PEPPERDINE UNIVERSITY
THE GEORGE L. GRAZIADIO
SCHOOL OF BUSINESS AND MANAGEMENT

Professor ART TORRES

MBAM 603.18

Information Resources and Technology

Fall 2003 - Session A

Wednesday 6:00 pm to 10:00 pm

Malibu Campus

SYLLABUS
MBAM 603.18

Information Resources & Technology

Fall 2003 - Session A

Professor: Art Torres, MBA
Day/Class time: Wednesday 6:00 pm – 10:00 pm
Location: Malibu Campus
Office Hours: Available prior to class and immediately after class
Phone: (805) 955-5278
Email: TBD

COURSE OVERVIEW

Modern business processes must make efficient use of resources, be effective in meeting growing customer demands and be readily adaptable to changes in the environment. This class is designed to provide managers with the tools needed to improve the vital functions of information gathering, processing and sharing. The focus is on the application of IT to automate, streamline, reengineer and integrate business processes. A significant portion of this class is devoted to managerial decision-making and case studies as well as an applied project. Both the challenges and potential benefits of developing effective business processes and systems are emphasized.

The course will focus on an understanding of the skills, tools, business concepts, and strategic and entrepreneurial opportunities, as well as managerial and social issues that surround the use of information technology, the global information infrastructure, and the emergence of electronic commerce. This course centers on the management of information as a resource and on the identification of opportunities to exploit its potential for competitive advantage (as well as to avoid the potential problem of strategic jeopardy brought about by mismanaging the information resource).

This is not a technical course about information resources or technology; rather, it addresses the question: Why and how should businesses use information resources and technology to shape and support strategic and entrepreneurial initiatives in the global competitive landscape. During this course we also analyze how the Internet and the emergence of electronic commerce have revolutionized the way we do business.

CLASSES

A typical class will be as follows:

- Overview and Discussion of Topic A
- Case Presentation by team A
- Discussion facilitation by team A
Students are expected to have read, thought about, and prepared to discuss the topics and case studies prior to class.

On most class sessions two case studies will be presented by two different teams of three to five students. Case studies are based on actual company situations that give students examples of real management decision opportunities. At the same time, each case study illustrates a set of issues dealing with the process of using and impacting information technology.

In addition, students are requested, in fact encouraged, to bring articles, issues or news into class on innovative or unique applications of information technology. Students will have a few opportunities to volunteer to discuss the article. These items can be obtained from magazines, newsletters, the Internet, and the news.

**PRIMARY COURSE OBJECTIVES**

- Become familiar with the wide range of business processes that must be effectively managed for success.
- Understand the many types of information systems supporting business processes, and the specific ways they can improve responsiveness and productivity for particular processes.
- Understand the potential pitfalls of information systems in both application and implementation.
- Understand how information systems influence business functions such as accounting, finance, marketing, human resources, manufacturing, as well as the structure of organizations and the behavior of employees.

**REQUIRED BOOKS**

2. The course case package, available from the Pepperdine University Bookstore.

Three additional books are recommended. They are very valuable references for any manager today, and are strongly recommended to students in this class. These books are:


Other useful resources on the Web, include:
- http://www.brint.com/Elecomm.htm (great collection of articles!)

**GRADING**

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance and Participation</td>
<td>25%</td>
</tr>
<tr>
<td>Case Presentation and Discussion Facilitation (15% each case)</td>
<td>30%</td>
</tr>
<tr>
<td>Miscellaneous Assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Final Project</td>
<td>35%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grades will be based on a 100-point scale:

- **A**: 96 - 100
- **A-**: 92 - 95
- **B+**: 88 – 91
- **B**: 84 - 87
- **B-**: 80 – 83
- **C+**: 76 - 79
- **C**: 73 - 75
- **C-**: 70 – 72
- **F**: < 70

**CLASS PARTICIPATION**

**Attendance and contribution to discussion**
Students are expected to attend every class and to participate in the class discussions. Class participation grades are based on two aspects: your attendance in class and your contributions to the class discussions.

Contributions to discussions will focus on the **number of quality contributions**. Contributions that do not add value to the discussion will not help you get a better grade. However, you will not be penalized for contributions that do not add value. Therefore, you are encouraged to participate...
and do your best. One must recognize that there is an art to quality participation that is only learned by trial and error.

Some students mistakenly believe that reading directly from the case constitutes quality contribution. Although this may help clarify an issue, it will not contribute towards a participation grade. In addition, comments that are major digression from the current flow of the conversation will not help your grade.

The professor reserves the right to cold-call on students, particularly on students who have not participated in a while. Students who are shy or uncomfortable with participation are encouraged to make an appointment with the professor. This discussion should take place early in the quarter to minimize the impact on the student's participation grade.

As cases will be discussed in class, your attendance at class sessions is critical to learning the material and to enhancing the discussions. Therefore, your participation grade will include your class attendance. If you are unable to attend a class, please notify the professor prior to the class period.

TEAM WORK

Each student in the class is required to participate in a working team of three to five students. Each team will select two case studies on the course syllabus. The team will facilitate the discussion of the two case studies in two different sessions. The presentations should be interactive, informative and innovative. Think about creative ways to present and facilitate the case study discussion. To make the presentation more interesting you may try a role-play or a staged event rather than a traditional presentation. Team members' skills, experience and knowledge, as well as new stories that relate to the topic should add to the presentation and class discussions. The rest of the class should be prepared to engage the team in a lively discussion and debate of the case study. This means that everybody in class has to be prepared and should participate (thus contributing to the presenters' grade and their own class contribution grade). Working teams, therefore, will serve as a forum where students test and refine their analysis of the topic addressed. The working teams may be particularly useful in providing students with a sense of their increasing expertise in the application of research and problem-solving skills and methodologies that are developed by a "student-centered" learning approach.

The presentation will be graded on the following criteria:
1. **Contribution** to knowledge
   This means we have to learn something from what the team did; it might be because of the material presented, but also because ideas were put in a new perspective, or made connections between different topics that had not been made before.
2. **Completeness**
   It must be a thorough job on the case study selected.
3. **Clarity**
It must be an effective presentation, with appropriate format and style.

4. **Creativity and level of class participation generated**
The team should also be creative in thinking about how to facilitate the case study discussion.

**FINAL PROJECT**

In lieu of a final exam, students will work in a team to research, write, and present a final project. The purpose of the paper will be to identify and analyze an innovative use of IT in an organization. Students will form a working group of three to five classmates.

On September 24, 2003 each team is required to turn in a one-page executive summary that succinctly discusses your project. The objective of the document is to inform the professor on the project that the team has chosen. The professor will give you feedback on your topic and will guide you to ensure success on your project.

On the last class session each team will be required to present their final paper. Each presentation will be given a time limit of 30 minutes followed by 10 minutes of discussion.

Throughout the quarter, students are welcomed to submit their final project to the professor for evaluation and grading. The final version is due at the beginning of the last session. The paper will be graded on creativity, originality, integration of managerial and technological issues, and clarity of vision as well as the standard measures of written work (length, grammar, readability, quality of arguments, stated assumptions). This paper is limited to 20 double-spaced, typed pages (font: 12 point Times New Roman, 10 point Arial, or similar). The paper should include a one-page executive summary. To add clarity the document should include graphs, tables and bullets when appropriate. Additional information if deemed necessary may be attached as appendixes. However the professor might only look at the main document.

**WRITING ASSIGNMENT GRADING**
*(Final paper and other assignments)*

Grading of any written assignment is based on the widely accepted Bloom’s Taxonomy (1956). For each assignment, you will be assessed based on adherence to the writing suggestions provided by the professor, and demonstration of learning according to the following criteria.

1. **Knowledge** of terminology; specific facts; ways and means of dealing with specifics. Knowledge is defined as remembering (recalling) of appropriate, previously learned information.
2. **Comprehension**: Grasping (understanding) the meaning of informational materials.
3. **Application**: Use of previously learned information in new and concrete situations to solve problems that have single or best answers.
4. **Analysis**: The dissection of informational materials into their component parts, examining (and trying to understand the organizational structure of) such information to develop divergent conclusions by identifying motives or causes, making inferences, and/or finding evidence to support generalizations.

5. **Synthesis**: Creatively applying prior knowledge and skills to produce a new or original whole.

6. **Evaluation**: Judging the value of material based on personal values/opinions, resulting in an end product, with a given purpose, without real right or wrong answers.

**MISCELLANEOUS**

The student should be familiar with Windows and Office 2202 (or similar suite of products) as well as the Internet. An email account will be essential. Electronic documents that would be shared should be in Excel, Word, or Powerpoint format.

Various assignments will be completed throughout the course. By the end of the course, each student will have written five to six of these exercises. These will vary significantly in format and might include case analyses, Internet exercises, presentation of specific management decision problems, etc.

The school will provide an e-room for the class. In this e-room you will find examples, format requirements, general suggestions on writing papers and presentations. We will discuss this more extensively in class.

Late work is not acceptable, unless the student submits a sound, written justification.

Keep the pace. This is not a class in which you can afford to fall behind. If you do get behind, please get caught up immediately. It is your responsibility to develop your own pace and maintain it. The professor and your colleagues can help you through the challenging times, but not if you are too far behind to save.

**RULES**

These are some of the rules that must be observed during class.

1. One discussion at a time.
2. Welcome all questions or comments.
3. Respect people and their views.
4. Focus on the issue, not on the person (no attacking)
5. Be on time (especially after breaks).
6. Place pagers and phones on vibrate mode.
7. Avoid excessive noise (keyboard, crunchy food, etc.)
8. Listen actively to what others are saying.
9. Come with an open mind.
10. Feel free to give constructive feedback.
11. Try not to be a distraction if you need to leave the room.
12. Do not discuss outside of the class environment any personal or confidential information shared during class.

CONDUCT

“The University expects from all of its students and employees the highest standard of moral and ethical behavior in harmony with its Christian philosophy and purposes. Engaging in or promoting conduct or lifestyles inconsistent with traditional Christian values is not acceptable.

The following regulations apply to any person, graduate or undergraduate, who is enrolled as a Pepperdine University student. These rules are not to be interpreted as all-inclusive as to situations in which discipline will be invoked. They are illustrative, and the University reserves the right to take disciplinary action in appropriate circumstances not set out in the student catalog. It is understood that each student who enrolls at Pepperdine University will assume the responsibilities involved by adhering to the regulations of the University. Students are expected to respect order, morality, personal honor, and the rights and property of others at all times. Examples of improper conduct for which students are subject to discipline are as follows:

- Dishonesty in any form, including plagiarism, illegal copying of software, and knowingly furnishing false information to the University.
- Forgery, alteration, or misuse of University documents, records, or identification.
- Failure to comply with written or verbal directives of duly authorized University officials who are acting in the performance of assigned duties.
- Interference with the academic or administrative process of the University or any of the approved activities.
- Otherwise unprotected behavior that disrupts the classroom environment.
- Theft or damage to property.
- Violation of civil or criminal codes of local, state, or federal governments.
- Unauthorized use of or entry into University facilities.
- Violation of any stated policies or regulations governing student relationships to the University.

Disciplinary action may involve, but is not limited to, one or a combination of the alternatives listed below:

**Dismissal** – separation of the student from the University on a permanent basis.
**Suspension** – separation of the student from the University for a specified length of time.
**Probation** – status of the student indicating that the relationship with the University is
tenuous and that the student’s records will be reviewed periodically to determine suitability to remain enrolled. Specific limitations to and restrictions of the student’s privileges may accompany probation.” GSBM Catalog, pgs. 160-161.

Policy on Disabilities

Assistance for Students with Disabilities

“Students with disabilities, whether mental or physical, are encouraged to contact the Equal Opportunity Office before the academic year begins or soon after classes are in session. This office will assist each student by providing general information about campus facilities and available resources. The office will assist in providing reasonable accommodation to students with disabilities pursuant to applicable laws. Inquiries should be directed to equal opportunity officer, Dr. Calvin H. Bowers, (310) 456-4208. (Students who wish to file a formal grievance should refer to the “Nondiscrimination Policy,” which is listed in the “Legal Notices” section of the GSBM Catalog, pg. 29.
## COURSE OUTLINE AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1. 09/03 | Introductions  
Overview of the course  
Work Plan  
L1 – Managing the Digital Firm  
L2 – Information Systems in the Enterprise |
| 2. 09/10 | L3 – Information Systems, Organizations, Management, and Strategy  
L7 – Managing Data Resources  
Case: VeriFone (1997) 9-398-030  
Case: Edmunds.com 2000 9-701-025 |
| 3. 09/17 | L6 – Hardware and Software Assets  
L8 – Telecommunication and Networks  
Case: CNET 2000 9-800-284  
Case: QuickenInsurance: The Race to Click and Close 9-800-295 |
| 4. 09/24 | L4 – Electronic Commerce  
L9 – The Internet  
Case: Qwest Communications Intl., Inc. 9-802-133  
Case: Honda: Creating Lean Suppliers CMR090  
Due: Project Outline/Summary |
| 5. 10/01 | L12 – Organization Design  
L13 – Valuation of Information Systems  
Case: Ebay: The Customer Marketplace 9-602-071  
Case: Hotbank: Softbank’s New Business Model for Early Stage Venture Incubation 9-600-100 |
| 6. 10/08 | L11 – Management Decision Making  
L14 – Security and Control  
Case: China’s Electronic Commerce Initiative HKU020  
Case: Patagon.com: Building (and Defending) the First Financial Destination in Latin America 9-800-185 |
| 7. 10/15 | Final Project Presentation |