

EASTERN CONNECTICUT STATE UNIVERSITY
SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES
DEPARTMENT OF BUSINESS ADMINISTRATION

BIS 461 Seminar on Information Systems and Business Strategies

Mon 4.10-6.55, Spring 2008, Webb 307 and Groton via audioconferencing

Spring 2008

Instructor: Dr D Petkov, petkovd@easternct.edu, ph. 4650264

Office: Webb Hall 446, **Office hours:** Monday 2.45-3.45 pm; Tuesday 2-5 pm; Wed 1-2 pm.

Student consultations during office hours and by appointment.

Students should check the Blackboard site for the course and their Blackboard email at least twice a week for instructions related to the course.

Course Catalogue Description:

Prerequisites: BIS370 or equivalent

Capstone course in business information systems, open only to seniors. Focuses on the entrepreneurial and administrative tasks of a general manager who must formulate and implement strategy for a new or established IT business. Involves strategies for developing or modifying a firm's business model in light of the capabilities of information systems and the remaking of markets and management processes.

Course learning objectives: After the completion of the course you will be able to:

1. Develop an understanding about challenges of managing the IT function in a network economy.
2. Identify IS planning activities and IS strategy.
3. Understand internetworking infrastructure and issues of availability
4. Understand storage infrastructure: storage systems architecture and networked storage
5. Understand business continuity issues
6. Understand monitoring and managing the data center
7. Manage diverse IT infrastructures and the IT function and understand the relevance of the Information Technology Infrastructure Library in IT management.
8. Develop ability to conduct a team project on IS management.

Personal development student goals: This is a course on IT strategy formulation with emphasis on Storage Infrastructure Planning. The above goals will be pursued through the parallel development of analytic and information search skills, communication skills, development of self discipline and ability to cope with change and work under pressure individually and in small teams. Besides Storage technology Fundamentals (covered with the assistance of a generic higher education course developed by EMC Corporation and granted to ECSU for use) you will be introduced also to one of the most important IT industry innovations today, ITIL.

Methods and instructional materials employed: The course objectives will be pursued through class discussions, small group work on a project, work with the textbook (bring it to class please each session), through homework assignments, library and Internet search.. We are grateful to EMC Corporation for providing for this course the training materials in its Storage Technologies Fundamentals training course to ECSU as part of our participation in the EMC academic alliance program.

How to Prepare for Class

Prior to each class, please read, think about, and make notes of the key ideas, supporting arguments, and major issues presented in the readings and cases. When cases are assigned for class discussion, as a first level of preparation, you should be very familiar with the details of the case. Beyond the stated case facts,

you should be ready to assume the role of the key protagonist (s) identified in the case and be prepared to state what actions you would take and why.

A Word on Class Attendance and Participation

Class participation is required in every session.

Considering the interactive nature of the class sessions and the, class participation is an important part of the learning experience in this course. Some students are shy, or come from backgrounds where speaking in class is not rewarded. I will endeavor to provide a supportive environment in class, and in return ask that you contribute to the class by participating in our discussions.

*The objective is to have a stimulating discussion and to examine ideas carefully. It is very appropriate to be critical of ideas, it is entirely **inappropriate** to be critical of the individuals offering their ideas!*

Please make every effort to attend all sessions. Poor attendance will affect the quantity and quality of your class participation, and therefore your final grade.

Class Participation Grade

The class participation grade will reflect my judgment of the quality and quantity of your contribution during class sessions over the course of the semester. You should attend class prepared to discuss the assigned readings, answer questions, and contribute to class group discussion. In particular, I expect every student to participate in the case discussion. I may randomly call on a student to summarize the "facts" of the case. It is highly recommended that you prepare a one-page case brief listing the major issues/opportunities, and challenges, as well as your recommended solution alternatives.

The following are some general guidelines that I use to grade class participation. It will be based on how you participate in threaded discussions and also on class work. If you almost never speak out in class or miss several classes, you will receive a participation grade no better than C. If you speak occasionally but rarely say anything inspired, your participation grade will be some sort of B (depending on how "occasionally" and how prepared you are). The path to an A participation grade involves things like, (1) applying conceptual material from the reading or the lecture, (2) doing a bit of outside reading and applying it in the class discussion, (3) integrating comments from previous students, (4) reaching back to something said previously in the discussion that is pertinent to the discussion at the moment, (5) taking substantive issue with a classmate's analysis, (6) pulling together material several places in the case and readings, (7) drawing parallels from previous cases and reading, (8) tying in briefly an experience you have had that is relevant to the discussion, (9) generally demonstrating that you have carefully read the assignments and give them careful thought. *I prefer not to call on students who do not raise their hands, but in the absence of volunteers, or if you have been silent in class for several sessions, you can expect to be called on to contribute.*

Required textbook: L Applegate, R Austin, F Warren McFarlan, Corporate Information Strategy and Management, 6th ed, McGraw Hill 2003.

EMC Corporation. Storage technology Foundations, 2007

Additional materials that are relevant for particular topics will be recommended in class additionally. You have to prepare in advance for every week, following the schedule below.

Requirements for completion of the course: To successfully complete this course the student must pass the examinations and complete the term project and assignments. Much of the learning in this course occurs

during class. It is very important to be prepared for class and to join in the discussion. You will also probably find class more interesting if you are a participant and not just an observer!

Grading is as follows:

Midterm exam	10%
Group Term project and presentation (in teams of four)	25%
Research paper on a specific topic (individually)	10%
3 Class mini projects	15%
Three tests/quizzes, 3 % each	9%
4 Individual homeworks, 4% each	16%
Class participation	5 %
Final exam	10%

Your midterm grade is based on H1, H2, Midterm test, Miniproject 1 and Quiz1.

Homeworks and projects are to be submitted on via webct, typed, single spaced in 12pt font. Do not send them as attachments to emails. The details of the homeworks deadlines and the term project are found below. For submissions that are late more than a week there will be a penalty of 20% unless a medical certificate is provided. For submissions made after 2 weeks past the deadline there will be a 30% penalty. If you miss a quiz or a test, please provide a certificate to the instructor at the make-up quiz/test to be held always 7 days after the original one 15min before the class session at 3.45pm.

The individual research papers and the team project papers must be submitted by the deadlines as no extensions are possible. They need to be written in compliance with the University of Wisconsin Madison Writing Guidelines for Planning and Writing Research Papers that can be found in <http://www.wisc.edu/writing/Handbook/Assignments.html>. Use APA style notation.

The Projects requirements are described in the Project area of this course's WebCT site. The project grade will be based on the following components: Fully completed draft report: 10%; Final report – 15%, based on the project report and also on the report by the team leader on the specific contribution of every team member and organization of the work which will influence variations in the grade of a particular student and the presentation.

The individual research papers are supposed to be at least 2000 words long but up to 2600-3000 words. Each paper will be completed individually and separately by two students (or one depending on the decision of the instructor). The paper (as a Word file) has to be submitted to the instructor by the Saturday preceding the planned discussion of the paper according to the syllabus, by 7pm via the webct link for research papers. It will be then posted by the instructor in the instructions for Unit 2 (see the syllabus) and the students are expected to read it before the class that is following. The students will have to answer for each paper one or two threaded discussions questions defined by the instructor and provided at the lesson in which a paper is to be discussed. The student answers will count towards their participation grade.

The miniprojects are conducted in teams of 2. They require that the student is prepared in advance in order to finish the task in class within 100 mins and submit it via WebCT. No late submissions will be allowed. If a student misses a class for some reason, their counterparts will have to work alone and the actual student will still have to submit the mini-project work after doing it on his/her own as an attachment in webct email within 2 weeks from the date of the miniproject. Usually a miniproject is about 2-3 pages long.

The **grading scale** will be 93-100 =A; 90-92=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 72-76=C; 70-72=C-; 67-69=D+; 63-66=D; 60-62=D-, 0-59=F.

Accommodation of students with disabilities:

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at 465-5573. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please understand that the instructor cannot provide accommodations based upon disability until she/he has received an accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated.

COURSE SCHEDULE

Schedule of sessions: Sometimes there will be lectures, or small group work. The student is supposed to prepare for each session in advance covering on their own the material. The sessions in class will be in the form of a review of important highlights of the particular chapter, quizzes, cases and exercises. Please bring your text books always to class.

Schedule of Topics covered

Unit	Lecture Topic	Reading Assign	Projects/Assignments Announcements
One, starting 01.28	Applegate Introduction and ch 1 Luftman ch 1. On the relevant writing skills that you will practice in this course.	Buy the Applegate book from the bookstore and bring it always to class. You can read Luftman ch 1 at the Library electronic repository for BIS450. Read also Ch 2,3 and Appendix to ch 4 Applegate before next session.	Each week the student is responsible to read the material covered during unit. Project Introduction. See deliverables and milestones. Individual papers introduction
Two 02.04	Applegate ch 2 pg 43-56 Applegate ch 3 pg 79-83 Applegate ch 4 – appendices A-C Alter – the WSM Introduction and strategy formulation	Ch 2 ,3,4 Applegate	Homework 1 due 02.08.
Three 02.11 02.18 is a holiday	Applegate Ch 5, ch 6- 179-187, Applegate ch 7 and revision	Revise past material Read the Alter papers on the WSM from 2002 and his 2007 article in IBM Systems journal (provided in the Subject resources of Blackboard Vista).	02.11. Revision. 02.11 Quiz 1 02.11. Miniproject 1 in class (As –Is and To-Be analysis of the IT function in the case related to your team project, applying SWOT analysis, Porters five forces model and other relevant techniques like WSM – work system snapshot. Students need to be

			<p>prepared on the theory side in order to be ready to work in class)</p> <p>Homework 2 due Feb 22nd</p>
<p>Four 02.25 and 03.03</p>	<p>2.25 ITIL Introduction 3.3. Introduction to Storage technology – section 1</p>	<p>Read the ITIL ppt Read the materials for this unit from EMC</p>	<p>02.25 Project Review</p> <p>02.25.Miniproject 2 (IT strategy at Addison bank)</p> <p>03.03. Midterm exam</p> <p>3.3. Project review</p>
<p>Five 03.10 and 03.24 03.18 is a break</p>	<p>Storage technologies – module 2</p>	<p>Read the materials for this unit from EMC</p>	
<p>Six 03.31</p>	<p>Consolidation of storage – parts of section 3 of Storage technologies And revision</p>	<p>Read the materials for this unit from EMC</p>	<p>03.31 Miniproject 3 in class (on storage systems design cases)</p>
<p>Seven 04.07 and 04.14</p>	<p>Business Continuity – EMC section 4.1 , local and remote replication, backup and recovery in storage technologies Plus Applegate ch 9</p>	<p>Read the materials for this unit from EMC</p>	<p>4.7 Quiz 2</p> <p>Homework 3 due 04.12 4.7- Student paper presentations (topics 1-7) and threaded discussions on them</p> <p>04.13. Submission of completed draft of the full project report for instructor feedback, or with 10% penalty -at the very latest by April 18th</p>
<p>Eight 04.21</p>	<p>Applegate ch 8 Student research paper presentations on 4.21</p>	<p>Read Applegate ch 8</p>	<p>04.26 Final Team project due- no extensions possible</p> <p>04.21. Remaining student research paper presentations on 4.21 – and threaded discussions</p>

Nine 04.28	Monitoring and managing the data center EMC- materials from EMC corporation Applegate Ch 10	Revise and read the EMC materials	05.1. Homework 4 due 04.28 Team Project presentations
Ten 05.5	Revision,		05.05. Quiz 3

Academic Honesty and Writing Policy Statement

Among the primary purposes of a university education is the development of abilities and attitudes necessary to engage thoughtfully and ethically with the ideas of others--so that you make fully, accurately, and appropriately clear in your writing (or speaking) where and how those others have influenced your thinking and your conclusions. These abilities and attitudes are generally part of the larger concept of "academic honesty."

Academic honesty involves taking responsibility for your own education, completing all work required of you on your own, and contributing thoughtfully and fully to any group work assigned or sanctioned by your instructors. In more straightforward terms, academic honesty means not cheating on tests and not plagiarizing. Generally, there are two kinds of plagiarism: intentional and unintentional. Acts of intentional plagiarism include turning in a paper obtained from a roommate, friend, or web site as your own, or cutting and pasting together a paper from several such sources.

According to the ECSU Student Handbook, Academic Misconduct is punishable in a number of ways, including expulsion from the university.

Unintentional plagiarism usually occurs when students do not understand the rules and procedures for properly quoting, paraphrasing, and citing source information. As a rule of thumb, remember 1) for exact words (whether full sentences or phrases), use quotations marks or a block indentation, together with an in-text citation; 2) for a summary or paraphrase, show exactly where the source begins and exactly where it ends by introducing the borrowing with a comment about it and closing it with an in-text citation. If you have any questions or concerns about this policy, it is your responsibility to raise them and ask for clarification until you are certain of its meaning.

Individual research paper topics BIS461

A student needs to consider not only the source provided by the instructor but also at least 3-4 different other relevant sources for the topic and to present a synthesized argument as a Word report and a PPT presentation – both to be submitted to the instructor by Saturday 7 pm before the session with presentations.

Some articles listed here as starting points for your paper have links to Communications of AIS, other articles can be found in subject resources in Blackboard Vista. Others you must find and download using the library databases like ABIInform (at most 10% of your facts may come from other free internet sources which means also that almost no trade magazines should be used for your analysis, instead use refereed sources or quality, detailed industry publications)

- 1.Strategic alignment between IT and business – old and new issues J. Blood
- 2.[Developments in Practice VII: Developing and Delivering the IT Value Proposition](#)
Volume 11 Article 25 April, 2003 + others, C Oberdorf
- 3.[Developments in Practice XV: Information Delivery: IT's Evolving Role](#)

- Volume 15 Article 11 February, 2005 and also [Developments in Practice XXVII: Delivery ITFunctions: A Decision Framework](#), Volume 19 Article 35 June, 2007+ others B Zoll
- 4 [Developments in Practice XXIV: Information Management: The Nexus of Business and IT](#)
Volume 19 Article 3 March, 2007 T.McAvoy
- 5 [Developments in Practice XI: Developing IT Professionalism](#)
Volume 12 Article 20 October, 2003 J Shafiee
- 6 [Developments in Practice V: IT Sourcing: Build, Buy, or Market](#)
Volume 9 Article 8 September, 2002 and [Developments in Practice XIV: IT Sourcing - How Far Can You Go?](#) Volume 13 Article 31 June, 2004 J Marden
7. Global Outsourcing Issues (contact your professor for starting points) R. Benoit
- 8 [Developments in Practice XVI: A Framework for Enhancing IT Capabilities](#)
Volume 15 Article 36 May, 2005 I Torres
- 9 [Developments in Practice XIX: Building Better IT Leaders – From the Bottom Up](#)
Volume 16 Article 38 November, 2005 A.Minton
- 10 [Developments in Practice XXIII: Creating and Evolving a Technology Roadmap](#)
Volume 18 Article 21 October, 2006 J Finney
- 11 [New Developments in Practice I: Risk Management in Information Systems: Problems and Potential](#) Volume 7 Article 13 September, 2001 M Walcott
- 12 [New Developments in Practice IV: Managing the Technology Portfolio](#)
Volume 9 Article 5 August, 2002 L Shields
13. [Developments in Practice XXVIII: Managing Perceptions of IS](#)
Volume 20 Article 47 November, 2007 R. Doiron
14. Information Technology Infrastructure Library overview and professional certifications and training available <http://www.itlibrary.org/> and others B Holder
15. How is ITIL relevant for Change management and other issues in managing change in software <http://www.itlibrary.org/> and others
16. How is ITIL relevant for managing service level agreements and what is essential in the body of knowledge about service level agreements. <http://www.itlibrary.org/> and others
17. Unresolved challenges in IT strategic management- G. Scott, Communications of the Association for Information Systems (Volume 16, 2005) 904-936, K. Blaim
18. How ITIL is relevant for incident management and problem management and what else is essential in the respective body of knowledge about these two issues. <http://www.itlibrary.org/> and others
19. Software release management – major issues and how ITIL is applicable to it. <http://www.itlibrary.org/> and others
20. Capacity management – major issues and how ITIL is applicable to it. <http://www.itlibrary.org/> and others

BIS461 Group Project :

You will be working in groups of several students determined by your instructor. A set of case studies on different topics is provided by the instructor. The one that is allocated to your group is different from the rest but the issues are similar in nature. The topics and the reading material on each case are provided separately by your instructor.

On the basis of the information of the case study, supplemented with any additional assumptions that might be needed and which you need to define in writing at the outset within your project report, plus assumptions related to the storage needs of the company that will be provided by your instructor, develop:

A strategic IS plan to sustain competitive advantage over the next 5 -10 years on the particular problem considering the technology described in the case as a description of the current situation and which should focus on the following three areas:

1. Define the mission, vision for the strategic plan, starting assumptions and the parameters of 2 scenarios that you apply in your plan.
2. Design and justify appropriate information technology storage infrastructure.

You will use the information from the course materials(the book, the EMC materials and any other materials used in class (you will need to study some of these topics in advance on your own and other relevant sources).

Your plans need to employ techniques that are relevant according to the all the material covered. If appropriate the proposed alternative or options need to be prioritized using SMART. You need to apply the work systems snapshot and other relevant aspects of the definition of the problem in the work system method approach, analysis of the work system life cycle for the problem, apply SWOT analysis and Porter competitive forces analysis.

You are strongly encouraged to use where necessary also other sources in addition to the book for the relevant types of plans, especially those quoted in the book.

The completed projects need not to be longer than 15 pages single spaced text, including any figures and tables and list of references. They need to be submitted first as a fully completed draft according to the schedule in the syllabus and then in a revised form after getting feedback from the instructor , according to the deadlines in the syllabus. In addition, each team should present a PPT presentation on their project to be submitted with the final Word document. Both the documentation and the slides need to be submitted in electronic format. No delay is possible.

The project defense by each team will take place on a date to be announced by the instructor in the syllabus schedule and the best projects are expected to participate in the School Student Research Excellence Expo.

The students are encouraged to seek consultations on the project at latest two weeks before the deadline for the draft as afterwards they will not have any time to complete the project. Hence the work needs to be planned well. The contribution of each team member will determine the grade she/he receives in this project.