School of Information Systems & Technology

Course Syllabus: IS328, Management of IT

Term: Spring, 2010

Campus: Boeing Seal Beach

Location: TBD

Day(s) & Time: Wednesday, 6:00 – 9:00 PM

Instructor: Sorin Gudea

Core Faculty Liaison: Benjamin Schooley

Contact Information:
- Office Location: on site
- Schedule of Office Hours: before class and by appointment
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- Email Address: sorin.gudea@cgu.edu
- Cell Phone: 310-503-4500
- Instructor’s Web site:
- Other contact info: swgudea@yahoo.com

Course Description: This course provides students with a deep understanding of what is involved in the Management of IT. The course will focus on three dimensions in the management of IT -- People (organizational change), Process (project management) and Product (key business applications with an emphasis on integration). The course will be structured to provide a thorough grounding in theory before proceeding into applications of theories through case studies and empirical research articles. As such, the course is aimed to provide a broad understanding of concepts relating to the management of technology as well as to introduce specific skills needed for successful IT project management.

Prerequisites: IS303
### IS328: Management of Information Technology

### Objectives for Student Learning (Course and Program):

This matrix includes only MSIST PLO's; some courses will require PLO's for other programs.

### Program Learning Outcomes

<table>
<thead>
<tr>
<th>Graduates are prepared to be leaders in the IS field</th>
<th>Graduates have core IS knowledge</th>
<th>Graduates can integrate IS &amp; business foundations</th>
<th>Graduates have perspective on business and real world</th>
<th>Graduates are able to think analytically and creatively</th>
<th>Graduates have required career-specific skills</th>
</tr>
</thead>
</table>

### Course Learning Outcomes:

**Upon completion of IS328, students will know:**

- Major trends effecting the management of IT: X X X X X
- Principles for assessing the value of IT: X X X X X
- Principles for managing IT projects: X X X X
- Key issues and challenges in managing the IT resource: X X X X
- How to perform strategic analysis to determine where information technology can provide business value: X X X X X X X
- How to evaluate and design an organization’s IT governance: X X X
- How to identify major issues and trends affecting IT leader decision making: X X X X
- How to identify various organizational operating models and align an IT strategic plan accordingly: X X X X X X
- How to plan and manage IT projects: X X X X X
- How to construct a firm’s IT architecture:
Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class participation</td>
<td>20%</td>
<td>Active participation in class discussions demonstrated by meaningful discussions directly related to content.</td>
</tr>
<tr>
<td>Mid-term examination</td>
<td>30%</td>
<td>In-class written exam; open books.</td>
</tr>
<tr>
<td>Case Study Assignment</td>
<td>20%</td>
<td>Presentation of a case study of your choosing (from course case studies) – details to follow.</td>
</tr>
<tr>
<td>Final examination*</td>
<td>30%</td>
<td>In-class written exam; open books.</td>
</tr>
</tbody>
</table>

* Note: The instructor will make a determination whether to replace the final examination with a team project before the second half of the course.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97 and above</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D</td>
<td>67-69</td>
</tr>
<tr>
<td>U</td>
<td>&lt; 67</td>
</tr>
</tbody>
</table>

Books, Readings, and Materials:

Required Texts:


Materials

Additional course materials will be made be available online – as needed – on the Claremont Sakai IS328 website (details to follow).

Full text articles (i.e., the “Required Articles”) listed in the syllabus can be found and downloaded from the CGU libraries website at: [http://libraries.claremont.edu/](http://libraries.claremont.edu/) and looking up the “Electronic Journal” needed to access the required reading article. For example, you would look up “Harvard Business Review” to access an article from that publication.
Required Articles – can be accessed through the Claremont Colleges Library.


A27) N/A.


Case Studies

These are available through CGU’s library – access the *Journal of Cases on Information Technology* online:


Course Requirements:

Mid-Term and Final Exams

Exams will consist of questions and problems aimed at assessing student mastery of course topics. Conceptual questions may be in the form of essay or multiple-choice format. Exams may be split into closed book and open-book sections at the instructor’s discretion.

In class participation:
As an integrative course, with practical case studies and readings, much of the learning is dependent on accessing the combined knowledge and experience of the group. It is everyone’s job to keep the discussion productive and moving forward. In class discussions it is equally as important to talk about how to do something as what to do.

Contributions don’t all have to be original flashes of insight—but they are very welcome! Class members who summarize, clarify, simplify, or suggest what else needs to be covered can also make a valuable contribution. If you are shy about contributing, prepare well and speak longer when you have the floor. If you are confident about speaking in public, focus on increasing the quality-to-airtime ratio of your contributions. Take some risks, but only after you have done the analysis and assessed the evidence.

Case Study Presentation (see Attachment A):
Each student group will be required to discuss one of the case studies that are part of the course materials. The presentation will be limited to 30 minutes, with 10 additional minutes for Q&A. No more than 3 students will participate in each group. Points to be covered in presentation:

1. Company background (name, date, key people)
2. Include references to available literature in your discussion
3. Overview of the case study (issues, decision dilemma, key challenges and opportunities, etc.)
4. Discuss your analysis, or what you believe to be a relevant set of solutions for the case study as it relates to the management of IT. For your analysis, you will apply the framework presented in Enterprise Architecture as Strategy to construct the relevant operating model as presented in the case study. Justify your operating model using specific examples from the case study. Explain why the operating model is/isn’t the most appropriate model for the case study organization. Provide recommendations to the company leadership on what aspects of the operating model should be changed (if any) based on what you know about the company. How should the operating model evolve in the future based on the direction of the organization?
5. Anticipate the conversation that will follow by your classmates so you are prepared to answer questions
6. Demonstrate your knowledge of the course reading material and IT management principles in your presentation.
Final Project (at the discretion of the instructor, the final examination may be replaced by a final project). In that case, the following guidelines apply:

- The presentation will be limited to 30 minutes. You will have 10 additional minutes for Q&A. Feel free to be creative. For example, if there is a “10 question test to assess your IT department’s success”, then let the class take it and see for themselves if the test is beneficial or not. Each group will be required to write a 5-page report on your book/topic analysis.

- Your paper is due the last day of class and must be submitted electronically if you want it returned (it will be returned electronically), otherwise a hard copy is sufficient. No late papers without prior written agreement. You are strongly encouraged to utilize the services of the writing center prior to final submission (all students are entitled to 8 hours free service each semester).

E-Portfolio Requirement: In order to improve its courses, SISAT tries to assess student learning directly. As part of this, and in view of our emphasis on using information technologies, we require that every student in every course must document some aspect of their learning in the course using an e-portfolio. E-portfolios must be done with the Claremont Conversation Online.
(For more details, see: http://administration.cgu.edu/fac/ryant/use_the_CCO_for_eportfolios.htm.)

To satisfy this requirement, an entry in the student’s e-portfolio must be created with the template page for this course, and it must address the learning objectives for the course and program. These are listed in the matrix above and in the CCO e-portfolio page template for this course.

The instructor will determine whether the entry suitably reflects course- and program-related learning. She/he may ask the student to revise and resubmit the entry. There are many possible suitable entries. Possible examples include the deliverables for a class project, a paper written as a result of the course, or a series of blog entries. Any entry is acceptable that demonstrates that the student knows more about the course content than she/he did at the beginning of the course. It is important that the entry be non-trivial, but it need not be a major new undertaking either. Entries are intended to be a representation of what was learned.

This is a special assignment. It is not used in calculation of your course grade; it is a requirement to get a grade. No final grade other than “Incomplete” (except “Unsatisfactory”) will be assigned for the course until you have posted a suitable entry to your e-portfolio. Any e-portfolio entry intended to be used to satisfy the requirement for the course must remain in the student’s CCO e-portfolio for at least one month following the course, to allow time for archival of pages to occur.

Because entries to an e-portfolio provide you with an opportunity to reflect on your learning, we encourage you to create more than the one required entry, to share your entries with your classmates, and to collect entries across your classes—in effect, creating a online collection of postings about what you have been learning. Such collections have value in expressing to yourself and others what you have learned in your degree program.
Policy on plagiarism: Plagiarism will not be tolerated. The minimum penalty for plagiarism is a zero for the assignment; more severe penalties can include failure in the course and expulsion from the program. To avoid plagiarism, do not take credit for the work of others. Obtain permission from the holders of rights to any intellectual property you use, including text, code, images, etc. Provide a full reference for each work used. See http://www.cgu.edu/pages/903.asp for additional information.

General Expectations for Responsible Student Learning

- As a graduate student you are expected to think critically with depth and breadth in all facets of discussion and work.
- Responsible scholarship is expected. (Students are expected to abide by CGU’s code of academic honesty. For more information, please see: http://www.cgu.edu/pages/241.asp as well as http://www.cgu.edu/pages/1132.asp.)
- All communications will be via your CGU email account. If you do not regularly check this account, I suggest that you set up the forward feature on your account so that you do not miss important email communications.
- Class will start and end on time – please make every effort to be prompt.
- Active participation is expected – this will be difficult if you have not done the required readings and/or assignments.
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Required Readings¹ and Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/20/10</td>
<td>Course overview</td>
<td>Case Study Presentation Sign ups</td>
</tr>
<tr>
<td>01/27/10</td>
<td>Strategies (IT Governance)</td>
<td>Article(s): A1, A3, A4, A7, A8, A14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case C1 (Instructor)</td>
</tr>
<tr>
<td>02/03/10</td>
<td>Strategies (IT governance) / Project Management</td>
<td>Article(s): A13; T2: Preface, Ch. 1-5</td>
</tr>
<tr>
<td>02/10/10</td>
<td>Project Management</td>
<td>Article(s): A11; T2: Chapter 6</td>
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<tr>
<td></td>
<td></td>
<td>Case C3</td>
</tr>
<tr>
<td>02/17/10</td>
<td>Project Management</td>
<td>Article(s): A15; T4: Ch. 2 – 3, 5</td>
</tr>
<tr>
<td>02/24/10</td>
<td>Project Management</td>
<td>Article(s): A29; T4: Ch. 6 - 8, 11</td>
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<tr>
<td></td>
<td></td>
<td>Case C5</td>
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<tr>
<td></td>
<td></td>
<td>In class project</td>
</tr>
<tr>
<td>03/03/10</td>
<td>The Value of Information Systems and Information</td>
<td>Article(s): A10, A12, A16, A21, A25</td>
</tr>
<tr>
<td></td>
<td>Technology</td>
<td></td>
</tr>
<tr>
<td>03/10/10</td>
<td>MID-TERM EXAM</td>
<td>(none)</td>
</tr>
<tr>
<td>03/17/10</td>
<td>Spring Break</td>
<td>(none)</td>
</tr>
<tr>
<td>03/24/10</td>
<td>IT Risk Management</td>
<td>Article(s): A17, A20; T3: Ch. 1 - 3, 5, 8 - 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case C6</td>
</tr>
<tr>
<td>03/31/10</td>
<td>Leadership and Management</td>
<td>Article(s): A23; T1: Intro, Ch. 1 &amp; Part 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case C8</td>
</tr>
<tr>
<td>04/07/10</td>
<td>Leadership and Management</td>
<td>Article(s): A05; T1: Part 2; T2: Ch. 9</td>
</tr>
<tr>
<td>04/14/10</td>
<td>ITIL</td>
<td>Case C7</td>
</tr>
<tr>
<td>04/21/10</td>
<td>CIO Trouble</td>
<td>Article(s): A18, A19, A28; A2, A22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case C4</td>
</tr>
<tr>
<td>04/28/10</td>
<td>Security and SOX</td>
<td>Article(s): A9, A26</td>
</tr>
<tr>
<td>05/05/10</td>
<td>Change and Emerging Technology Management;</td>
<td>Article(s): A6, A24; T2: Ch. 7, 8</td>
</tr>
<tr>
<td></td>
<td>Outsourcing/Offshoring</td>
<td>Case C2</td>
</tr>
<tr>
<td>05/12/10</td>
<td>FINAL EXAM</td>
<td>(none)</td>
</tr>
</tbody>
</table>

**Date of Last Revision:** [01/18/2010]

¹ Readings are required as preparation prior to classes.
Addendum: Personal Portfolios Using the Claremont Conversation Online

The conversation.cgu.edu website is now available to act as a personal portfolio site for faculty, students, alumni, and staff at CGU. It's been used to support classes with blogging and collaborative writing for the past two years, and now has been upgraded to include portfolio capabilities.

Why use it?

- **Are you a student looking for a job?** Set up your portfolio so that people searching for you find your professional portfolio and not your Facebook account. Claremont Conversation has a very high Google rank, meaning that your portfolio is likely to be on the top of the results page. You can keep your account even after you graduate, making it a good way to start building a web presence.

- **Do you want to publicize your research?** It is incredibly easy to post papers online, allowing Google to index your papers and return them when people search for academic work online.

- **Make life easier for your adviser.** Post your qualifying portfolio online to show progress towards your degree.

- **Build a portfolio of assignments for a class.** Professors can have students create course portfolios to enable them to see each other's work, their progress throughout the course, and to act as a safe and secure space online.

Reasons to use conversation.cgu.edu:

- **It's easy to setup a portfolio.** One of our three design goals has been to make the portfolio component as easy to use as possible. It is very similar to a wiki, except that we have some AJAX goodness for simple file and image embedding.

- **You can use all types of media.** Upload pictures, files, embed videos from Google or Youtube, or embed slideshows from Flickr.

- **You can easily see your peers' work.** Through tags, you automatically see similar pages that your peers have constructed whenever you edit a page.

- **You have control over the structure, content, and permissions of your portfolio.** Often, portfolio software forces you into a pre-defined template. We let you setup your portfolio however you want, and allow you to restrict access to any class pages you don't want made public.

Getting Started:

1. **You can use your normal computer (or email) account; no extra logon required!** Just go to http://conversation.cgu.edu and sign on like you would to your email. This works for both the staff/faculty and the student networks.

2. **Click on the "Your Pages" tab on the top of the screen.**

3. **Choose a portfolio template and start editing!** If you've already created a portfolio, but want to start a new one from the SISAT template, just click on the "Delete" link on your homepage.

**Note:** Every student is expected to post at least one entry to her/his Claremont Conversation Online portfolio for each class they take. The post is to reflect something that the student learned in the class. No grade other than “Incomplete” (except “Unsatisfactory”) will be issued to any student who has not posted a suitable entry to her/his portfolio by the end of the term.
Attachment A: Case Study Assignment

Today’s business managers can rarely talk about implementing business solutions without talking about how information technology aligns with the business/organizational needs. This group project provides students with an opportunity to assimilate the information learned and devise an IT focused solution/recommendations to an interesting organizational problem. The class will be divided into groups of 2-3 students and each group will choose a case study for describing an IT organizational and/or management challenge/opportunity. Groups will analyze the case study and construct a presentation describing the problem, the analysis, the chosen solution and/or recommendations, a clear and concise justification for the chosen solution/recommendation, and the implications for IT.

The majority of the presentation should focus on the analysis, solution justification and IT implications. Tools for analysis should draw upon frameworks from course readings. The group will present in one of the class sessions designated by the instructor. The presentation will be no longer than 30 minutes and a question and answer session will follow. All group members should participate in the presentation. The solution could include more than one type of solution and/or recommendation choice, but presenters will need to provide justification for including each option.

This is meant to be at the strategy/management level and NOT at the system design level. It is NOT required to provide detailed diagrams of individual technology components (i.e. ER diagrams, process flow diagrams, or networking components). Nor is it necessary to include a highly detailed cost analysis or project budget in most cases. The purpose of this assignment is to use the concepts learned in this course to create a general IT based solution that aligns with common business problems and to utilize course frameworks to provide a sound justification for that solution. The readings should be referenced as well as any other sources you wish to include (though unnecessary).

The project will be graded on a scale between 1 – 5 on each of the following items:

1. Depth of analysis. Were frameworks used well and appropriately?
2. Quality of solution/recommendation. Does solution/recommendation align with the organization’s needs as presented in the case study? Does student demonstrate knowledge about the case and the analytical process?
3. IT Management Context. Were the implications for IT well thought out?
4. Participation. Did the student actively participate in the group work and presentation?
5. Presentation. Was the case study presented clearly, concisely, and within the time allotted?
6. Class rating. Did the other students in the class find the case study presentation useful and well constructed?

Total: 20 points (20% of grade).