**School of Administrative Studies**

[**Faculty of Liberal Arts and Professional Studies**](http://www.atkinson.yorku.ca)

**York University**

**Course Outline  
AP/ADMS4511 M Managing and Implementing Strategic Information Systems**

**Term: Winter 2020**

**Course Instructor**

Marius Dobre,

Atkinson Building,

E-mail: mdobre@yorku.ca

Please send email messages from inside the YorkU.ca domain only. Plain text only, NO attachments of any kind. Email from outside the YorkU.ca domain may be blocked.

Office Hours: By appointment only.

**Schedule**

Tuesday 4:00 pm- 7:00 pm

Location: TBD

First day of class: Tuesday Jan 7, 2020

Last date to add a course without permission of instructor: January 19, 2020   
Last date to add a course with permission of instructor: February 3, 2020

Last date to drop a course without receiving a grade:  March 13, 2020

If you withdraw between March 14 and the end of classes, the course remains on your transcript without a grade and is notated as “W”.

Last day of class – Tuesday, April 5, 2020

Exam schedule: April 7-25, 2020

**Course Overview**

Information technology (IT) is a critical resource for many of today’s businesses and often constitutes the single largest capital expenditure of a firm. We refer to strategic information systems to describe IT resources that are directed towards achieving the firm’s business goals and strategies. Strategic information systems provide competitive advantage and have enabled radically lower cost structures, new and innovative levels of customer service, new products, new markets, changes in the nature of many jobs and relationships with key stakeholders such as customers and suppliers.

This course seeks to provide a new generation of managers with a solid foundation for ongoing learning about using IT to enable strategy and obtain more value from IT. In this course, we take the strategic perspective of the general manager and study how firms derive more value from their IT investments. The course focuses on the strategic impact of IT and business value of strategic information systems that can be achieved rather than the details of the technology itself. Issues in this course will revolve around theneed to align IT and business strategies with special consideration to IT governance and the IT-business relationship. This course will also help students to understand how strategic alignment of IT can be instrumental in integrating organizational resources and shaping core business capabilities, further integrating tactical and operational levels. An IT background is not required and this is not a ‘technical’ course.

**Learning Objectives and Outcomes**

This course introduces students to the use of information systems to satisfy strategic business needs. It concentrates on developing the students’ competency in current/emerging issues in creating and coordinating the key activities necessary to manage the day-to-day IT functions of a company. Topics include: IT management processes, IT governance, IT organizational structure, value of IT, role of the CIO, outsourcing, managing emerging technologies, change management, and human resource considerations.

Specifically, the course will focus upon the following learning objectives:

1. Understanding the importance of information technology (IT) in today’s business
2. Evaluating the alignment between IT and business strategy
3. Understanding the IT strategic planning process and assessing the challenges and opportunities derived from emerging technologies
4. Understanding the decision-making process in IT investments
5. Understanding the role of the Chief Information Officer and IT-business communications
6. Assessing the challenges and opportunities derived from changes in the IT and business environment

Learning Outcomes:

At the end of the course students should be able to:

1. Explain the planning activities associated with the development of an IT strategy
2. Explain how IT processes and IT strategy are aligned with the company’s business strategy
3. Explain the IT integrated approach between people, processes and systems

**Prerequisites**

Students are personally responsible for ensuring that they have the required prerequisites as stated in the course outline or the course calendar. Students who do not have the prerequisites or a signed prerequisite waiver are at risk of being dropped from the course at any time during the course. The department will not be responsible for refunds resulting from students being dropped from a course due to a lack of the appropriate prerequisites.

**Required Course Materials**

1. The Chief Information Officer's Body of Knowledge: People, Process, and Technology

Author(s): [Dean Lane](http://library.books24x7.com.ezproxy.library.yorku.ca/SearchResults.aspx?qdom=author&scol=%7ball%7d&qstr=Dean%20Lane)

Publisher: [John Wiley & Sons](http://library.books24x7.com.ezproxy.library.yorku.ca/books.aspx?imprintid=35)

ISBN: 9781118043257

Offering solutions for many of the problems CIOs face, this unique book addresses the Chief Information Officer's role in managing and running IT as a business so the IT department may become a full strategic partner in the organization's crucial decisions.

1. Executive's Guide to IT Governance: Improving Systems Processes with Service Management, COBIT, and ITIL®

Author(s): [Robert R. Moeller](http://library.books24x7.com.ezproxy.library.yorku.ca/SearchResults.aspx?qdom=author&scol=%7ball%7d&qstr=Robert%20R.%20Moeller)

Publisher: John Wiley & Sons

ISBN: 9781118138618

Helping you identify current strengths and weaknesses of your enterprise IT governance processes, this practical book explains IT governance and why it is important, along with tips for creating strong governance, risk, and compliance with IT systems process.

**Supplementary readings**

Online resources/magazines:

CIO, CIO Insight, Datamation, Baseline, Wired, Fortune, Information Week, Economist, Business Week, Forbes, etc.

**Grading Scheme**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Deliverable** | **Group assessment** | **Individual assessment** | **Weighting** | **Due date** |
| Midterm exam  - sessions 1 to 5 |  | √ | 20% | Session 6 |
| Team Research Project | √ |  | 20 % | Final report - session 10  Team project presentation - session 12 |
|  |  |  |  |  |
| Team case presentation assignment | √ |  | 10% | At the beginning of class as per the schedule below. Students must sign up for cases in advance and changes will not be permitted.  Assignments must be submitted via Turnitin.com ***before*** the case is presented or a zero grade will be awarded. |
| Discussion questions / Participation | √ |  | 10% | Weekly; best 8 out of 10 will be used for grading; |
| Final exam |  | √ | 40 % | Session 13 |
| **Total** | **40%** | **60%** | **100%** |  |

**About the Grading Scheme**

* **Team case presentation**

As part of the learning experience in this course, we will analyze a number of real-world based cases dealing with the management and implementation of strategic information systems.

Students will work in groups to analyze and present in class the selected case. The presenting team is expected to analyze the case carefully and discuss the issues raised in the case or by questions assigned by the professor. Presentations are expected to take 30 minutes for both presentation and class discussion time. The presenting team is expected to take the lead for both aspects of the discussion.

Deliverables:

* The presenting team will prepare slides and do a write-up of the case. The write-up should not exceed three (3) pages.
* A ‘who did what’ list must also be provided.

All deliverables must be posted to the course site. The presenting team may use a variety of strategies that will encourage class participation. Credit will be given for creativity in presenting the case.

The rest of the class will be required to generate discussions by raising issues and asking questions to the presenting team. Each non-presenting team will provide summary feedback to the presenting team on the following:

* The issues raised by the presenters
* Issues that should have been considered by the presenting team
* Strengths and weaknesses of the presentation (style, content, etc.)

The summaries are due by the next class and must be posted to the course site.

* **Discussion questions / participation (in class, weekly, and in teams)**

The objective is to have students give due consideration to the in class assigned case and help them prepare for the class discussion. Discussion questions will be completed in-class and will contain a critical analysis of the case presented by the instructor.

* **Team research project**

Students will form project teams depending on class size to ensure equal distribution.

The teams will conduct a research project on a topic of choice out of the list below.

1. Skills building for the IT professional
2. IT talent retention
3. Strategic alignment
4. IT portfolio management
5. Project requirements
6. Business continuity planning
7. IT governance and COSO internal controls
8. COBIT and the IT Governance institute
9. Project and program management for IT
10. Impact of social media computing
11. Enterprise content management
12. Fundamental governance concepts
13. Service level agreements, Val IT
14. Office of the CIO

Each group will choose one of the following options as a basis for their research project.

1. **Option 1**: Find a company that has conducted a project on one of the above topics.
2. **Option 2**: Research the HBR archive, and identify a case on one of the above topics.

The research project should focus on key issues or themes related to the implementation, management or use of a strategic information system. Issues include strategic planning, IT governance, project management, IT organisational structure, change management, post implementation performance review, training, among others.

The focus of the team project is to document the considerations involved in management’s decision on selected topic and should consider the following criteria:

* Critical evaluation of the selected topic
* Description of the new technology, process, people or IT governance shortcomings
* The link between IT and business strategy,
* The difficulties and successes of the selected topic implementation in the work place,
* Costs and benefits
* Justification for the investment and challenges of implementation
* Stakeholder analysis
* Assessment of the areas for improvement that you identified and what you would have done differently.

**Project Expectations**

The core learning objectives of the project for students are that they (i) learn about how actual organizations can and are dealing with decisions pertaining to critical information technology resources and (ii) develop the research skills required for ongoing learning of these and related issues that may be relevant to their careers in the IT management field. The project reports should be analytical and go beyond a mere description of the situation in the organizations. They should emphasize the strategic information system issues being tackled and include recommendations on how key challenges or opportunities might be addressed.

**Project Deliverables**

Students will present a description of the research project (interim report), a final written report and a final presentation. The project report should be constructed as a business report. It should have a title page, an executive summary page, a table of contents and figures, the report itself, and appropriate appendices and illustrations.

A research project should be approximately 2000-3000 words. Students are required to conduct background research and obtain supporting information and documentation to support their viewpoints and arguments.

Hand in a paper copy and also submit via turnitin.com. Please write succinctly. I would much rather see an exacting shorter paper than a wordy lengthy paper. Thus, keep the incremental knowledge high, in proportion to the number of words used!

Teams will present their research projects to the entire class at the end of the semester. Each team will give an in-class presentation of its project lasting no more than 15 minutes. This will consist of 10 minutes for the actual presentation and 5 minutes for questions. The limited presentation time makes it imperative for the group to organize what is to be presented. Visual aids should be used to make the presentations interesting to the audience. However, these must be well designed and clear. All team members should take part in the presentation. The group presentation is a very important part of the class learning and an excellent practice. The slide set is due for grading on the day of the presentation. No report is required.

Team assignments will be assessed for the following:

• Conceptual understanding and insight

• Clarity of argument and expression

• Quality of investigation and basis for conclusions

• Conclusions and / or recommendations

• Persuasiveness and clarity of oral and written presentation

• Effectiveness when answering questions

• Contribution to class learning

The project submitted should be original work. A group that submits a project that is not original work will be subject to the university’s policy regarding academic honesty offences.

**Assignment Submission**

All written assignments including the team project should be submitted in class and via Moodle on the due date.

Please use staples only and do not include extra binding or folders. All documents should have the student’s name, number, email address and course section.

It is the student’s responsibility to ensure that all assignments are received in an accessible format on or before the due date. Late assignments will receive a grade of zero.

**Midterm and Final Examination**

The midterm and final exam will cover text material, as well as the related class/textbook discussion and any supplementary material. It will contain a mix of questions requiring short and medium length discussions/essays.

If the midterm examination is missed due to an illness, the weighting of the midterm exam will be re-allocated to the final exam. A student will require prior approval from the course director and a completed medical form (physician's statement) as provided by the Registrar’s Office: <http://www.atkinson.yorku.ca/Council/Students/physicianStatement.pdf>

Physician statements need to be from the same day as the midterm or day after. Physician statements older than one day after the date of the midterm exam will not be accepted.

If a student misses any other assignment, he or she will receive a grade of “0” for that piece of course work.

**Course Schedule**

| **Session** | **Date** | **Topic** | **Readings** | **Discussion case (detailed guidance provided below)** | **Case presentation** | **Activity/ deliverable** |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | January 7, 2020 | Office of the CIO  Developing an IT Strategy | Lane  Ch. 14, 9 | - | -  Case Study 1-1 | - Form project teams  - Select team case  - Select hand-in assignment |
| 2 | January 14, 2020 | Strategic Alignment  Information Technology Portfolio Management | Lane  Ch. 8, 12 | 1 | In-class practice  Case Study 2-1 |  |
| 3 | January 21, 2020 | Collaboration and Teamwork  A New Paradigm for Managing a Suite of  Business Processes Inexpensively | Lane  Ch. 1,11 | 2 | Team 1  Case Study | -Case discussion  - Case write up (presenting team)  Written case feedback (non-presenting teams)  Generate 2-3 ideas for the team project |
| 4 | January 28, 2020 | Fundamental Governance Concepts and Sarbanes-Oxley Rules  COBIT and the IT Governance Institute  Service Level Agreements, itSMF (IT Service Management Forum) , Val IT, and Maximizing IT Investments  Application Systems Implementations and IT Governance  - *Presentation Description of Research Project (5 min)* | Moeller  Ch. 2  Moeller  Ch. 5, 17 | 3 | Team 2  Case Study | -Case discussion  - Case write up (presenting team)  Written case feedback (non-presenting teams)  Project Description Presentation |
| 5 | February 4, 2020 | IT Governance Issues: Project and Program Management  Requirements | Moeller  Ch. 16  Lane  Ch.15, 16, 17 | 4 | Team 3  Case Study | -Case discussion  - Case write up (presenting team)  Written case feedback (non-presenting teams) |
| 6 | February 11, 2020 | Mid Term Exam – In Class | | | |
|  | February 18, 2020 | Reading Week (February 15-21)  No class | | | | |
| 7 | February 25, 2020 | IT Governance:  Project Risk Management  Project Cost Estimation  Managing Project Quality | Lane  Ch. 16, 17, 18 | 5 | Team 4  Case Study | -Case discussion  - Case write up (presenting team)  Written case feedback (non-presenting teams) |
| 8 | March 2, 2020 | IT Governance:  ITIL and IT Governance Institute  Service Management | Moeller  Ch.6  Lane  Ch. 21 | 6 | Team 5  Case Study | -Case discussion  - Case write up (presenting team)  Written case feedback (non-presenting teams) |
| 9 | March 9, 2020 | IT Governance  IT Service Catalogues: Realizing Greater Value form IT Services  Outsourcing and Offshoring | Moeller  Ch. 12  Lane  Ch. 23 | 7 | Team 6  Case Study | -Case discussion  - Case write up (presenting team)  Written case feedback (non-(presenting teams) |
| 10 | March 16, 2020 | Organizing the IT department  Career Path – Retaining and Developing Your Best and Brightest  The CIO Career Guide  - *Final Research Reports Due* | Lane  Ch. 3, 7 | 8 | Team 7  Case Study | Final Research Reports Due  -Case discussion  - Case write up (presenting team)  Written case feedback (non-presenting teams) |
| 11 | March 23, 2020 | IT performance  Project Reviews  Competitive Application of Technology  Cloud Computing, Virtualization and Portable, Mobility Computing | Lane  Ch. 10  Moeller  Ch. 9 | 9 | Team 8  Case Study | -Case discussion  - Case write up (presenting team)  Written case feedback (non-presenting teams) |
| 12 | March 30, 2020 | IT Ethics and Security  Strategic Information Security Management  Creating and Sustaining an Ethical Workplace Culture  - *Presentation of Final Research Project Report (10-15 min)* | Lane  Ch. 25  Moeller  Ch. 20 | - | - | Project presentations |
| 13 | April 7-25, 2020 | Final Exam (exact date TBD) | - | - | - | - |

**Additional Information / Notes**

**RELEVANT UNIVERSITY REGULATIONS**

**Deferred Exams:**Deferred standing may be granted to students who are unable to write their final examination at the scheduled time or to submit their outstanding course work on the last day of classes. Details can be found at <http://myacademicrecord.students.yorku.ca/deferred-standing>

Any request for deferred standing on medical grounds must include an Attending Physician's Statement form; a “Doctor’s Note” will not be accepted.

DSA Form: <http://www.registrar.yorku.ca/pdf/deferred_standing_agreement.pdf>

Attending Physician's Statement form: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>

In order to apply for deferred standing, students must register at

<http://apps.eso.yorku.ca/apps/adms/deferredexams.nsf>

Followed by handing in a completed DSA form and supporting documentation directly to the main office of the School of Administrative Studies (282 Atkinson) and add your ticket number to the DSA form.  The DSA and supporting documentation must be submitted no later than five (5) business days from the date of the exam.  These requests will be considered on their merit and decisions will be made available by logging into the above mentioned link. No individualized communication will be sent by the School to the students (no letter or e-mails).

Students with approved DSA will be able to write their deferred examination during the School's deferred examination period. No further extensions of deferred exams shall be granted. The format and covered content of the deferred examination may be different from that of the originally scheduled examination. The deferred exam may be closed book, cumulative and comprehensive and may include all subjects/topics of the textbook whether they have been covered in class or not.  Any request for deferred standing on medical grounds must include an Attending Physician's Statement form; a “Doctor’s Note” will not be accepted.

**Academic Honesty**: The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. The Senate Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist.

Students should review the York Academic Honesty policy for themselves at:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at:

<https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

**Grading Scheme and Feedback Policy:**The grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) shall be announced, and be available in writing, within the first two weeks of class, and, under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for ‘full year’ courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:

*Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible.* For more information on the Grading Scheme and Feedback Policy, please visit: <http://www.yorku.ca/univsec/policies/document.php?document=86>

**In-Class Tests and Exams - the 20% Rule**: For all Undergraduate courses, except those which regularly meet on Friday evening or on a weekend, tests or exams worth more than 20% will not be held in the two weeks prior to the beginning of the official examination period. For further information on the 20% Rule, please visit: <http://secretariat-policies.info.yorku.ca/policies/limits-on-the-worth-of-examinations-in-the-final-classes-of-a-term-policy/>

**Reappraisals**: Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work.  Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed. For reappraisal procedures and information, please visit the Office of the Registrar site at: <http://myacademicrecord.students.yorku.ca/grade-reappraisal-policy>

**Accommodation Procedures:** LA&PS students who have experienced a misfortune or who are too ill to attend the final examination in an ADMS course should not attempt to do so; they must pursue deferred standing. Other students should contact their home Faculty for information. For further information, please visit: <http://ds.info.yorku.ca/academic-support-accomodations/>

**Religious Accommodation**: York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. For more information on religious accommodation, please visit:  
<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

**Academic Accommodation for Students with Disabilities (Senate Policy)**

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder. For more information, please visit the Counselling and Disability Services website at <http://www.yorku.ca/dshub/>

York’s disabilities offices and the Registrar’s Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. For more information on alternate exams and tests please visit <http://www.yorku.ca/altexams/>

Please alert the Course Director as soon as possible should you require special accommodations.