONS (10%)

With the exception of the first class, all students must submit their written answers to reflection questions at the end of each chapter, before the class in which we will discuss that chapter. This will mentally prepare you for a worthwhile discussion in class. You can answer the questions in point form, but the points have to be clear enough for reader to understand. It is very important to clearly state the problem or issue, provide a recommendation and your reason for it.

Discussion posts are due by **noon** before class via **Canvas Discussions**. If you cannot attend a class, you are still expected to post your answers for that chapter. The due dates for each discussion are listed online and in the course schedule, and correspond to the chapter readings for that class.

Format: Aim for approximately **300 to 500 words** per entry. Be concise with your comments. Include the **word count** at the end of your post. Where applicable, cite your sources using **APA Citation Style**.

Grading: Each post will be graded as follows: **Complete** (2 pts), **Incomplete** (1 pt), or **Missing** (0 pt)

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 breakout groups. 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 PROJECT (20%)

In small teams, students will prepare and present a topic related to the roles of information technology in businesses. 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 topic areas are provided below. You can either choose one of them or determine your own topic which is aligned with the course objective. There are several sub-topics in each of these areas – focus on the specific ones, you cannot cover them all in 10 minutes!

Topic Area Details:

1. Human-computer interaction + cyborgs

With technology getting smaller and more portable, many devices are extending the capabilities of the human body. What are some emerging issues with HCI? Consider teleoperation, wearables, or other technologies that either enhance or augment the human body.

2. Data Privacy and Security

There is a lot of data being collected daily about you. These include: short recordings of what you say at home (Alexa, Google Home, etc), tracking what you do online as well as your biometrics obtained from wearables. In the wrong hands, this data can have serious consequences. Consider applications to insurance, and implications for data security.

3. Automation and Machine Learning

Many jobs are being automated. Systems are becoming increasingly intelligent and have recently beaten humans at challenging games (including Go). What are the emerging fields that are being automated? What are some approaches to machine learning? What challenges are researchers currently facing? Consider the automation of driving, hiring, resume review, or other routine tasks. Also consider Robotic Process Automation (RPA), or applications to financial audits.

4. Voice/Video Generation & Recognition

AI has been used to classify images, to generate both video and audio, and to do other awesome things. What are the technologies powering these developments? What are some emerging areas in the space? Consider technologies such as Amazon Go, Facebook automatically tagging images, Alexa and Google Home, deep fakes, etc.

5. Business intelligence + Data mining

Businesses collect a ton of information about their customers. How are they using this data to improve their businesses? What types of insights have been made possible with this technology? Stay away from the privacy implications as this is being handled in another topic. Consider: anticipatory shipping, smarter advertising, and influencing the voting population.

6. Identification and prevention of misinformation (fake news)

The spread of misinformation online has led to a variety of companies developing technologies to prevent this problem. Yet, a full-blown solution seems elusive. What are the current developments in this space? What challenges are currently being faced by researchers? Have solutions been developed, if so, by whom?

7. Visual analytics + dashboards

Data can tell a story. Choosing the right visual for the right type of data can make the difference between making your point and confusing your audience. How are researchers tackling the mounting volume of data being created each day and are any businesses taking advantage of the opportunities being created? Consider visual and data analytics, dashboards, etc.

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.

Since these are group project, students will be evaluated on their performance within the group! Each group member must complete the **Group iPeer Evaluation** via iPeer site, which requires team-members to rate the participation of all the members in the group. Individual marks for all group work will be weighted by a peer evaluation. Group members who do **NOT** submit their **Group iPeer Evaluation** by the deadline will be **penalized 10%** of the full Group Projects grade!

FINAL REFLECTION PAPER (20%)

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 **1000 (+/- 200) words** for the reflection. Include the **cover page** with word count, 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.

iClicker Cloud/Reef student response system. You need to set up your free iClicker account and link it to our course, via **iClicker Sync** menu on Canvas. You can participate during live class using [iClicker Reef](#) website or mobile app. See this guide for details: <https://lthub.ubc.ca/guides/iclicker-cloud-student-guide/>

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 zero grade!

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 one week 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? Accessing online 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 and breakout activities in order to enrich the learning experience for everyone. However, individual students should not monopolize or dominate discussions, precluding or intimidating others from contributing.
- **Online Classes.** When attending live-class session, keep your microphone on mute and “raise hand” if you want to comment. Use the chat to post questions or submit answers. Have pen and paper ready for note-taking during the live-class.

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

During online lectures, students are not permitted to use any electronic devices other than the primary one used for attending the online lecture (e.g. laptop or desktop). Only Zoom should be open during the online lecture unless an instructor advises the use of another program/website for an in-class activity. Feedback from students indicates that personal devices are the number one distraction from effective learning and participation in the online learning environment.

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>.

Respect for Equity, Diversity, and Inclusion

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

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.

Academic Freedom and Students Studying from Outside Canada

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

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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 and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor. Students may not share class Zoom links or invite others who are not registered to view sessions.

ACKNOWLEDGEMENT

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

ONLINE TEACHING TOOL & REQUIREMENTS

This course will be taught using Zoom for synchronous classes and office hours.

For this course, you are required to use a Zoom account during synchronous classes and office hours. If you do not have a Zoom account, you can create one here: <https://zoom.us/signup>. Note: creating a Zoom account requires that you provide a first name, last name, and email address to Zoom. For privacy purposes, you may consent to using your existing email address and your real name. Alternatively, if you prefer, you may sign up using an alternative email address and an anonymized name that does not identify you (i.e. Jane Doe, jane.doe@email.com). If you have trouble creating an account, or accessing a Zoom session, please contact CLCHelp@sauder.ubc.ca. You will be required to provide the email address associated with your Zoom account in a Canvas quiz for identification purposes.

To help replicate the classroom experience, make sessions more dynamic and hold each person accountable, both students and instructors are required to have their **VIDEO ON** during Zoom sessions. Students who require an accommodation with regard to the "camera on" requirement must contact their instructors in advance of the first class to discuss options. As professional graduate students, students

are expected to conduct themselves professionally by joining sessions on time, muting mics when not speaking, refraining from using any other technology when in-session, attending in business casual dress (at a minimum), and participating from a quiet environment. Content from synchronous sessions will be selectively recorded per instructor discretion and made available to students on Canvas for a maximum duration of the course length. This is done to allow students the opportunity to return to lecture content to solidify learnings.

COURSE SCHEDULE

(Subject to change with class consultation)

CLASS #	CLASS TOPICS	READINGS	ASSIGNMENTS
Class 1 M 11/02	Introduction The Role of the CIO	Chapter 1	Welcome Survey due Oct 30! Honour Pledge
Class 2 W 11/04	CIO Challenges	Chapter 2	Chapter 2 Questions Your IT Story due Fri 8pm
Class 3 M 11/09	CIO Leadership IT at Cirque du Soleil	Chapter 3 Case: Cirque du Soleil	Chapter 3 Questions
Class 4 F 11/13	The Cost of IT	Chapter 4	Chapter 4 Questions Team Charter due Fri 8pm
Class 5 M 11/16	The Value of IT	Chapter 5	Chapter 5 Questions
Class 6 W 11/18	Tech Talk Presentations		Group Tech Talk Project
Class 7 M 11/23	IT Project Management	Chapter 6	Chapter 6 Questions
Class 8 W 11/25	IT Crisis Management	Chapter 10	Chapter 10 Questions
Class 9 M 11/30	Managing IT Talent Back to the Role of the CIO	Chapter 15 Chapter 19	Chapter 15 Questions
Class 10 W 12/02	Case Presentations Course Wrap-Up		Group Case Project Group iPeer Evaluation Self-Evaluation Course Evaluation
Exam Period	Final Reflection Paper		Final Paper