

MBA 631-01
MANAGEMENT OF INFORMATION TECHNOLOGY SERVICES
FALL 2001
MEMORANDUM OF UNDERSTANDING

PLACE

Class sessions will be held in 204 Joseph M. Bryan School of Business and Economics.

TIME

6:30 p.m. to 9:20 p.m. on Wednesdays.

FACULTY MEMBER

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APPOINTMENT TIME

3:00 p.m. to 5:00 p.m. on Wednesdays only. You are encouraged to stop in during office hours to talk about any problems or suggestions you may have concerning the course, careers, benefits of advanced courses in operations management, or things in general. If you want to talk to the professor and find the appointment hours to be inconvenient, feel free to schedule any other appointment time.

DESCRIPTION OF THE COURSE

Management challenges and methods for insuring quality and providing information technology services including training, system maintenance, user support, system evolution, and communications. Throughout the course IT refers to information technology.

PRE-REQUISITE COURSES

Admission to the MSITM program, ISM 611, ISM 612, or permission of the MSITM.

READING MATERIALS

Holtznider, B. and Jaffe, B. D. (2001). IT Manager's Handbook: Getting Your New Job Done. San Francisco, CA: Morgan Kaufman Publishers. This book will be referred to as H&J throughout this Memorandum of Understanding.

Walker, G. (2001). IT Problem Management. Upper Saddle River, NJ: Prentice Hall PTR. This book will be referred to as W throughout this Memorandum of Understanding.

A packet containing 5 cases.

The text books are available for purchase at the UNCG Bookstore (located at the Elliott University Center). The cases packet will be procured by the UNCG Bookstore by September 15th, 2001. Students should have the text available for each class session and the cases for the appropriate class session.

GRADING

The course grade is based on an in-class written exam, one written case analysis, a term paper (done

individually or in a group of two students per group), class participation and contribution, and the ACID Test. Grades are based on the following "absolute" scale (i.e., there will not be any "curving").

	Points	Date
In-class written exam	75	October 10, 2001
Written case analysis	75	
Term paper	100	December 5, 2001
ACID Test	75	December 12, 2001
Class participation and contribution	75	

TOTAL	400	

A ≥ 360; A- ≥ 347; B+ ≥ 334; B ≥ 320; B- ≥ 307; C+ ≥ 294; C ≥ 280; C- ≥ 267; F < 267.

IN-CLASS WRITTEN EXAM

The in-class written exam will be held on October 10, 2001 (during the entire class session). The in-class exam is closed-book, and closed-notes. The exam will include ten short answer questions (i.e., multiple choice, true/false, short answer questions, etc.) and one essay question. The exam content will be drawn from the text book, specific journal articles, video films, and class discussions using the objectives listed in the schedule of sessions as a general guideline.

WITHDRAWAL

The last date to drop courses without receiving academic penalty is October 12th, 2001 (Friday).

WRITTEN CASE ANALYSIS AND CASE DISCUSSIONS IN CLASS

Each student, during the fifth session (on September 26th, 2001) of the course, is to select a case for written analysis. The written analysis is due on the appropriate day of the case discussion in the class. Unless otherwise instructed, the individual should view the issues from the stand-point of the manager who has been assigned to review the situation(s) of concern or interest to the firm. The specific issues to be covered are given in the schedule of sessions section of this memorandum of understanding. The written analysis is his/her report/recommendations on that/those situation(s). Much of the grade beyond a "passing score" depends on the student's ability to go beyond the "average" solution and provide innovative approaches, solutions, and appropriate implementation. Please detail out any assumptions made in your written analysis.

The faculty member will facilitate the discussion for each of the cases. The case analyzers for the day will be called upon to present their arguments. The case analyzers may wish to come prepared with transparencies in substantiating their position. The rest of the class is to take on the role of the top management/implementation team (in the organization) which has made this assignment and wants to ensure that the recommended decisions are thoroughly evaluated, if necessary, modified, and implemented. This means that those of you who have not formally analyzed the case in writing are expected to have read the case in enough detail to be able to participate, meaningfully, in the discussion. This will, of course, entail extensive discussions of the recommendations.

Students should work on this written analysis on an individual basis (not in groups). Individuals should neither seek nor receive help from friends and family in completing this written analysis. The written analysis should be typed, and double-spaced on 8.5" by 11" paper. No minimum or maximum length is specified, although the written analysis should not typically exceed 15 pages in length. Individuals are requested to refrain from repeating the details provided in the case (just to fill up space) in their written analysis. That is, individuals are requested to cover the topics thoroughly, but efficiently. Do not add verbiage for the sake of length. Feel free to include diagrams, films, photos, sketches, or other types of illustrations in your written analysis. Oversized charts or drawings should be folded to the 8.5 " by 11" format. In preparing, the written

analysis, write from an objective view, in third person. Do not use the words "I", "We", or "You". Use subheadings to correspond with specific issues posed for the individual case. It should be noted that appropriate credit will be given to those individuals who are in a position to integrate their analysis with readings presented outside the case in the text material and other journal articles. The written analysis will be graded on organization, thoroughness, insight of analysis, and written communication skill.

The individual written analysis is to be submitted at the beginning of the class period on the day of the case discussion. Late submissions will not be accepted. Each student should attest that "I HAVE ABIDED BY THE ACADEMIC HONOR POLICY ON THIS ASSIGNMENT" on a separate cover page of the individual written analysis. The cover page should also include the number and title of the course, title of the assignment, and the name of the student.

TERM PAPER

Each student group (consisting of two students) is to write a paper on one aspect of managing information technology services (developing and managing customer expectations, performance measurement, quality management, measuring investments in information technology, asset protection, network controls and security, implementation of enterprise-wide resource planning systems, etc.) as it relates to a specific organization. This would entail a good review of the literature (of at least 8-10 articles and books) on that subject and an analysis of that aspect as it relates to the organization. The journals that could be referenced are MIS Quarterly, Journal of Management Information Systems, Decision Sciences, Information Systems Research, Industrial Management & Data Systems, Information & Management, Computer World, Information Week, Quality Progress, and the like. The paper should be based on questionnaire survey/structured interviews of employees, line managers, or staff personnel in the organization to obtain an understanding of the topic being studied. You should review the literature and develop the framework on the topic before you begin to list the Questions for the interview/survey Questionnaire. Feel free to seek the advice of the professor on the framework developed as well as the list of questions for the questionnaire/structured interview.

In addition to analyzing the topic as it exists in the organization, the paper should make recommendations for improvement where appropriate. In general, the report should be written from the view point of an objective information technology professional writing to an audience familiar with business in general. However, it should be noted that the audience might neither be familiar with the issues, decision/problem areas, and techniques of managing information technology services (at the level of ISM 631-01) nor with the specific organization being analyzed. The outline of the paper could run as follows: Introduction, Review of the Literature, Development of a Framework, Research Methodology, Details of the Organization, Analysis of the Findings from the Study, Conclusions, and References. The introductory section should include what is the study all about, to which audience is the paper intended, why is the study important or what can the audience gain from reading the paper, and an outline of the rest of the paper. The second section should culminate with a subsection on the major findings and gaps from the review of the literature. It should be noted that the term paper should be addressing specifically some of those gaps. The third section on the framework should be a culmination of the findings and gaps from reviewing the literature on the subject. Probably, this section could include testable hypotheses. The fourth section should elaborate on the specific methodology (case study with structured interviews and/or survey questionnaire) adopted to study the framework generated in the earlier section. The fifth section should present the details of the organization (such as nature of the business, types of products/services and customers, specifics of information technology at the organization, organizational chart, financial data, if any, etc.). The sixth section should focus specifically on the analysis of findings as they relate to the framework. The conclusion section should elaborate on what were the lessons learned from the study which could help the reader. In this section, you could include recommendations, if any, for the organization. Please submit an abstract (including the title of the paper, topic of study, name of the organization, and specific contacts you have with the organization, etc.) of the paper to the professor by September 12, 2001.

Each student group is encouraged to develop the outline as we progress through the course. This approach will not only reinforce your learning, but also distribute the work associated with the term project more evenly

over the semester. Feel free to discuss your term paper project with the professor as it is being developed. The paper should be typed (maximum 12 point size lettering), double-spaced on 8.5" by 11" paper, and appropriately paginated. No minimum or maximum length is specified, although the papers are typically 20 to 25 pages long. Cover the topics thoroughly, but efficiently. Do not add verbiage for the sake of length. Include diagrams, photos, sketches, or other types of illustrations that will clarify your presentation.

Each student group should discuss its term paper in class on December 5th, 2001. Each presentation (lasting not more than 5 minutes) will be followed by a 5 minute question/answer session. The discussion should focus only on the highlights of the paper. Refrain from regurgitating the written paper (in its entirety) in your presentation. If need be, feel free to use one or two transparencies to elaborate on your thoughts. For each class session an overhead projector and screen will be provided.

The term paper and discussion will be graded on organization, thoroughness, insight of analysis/recommendations, written communication and class presentation skills. It is highly recommended that a project management approach be taken for ensuring the timely completion of the project. The best papers will be entered into the 2002 APICS Student Paper Competition.

The term paper assignment is to be submitted at the beginning of the class period on December 5th, 2001. Late submissions will not be accepted. Each member of the group should attest (with a signature) to the statement that "WE HAVE ABIDED BY THE ACADEMIC HONOR POLICY ON THIS ASSIGNMENT" on the cover page of the term paper assignment. The cover page should also include number and title of the course, title of the assignment, and name(s) of the student(s).

ACID TEST

The ACID Test will be held on December 12th, 2001 (6:30 p.m. to 9:20 p.m.) as a "live"/interactive/guest speaker presentation/final examination on managing information technology services operations at Thomasville Furniture Industries, Inc. (TFI) The ACID Test is named as an acronym for Analysis and Application, Content and Conceptualization, Integration and Implementation, and Decision making and Discrimination.

A note on the "live" case (viz., TFI) will be handed out to the students on December 5th, 2001. At 6:30 p.m. on December 12th, 2001 a comprehensive (essay) question (or a set of questions) on that case will be given to the students. Then the guest speaker will present for about twenty (20) minutes. The next 40 minutes will be devoted to a question/answer session. Students should refrain from asking any Questions while the speakers are making the presentation. Each student is restricted to one question during the question/answer period. Students can have a "second helping" of questions only after each student has taken the opportunity to ask at least once. The guest speakers will leave the classroom at 7:30 p.m. Then the students can begin writing the answer(s) to the final exam question(s) so as to finish by 9:20 p.m. The in-class written exam is closed book and closed notes. The only items to be brought to the final exam are the note on TFI, blank sheets of paper for writing the answer(s), and a calculator. Students may choose to type the answers on a lap top computer or using one of the computers (if the labs are open at that time) in the Bryan School.

CLASS PARTICIPATION AND CONTRIBUTION

Each student should be prepared for an insightful discussion of all aspects of the material assigned for each class session, be it text and/or cases. Students should be prepared to answer questions, discuss mini-cases and cases, and comment when called upon to do so in the class. Students will be evaluated at each session on the quality (not quantity) of their participation/contribution. Class contribution/participation points will be accumulated based on how perceptively a student analyzes the situation being studied, the usefulness of the observations and suggestions made by the student, and the student's ability to put across ideas with clarity and conviction. Class attendance alone will not directly count towards the points to be accumulated through class participation/contribution. However, poor attendance will dramatically reflect in a student's participation/contribution grade. That is, a student cannot participate/contribute if absent from the class. As a further consideration, material obtained from class discussions could be used for answering question(s) on the in-class written exam as well as the ACID Test.

RE-EXAMINATION POLICY

As a rule, re-examinations will not be held. Absence from the in-class written examination due to illness, summons to jury duty, or any other compelling reason should be backed by the appropriate documents (e.g., medical certificate, etc.) in order to qualify for a re-examination. If possible, meet/talk with the professor before missing the examination to discuss the circumstances.

PEDAGOGIC APPROACH

Lecture presentations, video films, and case analysis will be used. The "lecture" sessions will rely on the socratic method to the extent possible. Each student should be prepared to discuss the assigned readings/cases for each class session. The assigned questions given in the memorandum of understanding (MU) are only for the purposes of developing your thoughts on the subject. They are not representative of the type of question(s) that can be expected on the exam. The list of questions is not an exhaustive one. The MU provides a general plan for the course; deviations may be necessary.

COGNITIVE COURSE OBJECTIVES

Upon completing the course, the student should be able to:

- 1) Understand the challenges faced by IT service managers of today.
- 2) Discuss the role of competitive priorities for enhancing IT service in the organizational value chain.
- 3) Elaborate on issues related to the setting up and operating an IT service center.
- 4) Describe the Problem Management Process model.
- 5) Understand the role of service level agreements and problem management in terms of the internal customer relationship model.
- 6) Measure quality and productivity in IT services.
- 7) Understand the essentials in designing an effective IT service delivery system.
- 8) DetailOut the approaches to be taken in recruiting and retaining quality IT personnel.
- 9) Understand the essential features of the IT budgeting process.
- 10) Understand how "IT inventory", Total Cost of Ownership, and Asset Management enhance the organizational performance of the IT organization.
- 11) Elaborate on the mechanisms of IT security and disaster recovery management.
- 12) Acquire a thorough understanding of the inter-relationships between the strategic and tactical role of IT service function and other functional areas (such as marketing, operations, finance, etc.) in order to effectively lead a world-class IT service organization.

TECHNOLOGY APPLICATIONS

There would be extensive coverage of the issues relating to managing information technology services in the course.

ETHICAL PERSPECTIVES

Ethical issues are fairly closely tied to information technology services. There would be some coverage of these ethical issues as they relate to the course.

GLOBAL PERSPECTIVES

Global perspectives are becoming more and more relevant in all economies. There would be some coverage of these global perspectives in this course.

POLITICAL, SOCIAL, LEGAL, ENVIRONMENTAL, AND REGULATORY ISSUES

Political, social, legal, environmental, and regulatory issues, to the extent applicable, will be covered in this

course. It is anticipated that the coverage would be minimal.

IMPACT OF DEMOGRAPHIC DIVERSITY

The impact of demographic diversity is germane to the study of information technology services. There would be some coverage of this issue in the course.

BIOGRAPHIC SKETCH OF FACULTY MEMBER

Vidyaranya B. Gargeya is an Associate Professor in the Department of Information Systems and Operations Management Department in the Joseph M. Bryan School of Business and Economics at the University of North Carolina at Greensboro. He currently teaches in the undergraduate, graduate, and executive programs. He holds a bachelor's degree in Chemical Engineering from Andhra University, Visakhapatnam (India), a Post Graduate Diploma in Management from the Indian Institute of Management, Bangalore, and a Ph.D. in Business Administration from Georgia State University. He has considerable work experience as an engineer, and manager in the petroleum industry. Dr. Gargeya has taught at the University of Strathclyde (Glasgow, Scotland), Fachhochschule-Ludwigshafen (Germany), University of Hartford, Georgia State University, and the Jammalal Bajaj Institute of Management Studies, University of Bombay (India). His teaching and research interests include Operations Management, Global Operations Strategy, Total Quality Management, Supply Chain Management, Information Technology for Operations Management, and Service Operations Management. He has published in journals such as *Journal of Operations Management*, *International Journal of Production Research*, *Computers & Industrial Engineering*, *Industrial Management & Data Systems*, *Omega*, *International Journal of Quality and Reliability Management*, *Case Research Journal*, etc. Dr. Gargeya has served on the Board of Examiners of the North Carolina Quality Leadership Award and he has also consulted with Fortune 500 companies.

SCHEDULE OF SESSIONS

SESSION #	DATE	TOPICS AND ASSIGNMENTS
1	8/22	<p>INTRODUCTION TO MANAGING INFORMATION TECHNOLOGY SERVICES H&J Chapter 1 (What is an IT Manager?). Video Film: FedEx (12 minutes).</p> <ol style="list-style-type: none"> 1) Discuss the factors/challenges that make the IT manager's job a difficult one. 2) Elaborate on the "New Strategic Value" of IT. How can the IT Manager keep the IT personnel stay focused on that? 3) Elaborate on how the Input/Output Model relates to IT services. 4) Discuss the relationship between effectiveness, efficiency, and productivity of IT services. 5) Describe how the "Journey to Excellence" model fits the IT function. 6) Discuss how Porter's Model applies to IT services. 7) Based on the facts provided in the video film on "FedEx", discuss the role played by IT services in the enhancing the order winners and qualifiers of FedEx over the last 25 years.

8) Critique the framework for IS Management.

2	8/29	<p>STRATEGIC PLANNING FOR INFORMATION TECHNOLOGY H&J Chapter 3 (Managing your IT Team): Pp. 50-53, and 64-67. Mini-Case: The Boeing Company. Video Film: Boeing Computer Information and Support Systems (10 minutes).</p> <ol style="list-style-type: none"> 1) Discuss the mechanisms by which the IT staff could be kept focused on the IT tasks. 2) Elaborate on the relationship of IT strategy and tactics. 3) An IT organization wants to develop a telecommunications capability to prepare for new services the firm is now considering. Discuss strategic plan for such a change. 4) Discuss the following article: <ol style="list-style-type: none"> a) Reich, B. H. and Benbasat, I. (1996). Measuring linkage between business and information technology objectives. <i>MIS Quarterly</i> 20 (1): 55-81. 5) Discuss Porter's model as it relates to the IT function in an organization. 6) Based on the facts provided in the video film on "Boeing Computer Information and Support Systems", discuss the role played by IT services in the Boeing organization. 7) Based on the mini-case on "The Boeing Company", elaborate on the approaches used by the company to pursue its vision(s).
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SESSION #	DATE	TOPICS AND ASSIGNMENTS
3	9/5	<p>USER SUPPORT SERVICES H&J Chapter 4 (User Support Services). W Chapter 1 (Introduction to Problem Management). W Chapter 2 (Service Center Organization). W Chapter 3 (Maintaining a Service Catalog). Mini-Case: A Computer Company. Video Film: First Bank Systems: Management Information Systems (14 minutes). Video Film: American Greetings Corporation: The Information Processing Control Center Story (10 minutes).</p> <ol style="list-style-type: none"> 1) Describe the procedure in setting up an IT service center (help desk/information center/service center). What are the potential problems that need to be looked into for ensuring an effective IT service center? 2) Elaborate on the Problem Management Process. 3) Differentiate between the Immediate Response Model and the Managed Response Model. 4) Based on the mini-case on "A Computer Company", discuss the mechanisms by which reengineered the IS/IT function to be "customer focused" for internal users. 5) Based on the facts provided in the video film on "First Bank Systems", discuss the

- marketing/IT services linkage.
- 6) Describe the manner in which a service catalog helps the organization.
 - 7) "Adding or removing an IT service is not very difficult. All that is required to do is set up a new set of procedures. We add new services for banking (external) customers all the time", states the Vice President of Marketing of ABC Bank. Take a position and defend.
 - 8) Based on the video film titled "American Greetings Corporation: The Information Processing Control Center Story", discuss the issues of network management at American Greetings Corporation.
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SESSION #	DATE	TOPICS AND ASSIGNMENTS
4	9/12	<p>SUBMISSION OF ABSTRACT OF TERM PAPER</p> <p>CUSTOMER EXPECTATIONS AND PROBLEM MANAGEMENT W Chapter 4 (Problem Identification). W Chapter 5 (Customer Validation). W Chapter 6 (Problem Logging). Video Film: Managing Customer Expectations (10 minutes).</p> <ol style="list-style-type: none"> 1) Discuss the role of IT service function in terms of the Customer Relationship Model. 2) The Human Resources Director (a customer of IT services) in XYZ corporation states: "I can't predict my needs for IT services more than three months in advance. Hence, I am in no shape to help the IT service manager to help me. The IT service manager has to provide better service by benchmarking our organization's IT services with our competitor's." Comment on the statement with a detailed explanation. 3) Elaborate on the mechanisms of customer feedback on IT services. 4) Discuss the role of IT services in the organizational supply chain. 5) Based on the video film on the video store organization, discuss the issues to managing internal customer expectations. 6) Describe the problem identification model for an internal service center. How is it different from the single point-of-contact model for problem identification? 7) Elaborate on the primary goals of customer validation process. 8) Differentiate between informal and formal customer validation processes.

- 9) Enumerate the key goals and data required for problem logging.
 - 10) Describe in your own words the service request category hierarchy and elaborate on how prioritizing of service requests relates to it.
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SESSION #	DATE	TOPICS AND ASSIGNMENTS
5	9/19	<p>MEASURING THE QUALITY OF IT SERVICES</p> <p>Articles:</p> <ol style="list-style-type: none"> a) Pitt, L. F., Watson, R. T., and Kavan, C. B. (1995). Service quality: A measure of information systems effectiveness. <i>MIS Quarterly</i>, 19 (2): 173-187. b) Watson, R. T., Pitt, L. F., and Kavan, C. B. (1998). Measuring information systems service quality: Lessons from two longitudinal case studies. <i>MIS Quarterly</i>, 22 (1): 61-79. c) Van Dyke, T. P., Prybutok, V. R., and Kappelman, L. A. (1999). Cautions on the use of the SERVQUAL measure to assess the quality of information systems services. <i>Decision Sciences</i>, 30 (3): 877-891. d) Kettinger, W. L. and Lee, C. C. (1999). Replication of measures in information systems research: The case of IS SERVQUAL. <i>Decision Sciences</i>, 30 (3): 893-899. <ol style="list-style-type: none"> 1) Discuss the Parasuraman, Zeithaml, and Berry (1985) Model as it relates to IT services. 2) Critique the SERVQUAL instrument for IT services used by Pitt, Watson, and Kavan (1995). How can the instrument be improved? <p>DISCUSSION ON PROGRESS OF TERM PAPERS</p> <p>IT SERVICE DELIVERY AND CONTINUOUS IMPROVEMENT IN IT SERVICES</p> <p>W Chapter 7 (Service Delivery).</p> <p>W Chapter 8 (Knowledge Capture and Sharing).</p> <p>Video Film: Joint Application Design</p> <ol style="list-style-type: none"> 1) Describe in your own words the problem determination process. How do Tier-1, Tier-2,

- and Tier-3 problem solving processes relate to that?
- 2) Compare and contrast multiple- and single- help desks.
 - 3) Explain the concept of escalation. What are the key Initial Response Time (IRT) considerations in escalation?
 - 4) Elaborate on the Tier-1, Tier-2, and Tier-3 problem management responsibilities.
 - 5) Describe in your own words the concept of service ticket ownership.
 - 6) Elaborate on the knowledge capture process. How does it relate to the process of continuous improvement?
 - 7) Based on the video film on "Joint Application Design", describe how the video rental company captured the knowledge to tackle the issue at hand.
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SESSION #	DATE	TOPICS AND ASSIGNMENTS
6	9/26	<p>PERFORMANCE MEASUREMENT AND SERVICE LEVEL AGREEMENTS</p> <p>W Chapter 9 (Management, Review, and Oversight). W Chapter 10 (Service Level Agreements). W Chapter 11 (Service Center Tools). Mini-Case: Managing Expectations at Security Pacific.</p> <ol style="list-style-type: none"> 1) Discuss the following article: <ol style="list-style-type: none"> a) Singleton, J. P., McLean, E. R., and Altman, E. N. (1988). Measuring, information systems performance: Experience with management by results system at Security Pacific Bank. <i>MIS Quarterly</i> 12 (2): 325-337. 2) Based on the facts provided in the mini-case on Security Pacific, evaluate the Management by Results program at that company. 3) Elaborate on input measures, process measures, output measures, and outcome measure in providing IT services. 4) Discuss the different performance measures that could be used by the IT services function with regard to customer satisfaction, help desk/service center, etc. 5) Detail out the service level agreement map. 6) Outline the contents in a service level agreement. 7) Discuss the pros and cons of using the different tools for accessing the service center, service delivery tools, proactive monitoring tools, and customer enabling tools. <p>STAFFING THE IT TEAM</p> <p>H&J Chapter 2 (Staffing Your IT Team) H&J Chapter 3 (Managing Your IT Team): Pp. 53-64.</p> <ol style="list-style-type: none"> 1) Elaborate the approach to be taken in justifying the hiring of an IT professional. 2) Why is a position description an important aspect of hiring process? What are the common pitfalls to be avoided by IT managers in developing a position description?

- 3) Elaborate on the hiring process of an IT professional. How is it different from that of any other function?
 - 4) Discuss the factors that lead to "burnout" on the part of the IT professionals? How can the IT manager make sure that his staff avoid "burnout"?
 - 5) Elaborate on mechanisms by which useful and meaningful performance reviews are carried out.
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SESSION #	DATE	TOPICS AND ASSIGNMENTS
7	10/3	<p>MOTIVATING THE IT PERSONNEL W Chapter 12 (Motivation). Mini-Case: Midstate University Business Placement Office (C): Management of the Computer System.</p> <ol style="list-style-type: none"> 1) Elaborate on the motivational approaches to be used by the IT service manager. 2) Based on the mini-case, how has Jim Wine's role changed? What should he do in the future for managing/motivating his staff? <p>MANAGING PROJECTS, BUDGETING, AND LEGACY SYSTEMS H&J Chapter 5 (Managing Projects). H&J Chapter 6 (Budgeting). H&J Chapter 7 (IT Infrastructure Fundamentals). Article: Gargeya, V. B. and Salam, A. F. (2001). E-business and supply chain management in a high growth environment. <i>Proceedings of the 2001 E&R Foundation Summer Academic/Practitioner Workshop</i>: 56-63. Mini-Case: The Real Language of Business.</p> <ol style="list-style-type: none"> 1) Provide a list of tips for successful IT project management. 2) Describe in your own words the IT budgeting process. 3) Enumerate the key factors that need to be kept in mind for IT budgeting. 4) Discuss the mechanisms for "keeping IT inventory". 5) Elaborate on how legacy systems should be managed. 6) Describe in your own words the concepts of Total Cost of Ownership (TCO) and Asset Management. 7) Based on the facts provided in the mini-case, discuss how Perrier Group of America improved its performance. 8) Based on the article by Gargeya and Salam (2001), discuss what the ABC Company specifically did and is planning to do for developing the IT infrastructure for e-business and supply chain management in its high growth environment.

8 10/10 IN-CLASS WRITTEN EXAM

SESSION #	DATE	TOPICS AND ASSIGNMENTS
9	10/17	<p>SECURITY AND DISASTER RECOVERY H&W Chapter 13 (Security). Mini-Case: Robbery on the Information Superhighway. H&W Chapter 14 (Disaster Recovery). Mini-Case: Household International.</p> <ol style="list-style-type: none"> 1) Elaborate on the mechanisms by which the organization could be protected from internal and external threats to its IT security. 2) Describe the steps to be taken in case of a breach of IT security. 3) Based on the facts presented in the mini-case titled "Robbery on the Information Superhighway", discuss actions to be taken to protect a networked system. 4) Detail out the components in a disaster recovery plan. 5) Based on the mini-case on "Household International", describe the lessons from the disaster at that organization. <p>DISCUSSION ON PROGRESS OF TERM PAPERS</p>
10	10/24	<p>CASE: DATACOM: THE INTERNET IN MONGOLIA</p> <p>Analyze the "Datacom: The Internet in Mongolia" case with the following:</p> <ol style="list-style-type: none"> 1) Draw up a time table of the major events described in the case study. 2) Evaluate the evolution of the Research Centre for Automatic Control Systems (RCACS) to Data Communications Company (DCC) to Datacom Communication Company. Evaluate the actions taken by Dr. Dangaasuren Enkhbaat (as Director General of Datacom) during the 1990s. Substantiate your evaluations with detailed explanations. 3) Should Dr. Enkhbaat sign a draft agreement with Comsat? Substantiate your position with a detailed explanation. If the agreement is to be signed, elaborate on the content of the agreement. Describe in detail the implementation issues from both sides, if the agreement is signed.
11	10/31	<p>CASE: INFORMATION AT THE WORLD BANK: IN SEARCH OF A TECHNOLOGY SOLUTION (A)</p>

Analyze the "Information at the World Bank: In Search of Technology Solution" case with the following:

- 1) Evaluate the performance of the Information Technology Services (ITS) function in fiscal year 1996. Substantiate your evaluation with detailed explanations.
- 2) Evaluate the plan of Mohamed Muhsin (ITS Director) for fiscal year 1997 and beyond. Substantiate your evaluation with detailed explanations.
- 3) Discuss in detail the issues of implementing the plan. Substantiate your response with detailed explanations.

SESSION #	DATE	TOPICS AND ASSIGNMENTS
12	11/7	<p>CASE: RIVERBANK FINANCIAL: BALANCING THE PENDULUM</p> <p>Analyze the "Riverbank Financial: Balancing the Pendulum" case with the following:</p> <ol style="list-style-type: none"> 1) Evaluate the four-step improvement process in transforming the Information Technology Group (ITG) at Riverbank Financial. Substantiate your evaluation with detailed explanations. 2) Evaluate the new organizational structure of Riverbank's Technology Team (RTT). Substantiate your evaluation with detailed explanations. 3) Describe the changes Steven Currie should consider in "balancing the pendulum". Elaborate on the changes in light of the issues of implementation.
13	11/14	<p>CASE: PRICEWATERHOUSECOOPERS: BUILDING A GLOBAL NETWORK</p> <p>Analyze the "PricewaterhouseCoopers: Building a Global Network" case with the following:</p> <ol style="list-style-type: none"> 1) How could a knowledge intensive firm (such as PricewaterhouseCoopers) go about creating an Intranet on a global scale? Substantiate your response with detailed explanations. 2) How could PricewaterhouseCoopers create a new information product based on a global Intranet and worldwide resources of information and professional practice? Elaborate with detailed substantiation. 3) Elaborate (in as much detail as possible) on the best means to implement the new structure such that the PwC workforce and its clients would be able to access it.
14	11/28	<p>CASE: PROVIDIAN TRUST: TRADITION AND TECHNOLOGY (A)</p> <p>Analyze the "Providian Trust: Tradition and Technology (A)" case with the following:</p> <ol style="list-style-type: none"> 1) Evaluate the implementation of the Access Plus Project. Substantiate your evaluation with the positive aspects and the negative aspects of the implementation. 2) Was Peter Storey justified in "crying wolf"? Substantiate your reasoning with detailed explanations. 3) How could the conflict between the leaders of the Information Technology (IT) project and Peter Storey been avoided? What actions should Stephen Walsh take for smoother implementation of IT projects in the future? Elaborate in detail.

15 **12/5** **SUBMISSION OF TERM PAPERS**
DISCUSSION OF TERM PAPERS

SESSION #	DATE	TOPICS AND ASSIGNMENTS
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16 **12/12** **ACID TEST (IN-CLASS WRITTEN EXAM)**

MANAGEMENT OF INFORMATION TECHNOLOGY SERVICES AT THOMASVILLE
FURNITURE INDUSTRIES, INC.

Guest Speaker: Mr. Ames Flynn
Vice President and Chief Information Officer
Thomasville Furniture Industries, Inc.

STUDYING AND LEARNING FROM CASES*

The cases featured in this course are representative of real-world problems that managers in different organizations have to face and resolve. Although designed principally for use in classroom discussions, many of these cases can offer valuable insights to the individual reader. The comments that follow are directed primarily at participants in courses and seminars who have been assigned one or more of these cases to prepare for subsequent class discussion. Unlike methods of instruction that use lectures and textbooks, the case method of instruction does not present students with a body of tried and true knowledge about how to be a successful manager. Instead, it provides an opportunity for students to learn by doing. As a student, you may find that dealing with cases is very much like working with the actual problems that people encounter in their jobs as managers. In most instances, you'll be identifying and clarifying problems facing the management of a company or non-business organization, analyzing qualitative information and quantitative data, evaluating alternative courses of action, and then making decisions about what strategy to pursue for the future. You may enjoy the process more—and will probably learn more—if you accept the role of an involved participant rather than that of a disinterested observer who has no stake, or interest, in resolving the problems in question.

The goal of case analysis is not to develop a set of “correct” facts but to learn to reason well with available data. Cases mirror the uncertainty of the real-world managerial environment in that the information they present is often imprecise and ambiguous. You may perhaps be frustrated that there is no one right answer or correct solution to any given case. Instead, there may be a number of feasible strategies management might adopt, each with somewhat different implications for the future of the organization, and each involving different trade-offs. In this course, you'll be exposed to a wide range of different management situations within a relatively short time. As a result, the cases presented in this course will collectively provide a much broader exposure to the management of information technology services issues than most managers experience in many years on the job.

CASES AND THE REAL WORLD

Recognizing that managerial problems are not unique to a particular institution (or even to a specific industry) forms a basis for developing a professional approach to management. It's important to recognize that even though case writers try to build realism into their cases, these cases differ from real-world management situations in several important respects.

First, the information is prepackaged in written form. By contrast, managers accumulate their information through memoranda, meetings, chance conversations, research studies, observations, news reports, and other externally published materials—and, of course, by rumor.

Second, cases tend to be selective in their reporting because most of them are designed with specific teaching objectives in mind. Each must fit a relatively short class period and focus attention on a defined category of management problem within a given subject area. To provide such a focus—and to keep the length and complexity of the case within reasonable bounds—the writers may need to omit information on problems, data, or personnel that are peripheral to the central issue in the case. In the real world, management problems are usually dynamic in nature. They call for some immediate action, with future analysis and major decisions being delayed until some later time. Managers are rarely able to wrap up their problems, put them away, and go on to the next “case.” In contrast, discussing a case in class or writing an analysis of a case is more like examining a snapshot taken at a particular point in time—although sometimes a sequel case provides a sense of continuity and poses the need for future decisions within the same organization.

***Adapted from Christopher H. Lovelock and Charles B. Weinberg. (1988 and 1991).**

A third, and final, contrast between case analyses and real-world management is that participants in case discussions and authors of written case reports aren't responsible for implementing their decisions, nor do they have

to live with the consequences. However, this doesn't mean you can be frivolous when making recommendations. Professors and students are likely to be critical of contributions that aren't based on careful analysis and interpretation of the facts.

PREPARING A CASE

Just as there is no one right solution to a case, there is also no single correct way of preparing a case. However, the broad guidelines outlined in "Preparing a Case" may help familiarize you with the job of case preparation. With practice, you should be able to establish a working style with which you feel comfortable. The guidelines on initial analysis and on developing recommendations should also serve you well for preparing written case reports or case-based exams.

First, it's important to gain a feel for the overall situation by skimming quickly through the case. Ask yourself:

- ?? What sort of organization does the case concern?
- ?? What problems does management appear to be facing?

Preparing a Case: A Brief Outline

- I. Initial fast reading
 - No notes
 - Get a feel for what's going on
 - Think about major problems and forces present
 - II. A second careful reading
 - Make notes identifying:
 - Organizational objectives
 - Nature of problem(s)
 - Key facts
 - Key decisions
 - Evaluate and analyze case data
 - III. Development of specific issues
 - Identify alternative courses of action to meet objectives
 - Consider implications of each action
 - Provide recommendations, supported by analysis
-

An initial fast reading, without making notes or underlining, should provide a sense for what is going on and what information is being presented for analysis. Then you'll be ready to make a very careful second reading of the case. This time, seek to identify key facts so that you can develop a situation analysis and clarify the nature of the problems facing management. As you go along, try to make notes in response to such questions as:

- ?? What decisions need to be made, and who will be responsible for making them?
- ?? What are the objectives of the organization itself and of each of the key players in the case? Are these objectives compatible? If not, can the problem be reconciled, or will it be necessary to redefine the objectives?
- ?? What resources and constraints are present that may help or hinder attempts by the organization to meet its objectives?

You should make a particular effort to establish the significance of any quantitative data presented in the text of the case or, more often, in the exhibits. See if new insights may be gained by combining and manipulating data presented in different parts of the case. But don't accept the data blindly. In the cases, as in real life, not all

information is equally reliable or equally relevant. On the other hand, case writers won't deliberately misrepresent data or facts to trick you.

Developing courses of action on specific issues

At this point in the analysis, you should be in a position to summarize your evaluation of the situation and to develop some recommendations for management. First, identify the alternative courses of action that the organization might have. Next, consider the implications of each alternative, including possible undesirable outcomes, such as provoking responses from stronger competitors. Ask yourself how short-term tactics fit with longer-term strategies. Relate each alternative to the objectives of the organization (as defined or implied in the case, or as redefined by you). Then, develop a set of recommendations for future action, making sure that these recommendations are supported by your analysis of the case data. Specific issues to be considered for each case are provided under the appropriate class session in the "schedule of sessions" section in the memorandum of understanding.

Your recommendations won't be complete unless you give some thought to how the proposed strategy should be implemented:

- * What resources—human, financial, or other—will be required?
- * Who should be responsible for implementation?
- * What time frame should be established for the various actions proposed?
- * How should subsequent performance be measured?

CLASS DISCUSSION

Courses taught by the case method emphasize inductive learning, with conceptual frameworks and strategic guidelines developed from the analysis of a variety of real-world situations. This approach contrasts sharply with the deductive approach to learning used in lectures where the concepts are presented first and must then be applied to actual situations.

Role of the Professor

In class, you may find that the role played by a professor using the case method usually differs significantly from that of a lecturer. The professor's role in case discussions is often similar to that of a moderator—calling on students, guiding the discussion, asking questions, and periodically synthesizing previous comments. Teaching styles vary, of course, from one case professor to another.

Many professors like to begin the class by asking a student to "lay out" the case, which may involve your being asked to identify key problems and opportunities, to present some preliminary data analysis, and perhaps to outline a possible plan of action.

Some professors, as in the current course, assign study questions in advance to help students with their case preparation; but others feel it is more realistic (albeit more demanding) to let students define for themselves how they should approach each new case.

Responsibilities of Participants

Instead of being a passive note-taker, as in lecture classes, you'll be expected to become an active participant in class discussions. Indeed, it's essential that you participate, for if nobody participates, there can be no discussion! If you never join in the debate, you'll be denying other participants the insights that you may have to offer. Moreover, there's significant learning involved in presenting your own analysis and recommendations and

debating them with your classmates—who may hold differing views or else seek to build on your presentation. But don't be so eager to participate that you ignore what others have to say. Learning to be a good listener is also an important element in developing managerial skills.

Occasionally, it may happen that you are personally familiar with the organization depicted in a case. Perhaps you are privy to additional information not contained in the case, or perhaps you know what has happened since the time of the case decision point. If so, keep this information to yourself unless, and until, the professor requests it. (This advice also holds true for written reports and case exams.) There are no prizes for 20/20 hindsight; injecting extra information that nobody else has is more likely to spoil a class discussion than to enhance it.

Learning comes through discussion and controversy. In the case method of instruction, participants must assume responsibility not only for their own learning but also for that of others in the class. Thus, it's important for students to be well prepared, willing to commit themselves to a well-reasoned set of analyses and recommendations, and receptive to constructive criticism. Students unwilling to accept this challenge are likely to find the case method aimless and confusing. On the other hand, if you do accept it, you'll experience in the classroom that sense of excitement, challenge, and even, exasperation that comes with being a manager in the real-world situation.