Lee Business School, UNLV
MIS 744 – Information Systems Strategy

Class Meets: Monday 7 pm to 9:45 pm in BEH 218
Note: special sessions of this class held at other times. See course calendar pp. 2-3.

Course Objective
The objective of the course is to offer an understanding of the relationship between business opportunities and information technologies. The course will discuss current IT topics of strategic importance to the success of organizations. To accomplish this, key topics will be supplemented by lectures and case discussions.

Learning objectives
At the end of the course the students will be able to:
(i)   Identify key business information systems issues
(ii)   Understand opportunities offered by information technologies
(iii)   Work in a team to identify a problem, understand potential business and technical solutions, and recommend a solution for a business client.
(iv)   Present the results of study and recommendations to business client executives in written and oral form.

Course Materials

There is no book to buy. We'll use readings from the library and all over.

There are some Harvard cases to buy at very modest prices. See HBSP case packet at http://cb.hbsp.harvard.edu/cbmp/access/52753256 for Harvard type cases.

See reference list below schedule for citations to cited readings available through UNLV Library.

Accessibility

I know that all of you have very busy schedules, as do I. It is my intent to be as accessible as possible to help you with the learning process.

Please do:
• Feel free to contact me by email if you have a question about the course.
• Free to contact me by telephone if you have a question that will require some discussion.
• You may use my mobile number, however, please use email rather than voicemail for messages.
• There is no need to notify me if you'll have to miss class.

Course Calendar to be revised as needed.

Session	Theme	Readings	Deliverables & Activities
Aug 29	**Course Introduction**		Organize Groups Class Visits 7:15 City of Las Vegas 8:00 City of North Las Vegas
Sept 1	**Extra session** **Site visit: City of North Las Vegas—2:00 pm** When Thu Sep 1, 2016 2pm – 3pm Pacific Time Where 2250 Las Vegas Blvd. N, Room 521, North Las Vegas NV 89030 Check in with security and request badge for access to 5th floor		
Sept 5	**Labor Day Holiday—no class**		
Sept 6	**Extra session** **Site visit: City of Las Vegas—3:30 pm to 4:30 pm** 5th floor conference room City Hall 495 S Main St, Las Vegas, NV 891015th floor conference room Park in garage across Main Street (500 S Main). Parking ticket will be validated.		
12			Client Class visits: 7:00 Silverton Casino 7:30 The Smith Center 8:00 Maverick Helicopters
13	**Extra Session** **Site Visit: The Smith Center for the Performing Arts—3:30 pm to 4:30 pm** 361 Symphony Park Avenue, Las Vegas, NV 89106 **Arrival instructions TBA**		
14	**Extra session** **Site visit: Maverick Helicopters—3:30pm to 4:30 pm** 4th floor conference room 3909 S Maryland Pkwy		
15	**Extra Session** **Silverton Casino—12:00 noon** 3333 Blue Diamond Rd, Las Vegas, NV 89139 **Arrival instructions TBA—RSVP to Dr. Peffers**		
19	**1. Innovation**	(Atkinson 2016) (Downes and Nunes 2013) (Spencer and Kirchhoff 2006)	**Library Briefing** Rhyolite Room, Library ground floor, 7:00 pm **Group Project choices**
26	**1a. Innovation**	Case 1: BGI, 2014 (Abernathy and Clark 1985)	

Oct 3	**2. Impact on Business Models**	Case 2. TaKaDu, 2014 (DaSilva and Trkman 2013)	
10	**3. Justification/ Funding**	Case 3. San Francisco Airport, 2013 (Dos Santos 1991) (Harrison, et al. 2002), pp. 109-118	**Project Milestone #1**
17	Work as team to advance project		
24	**4. Service Value Co-creation**	Case 4. Prodigy, 2014 (Vargo and Lusch 2004)	
31	**5. Sourcing/ Transaction Cost Economics**	Case 5—SAP (Williamson 2008) (Thouin, et al. 2009)	
Nov 7	**Project team meets with client to set project deliverable end goals one month out from delivery. Work with team members to address Mid-project recommendations from professor.**	Case 3. San Francisco Airport, 2013 (Dos Santos 1991) (Harrison, et al. 2002), pp. 109-118	**Project Milestone #2**
14	**6. Project Delivery**	Case 6: GE, 2014	
21	**7. Governance**	Case 7: WestJet, 2013	
24-25		**Thanksgiving Holiday observed**	
28	*Project Presentation Dress Rehearsals*		
Nov 29-Dec 9	**Final client presentation on site for client** **Present final report to client at time of presentation**		
Dec 5 Study Week	**Work on Projects with team** **Teams set individual meetings with the professor.**		
Dec 12	**Final Exam Scheduled**		

References

Abernathy, W.J. and K.B. Clark, "Innovation: Mapping the winds of creative destruction," *Research policy*, 1985, 14: 1, pp. 3-22.

Agredano, R., "Difference Between Business Casual & Business Attire," *Chron section of the Houston Chronicle (online)*, 2016,

Atkinson, R., "Technology may disrupt occupations, but it won't kill jobs," *Technology*, 2016,

Binkley, C., "Business Casual Can Be Complex, Especially for Women," *Wall Street Journal (online) 2016*, 2016,

DaSilva, C.M. and P. Trkman, "Business Model: What it is and What it is Not," *Long Range Planning*, 2013,

Dos Santos, B.L., "Justifying investments in new information technologies," *Journal of Management Information Systems*, 1991, pp. 71-89.

Downes, L. and P. Nunes, "Big bang disruption," *Harvard business review*, 2013, pp. 44- 56.

Harrison, S., J. Herbohn, E. Mangaoangand J. Vanclay, *Socio-economic research methods in forestry: a training manual*, Rainforest CRC, 2002.

Patrick, M., "Do's & Don'ts of Proper Business Dress," *Chron section of the Houston Chronicle (online)*, 2016,

Smith, R.A., "Wardrobe advice for men as office fashion returns to casual; saks fifth avenue courts male shoppers replacing suits with polished sporty looks; the surprising cost of an office-casual ensemble.," *Wall Street Journal (Online)2016.*, 2016,

Spencer, A.S. and B.A. Kirchhoff, "Schumpeter and new technology based firms: Towards a framework for how NTBFs cause creative destruction," *International Entrepreneurship and Management Journal*, 2006, 2: 2, pp. 145-156.

Thouin, M.F., J.J. Hoffmanand E.W. Ford, "IT outsourcing and firm-level performance: A transaction cost perspective," *Information & Management* 2009, 46, pp. 463- 469.

Vargo, S.L. and R.F. Lusch, "Evolving to a new dominant logic for marketing," *Journal of Marketing*, 2004, 68, pp. 1-17.

Williamson, O.E., "Outsourcing: Transaction Cost Economics and Supply Chain Management," *Journal of Supply Chain Management*, 2008, 44: 2, pp. 5-16.

Class Demeanor

This class should be treated, professionally, as an "outside meeting." Your fellow class members and I are your professional colleagues. It is important that your appearance and deportment are appropriate.

Regular class meetings. You should appear on time for class and dressed in, at minimum, clean, neat, casual clothing. Hats (unless religious garb), tee shirts, dungarees discouraged. Bringing in food is inappropriate; water or soda is OK.

Presentations. For class presentations you are expected to dress in business casual or business dress. For client presentations in business attire. See (Agredano 2016;Binkley 2016;Patrick 2016;Smith 2016)

Conduct of the Course

This class is a true seminar. This means that the means of learning will be reading, presentation, discussion, and project. There will generally not be lectures by the professor.

Class time will be used primarily to discuss readings and cases. Each of us should bring our own experiences to the class as the lens through which to interpret the readings and issues.

Prepare for class sessions by reading the assigned material in advance. This is essential. For each class bring in your prepared notes. These should consist of commentary about the readings, so that you are prepared to discuss the readings critically.

For each paper or chapter in the readings, please think of four questions for discussion:
1. What is the problem that the paper is addressing?
2. How does it address the problem?
3. How well might the methodology be used in practice or how well does the paper describe how to use the methodology?
4. What limitations to use of the methodology do you see? Do you think that it would work well in practice?

Class Participation

Class participation involves participation during lectures, tech updates and case presentations. Here are some additional pointers regarding participation:

If you almost never speak out in class or miss several classes, you will receive a participation grade of 3 or lower. If you rarely say anything inspired, your participation grade will be in the 4 range (depending on how "occasionally" and how well prepared you are). "Inspiration" - the path to a "5" participation grade – involves such actions as:

- applying conceptual material from the readings or the lectures
- doing a bit of outside reading and applying it in the discussion
- integrating comments from previous students
- reaching back to something said previously in the discussion that is pertinent to the discussion at the moment
- taking substantive issue with a classmate's analysis
- pulling together material from several places in the cases and readings
- drawing parallels from previous cases and readings
- tying in briefly an experience you have had that is relevant to the discussion
- generally demonstrating that you have carefully read the assigned readings
- not dominating class discussion

Note: being overly loquacious will not help your participation grade. The expectation is that you should be able to make your point quickly and concisely so that others may also contribute.

Attendance

Prepared participation is a very important part of this class. I will collect your word-processed, printed preparation notes at the end of the class period and record them as "prepared attendance" for that day.

Missed sessions obviously cannot be made up, i.e., you cannot participate retrospectively. You may not email the notes or bring them in later. If you miss a session, I will assume that you did so because you were attending to business that was more important, so there is no need to make apologies. That said, some consideration can be made for involuntary absences, such as military service, in-patient hospitalization, a death in your immediate family, or the like, provided that all of your absences can be documented as involuntary. I automatically excuse absences of up to two individual class sessions.

Please do not attend class if you have influenza or "flu-like" symptoms.

Project

Our clients, tentatively include:

City of Las Vegas
City of North Las Vegas
The Smith Center for the Performing Arts

Silverton Casino
Maverick Helicopters

Scope

Your project report will include an analysis and recommendations to your client about their IT strategy. I suggest that you focus on one, two, or three of the themes that we address in our course; those that seem most relevant and interesting to you. If you addressed all of them, it would be hard to analyze them in depth.

Project Deliverables

Client selection
Milestone presentations (2)
Dress rehearsal presentation
Final presentation
Final written report

See the course calendar. Your mark for the project will be a holistic evaluation of the deliverables, plus, if used, a peer evaluation of your contributions.

Course Evaluation

Preparation and participation   25%

     (your general performance in class, prepared attendance)

Case presentation   25%

Project evaluation   50%

     (a holistic evaluation of all deliverables, in terms of timeliness, form and content, including reports and presentations)

Marking items for evaluation. I use a qualitative marking system as follows:

Not performed, 0	Fair and satisfactory, 3	Brilliant, 5
Not as expected, 1 or 2	Good, 4	

Most assignments won't have a 5 in the class.

Case presentations

Throughout the semester, student teams will be assigned to start the class discussion of the case for the week. Here is what I expect you to do.

1. If you are presenting a case, present it as if you were an outside consultant making a recommendation to a client, e.g., a firm's executive committee. Present your interpretation of the problem, its importance, alternative solutions, and your recommendations. No more than 15 minutes.

2. If you are presenting a research paper, distill the reading into a terse description of the research problem, methodology, and results. <u>This must not take more than 3-5 minutes. Do not lecture on the reading.</u>
3. Take a position on the reading with your analysis of such issues as (~10 minutes):
    a. What are the inferences of this reading for practice?
    b. How practical are the techniques, methods, or heuristics suggested by the reading?
    c. Could you easily come up with the data required to implement what the reading suggests or evaluate it afterword?
    d. How valuable would the results of the reading be?
    e. Specific questions suggested by the reading and whatever you think might be interesting.
4. Entertain questions from the class.
5. Sit down. We'll engage the discussion as a class.

Preparedness, professionalism, and depth of thought all contribute to your evaluation.
Common mistake: too many slides.

POLICIES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within** the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or **within** the first 7 calendar days of the course for summer and modular courses**,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

https://www.unlv.edu/provost/teachingandlearning
https://www.unlv.edu/provost/transparency

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library—Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.