Dr. Mark W. S. Chun

MBFE 654.83

INFORMATION AND PROCESS SYSTEMS

FALL 2003

WEDNESDAY

6:00 pm – 10:00 pm

PASADENA CAMPUS
MBFE 654.83  
*Information and Process Systems*  
*Fall 2003*

Day/Class time: Wednesdays 6:00 pm – 10:00 pm  
Location: Pasadena Campus  
Professor’s Name: Dr. Mark Chun  
Tel.#: (310) 258-2824  
E_mail Address: Mark.Chun@Pepperdine.edu

**COURSE OVERVIEW**

Businesses continue to creatively and innovatively use information technology to create and to establish a competitive advantage in the marketplace. But what does this mean?

This Fall 2003, MBFE 654 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). Because the course focuses on the business implications of the Internet, technological foundations are not discussed.

Thus, it is not a technical course about information technology or the Internet; rather, it addresses the question: Why and how should businesses use information technology to shape and support strategic and entrepreneurial initiatives in the global competitive landscape. Since many of the topics that will be covered involve reading recent cases and staying current with breaking news stories, course coverage will vary somewhat from one semester to the next.

**CLASSES**

The majority of the classes will be taught using the case method. 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. Classes will primarily be discussions of the case study assigned for that day, and the students are expected to have read, though about, and prepared the case prior to class.

In addition, students are requested, in fact encouraged, to bring articles into class on innovative or unique applications of information technology. The beginning few minutes of class will be devoted to discussing articles brought in. Students should e-mail or leave the article(s) in the instructor's office (with the student's name clearly written on an attached sheet of paper) by 5:00 p.m. the day before class. The instructor will review the articles, and if necessary, select those that will be discussed in class.
GRADING

Class Participation                                         40 %
  Attendance and contribution to discussions (25%)
  Case study write-up assignments (15%)
Team-work                                     30 %
  One session facilitation (20%)
  One session critique (10%)
Final Project                                   35 %
  Case Competition (15%)
  Instructor’s Evaluation Grade (20%)

TOTAL                  105 %

1 Note: Up to 105 total points is possible. This extra 5 points is not a "gift" but rather to account for any differences of opinion between the instructor and students over grading. That is, even if a student thinks that the instructor took off too many points on class participation, presentations or project, there is a built-in "cushion" of the five total points so that there should be no disagreement about the fairness of the overall grading process. In addition, any grade can be appealed, provided the request is made in writing to the instructor within one week from the receipt of the grade.

Grades will be based on a total of 100 point scale:

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
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<td>A-</td>
<td>(94-91)</td>
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<tr>
<td>B+</td>
<td>(90-87)</td>
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<tr>
<td>B</td>
<td>(86-83)</td>
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<tr>
<td>B-</td>
<td>(82-79)</td>
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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 quality, not the quantity of the contribution, therefore students who participate often will not necessarily receive a better grade than those who participate less often. One must recognize, however, that there is an art to quality participation that is only learned by trial and error. Therefore, students are encouraged to begin contributing to the discussions early in the semester.

As this is a case-based 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 instructor prior to the class period.

If you must miss a session, you may write and submit a THREE-page analysis of the issues discussed in the case(s) and accompanying articles in order to avoid penalizing your participation grade. You may, if you wish, use the study questions as a guideline for case write-ups. It is due by the beginning of the next class and no late write-ups will be accepted.

If you never speak out in class or if you miss several classes, you will receive a participation grade of D+. If you speak out occasionally, but rarely say anything inspired, and you attend virtually all the sessions, your participation will be in the range (depending on how often, and how well prepared you are).

The best grades will be given to students who make meaningful contributions to the classroom discussions. These involve applying conceptual material from the readings or lectures, doing some outside readings and applying them to the discussion, integrating comments from previous classes into the current discussion, taking issues with a classmate's analysis, pulling together material from several places in the case, drawing parallels from previous cases, or by consistently demonstrating that you have carefully read the case and given it careful thought.

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.

On the other hand, if you lose your train of though, or make "wrong" or "dumb" comments, it will not count against you. You can only learn to make quality comments by jumping in and trying. Your classmates are encouraged to take issues with your comments (and you with theirs) by disagreeing with the comments, but not through personal attacks.

The instructor 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 instructor. This discussion should take place early in the semester to minimize the impact on the student's participation grade. One of the readings assigned for the first session give additional information about preparing for case studies.

Assignments

Throughout the semester you should choose THREE case studies. For each of these cases, you should write and submit a ONE-page analysis of the issues discussed in the case. You should use the study questions as a guideline for case write-ups. These briefs are due at the beginning of the class period in which the case is discussed. The purpose of these assignments are fourfold: (1) to help you in preparing for each session, (2) to improve your initial class participation, (3) to provide an opportunity for you to review other students approaches and (4) to provide me with an opportunity to monitor and grade your day-to-day efforts and progress.
TEAM WORK

Session Facilitation and Critique:

Each student in the class is required to participate in a working team. Each team will select two case studies on the course syllabus. The team facilitates the discussion of ONE of these case studies and will critique the facilitation, uncover important issues, and highlight the main lessons of the SECOND case study selected. The presentations should be interactive, informative and innovative. Think about creative ways to present and facilitate the case study discussion. For instance, 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 relates 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 general class procedure will be as follows:

- A working team will lead a presentation and discussion of a case study for 45 minutes.
- Another working team will critique in 20 minutes the previous presentation, uncover important issues, and add value by summarizing the main lessons of the case study presented.
- The instructor will present a third view of the topic and integrate the concepts introduced by both working teams, and the case study.

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 (this means all the usual things—effective presentation, appropriate format and style, etc.)
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 paper.
The purpose of the paper will be to identify and analyze an innovative use of IT in an organization. Students will form working group of three classmates.

On September 17, 2003, each group 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.

On October 15, 2003, each team will be given the opportunity to present a 10 minute summary and introduction of their research project. The purpose of this presentation is to allow teams to share their research ideas and to obtain feedback from their classmates and instructor.

During the last class session on December 3, 2003, each team will be required to present their final paper during a course case competition. Each presentation will be given a time limit of 30 minutes. The presentation on the final paper will be judged and scored by a panel of industry experts and the instructor (see Final Case Competition Judging Sheet below). Students will be able to earn 15% of their course grade from the case competition (7.5% from the instructor, 7.5% from the panel of judges). The team that scores the highest amount of points during the case competition will automatically receive the maximum 15% for their score. The case competition will provide students with a real-life opportunity to utilize and demonstrate the skills that they have learned throughout the course term. Following the case competition, the instructor will individually evaluate and score the final papers (25% of the course grade).

Throughout the quarter, students are welcomed to (frequently) submit their final project to the instructor for evaluation and grading. The final version is due by 6:00 p.m. on Wednesday, December 3, 2003. 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, readability, quality of arguments, stated assumptions). This gives you the opportunity to learn from the development process without the risk of interim grades affecting the final product. This paper is limited to 20 double-spaced, typed pages.

**READINGS**

The course case package will be available from the Pepperdine University Bookstore.

Three additional books are highly 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:
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.

ABOUT THE INSTRUCTOR

Mark W.S. Chun:
Mark earned a PhD in Information Systems from the University of Colorado at Boulder. He received an MBA from the University of California, Irvine in the area of international business and strategy. He holds a Bachelor of Business Administration degree with an emphasis in management information systems from the University of Hawaii. Mark has significant work experience that holds valuable to his research. He has worked for companies such as Intel Corporation, Pepsi Co. / Taco Bell, Coopers & Lybrand, and the Bank of Hawaii.

Mark’s research focuses on the use of information technology to create value within supply chain management / value chain environments and to transform organizations. His research interests also include information systems integration, corporate mergers, and knowledge management. Mark has also spent time in Asia conducting research on the diffusion of information technology in less-developed (Asian) countries.
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COURSE OUTLINE AND ASSIGNMENTS

TOPIC: Strategic impact of IT

Class 1. August 27

Overview of the course. Case discussion format and preparation.
Managing Information Technology: Key Frameworks
Read: The *Use of Cases in Management Education* (9-376-240)

Class 2. September 03

Prepare: *VeriFone (1997)*

Prepare: *Edmunds.com 2000*

TOPIC: Managing The Marketplace / Creating New Marketspace

Class 3. September 10

Prepare: *CNET 2000*

Prepare: *Dell Online*

Class 4. September 17

Prepare: *IBM Technology Group*

Guest Speaker: Mark Fischer, Managing Consultant, IBM Business Consulting Services.

Due: Final Project Executive Summary (1 page).
Class 5. September 24

Presentation / Discussion: The History of the Internet.

Prepare: Internet Securities Inc.: Building an Organization in Turbulent Times

**TOPIC: Identifying Opportunities/Creating Value**

Class 6. October 1

Prepare: Real Networks, Inc.: Converging Technologies/Expanding Opportunities.

Prepare: QuickenInsurance: The Race to Click and Close

Class 7. October 8

Prepare: AXI Travel – American Express Interactive

Prepare: OnSale, Inc.

Class 8. October 15

Team Progress Presentations.

Prepare: Ebay: The Customer Marketplace

**TOPIC: Using Technology To Improve Process Design**

Class 9. October 22

Prepare: (Honda) Creating Lean Suppliers: Diffusing Lean Production Through the Supply Chain.

Guest Speaker: Tom Ross, Vice President Information Systems, Honda America.
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Class 10. October 29

Due: Final Project Outline.

Prepare: General Motors: Building a Digital Loyalty Network Through Demand and Supply Chain Integration.

**TOPIC: Using Technology to Transform Business**

Class 11. November 05

Prepare: Qwest Communications International, Inc.

Prepare: Medtronic Vision 2010: Transforming for the 21st Century (A)

Class 12. November 12

Prepare: Hotbank: Softbank’s New Business Model for Early Stage Venture Incubators

Guest Speaker: TBD

**TOPIC: International Issues of Technology and Process**

Class 13. November 19

Presentation / Discussion: Differences in the Diffusion and Use of Technology Among Our International Neighbors.


Class 14. November 26

Prepare: Bolsa de Valores de Guayaquil (BVG): Reaching worldwide investors through the Internet

Prepare: Patagon.com: Building (and Defending) the First Financial Destination in Latin America.

11
Class 15. December 03.

Final Project Case Competition.
YOUR WORKING SELECTION OF CASE STUDIES FOR THE COURSE

Please mark: (1) your selection of the case that your working team is planning to present; (2) the case your working team is planning to critique; and (3) the names of each member in your working team. (Please notice that the same case should not be selected for two categories at the same time).

<table>
<thead>
<tr>
<th>Date</th>
<th>Case Study</th>
<th>Facilitation</th>
<th>Critique</th>
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<tbody>
<tr>
<td>Sep 03</td>
<td>VeriFone (1997) 9-398-030</td>
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<tr>
<td>Sep 03</td>
<td>Edmunds.com 2000 9-701-025</td>
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<td>Sep 10</td>
<td>CNET 2000 9-800-284</td>
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<td>Sep 10</td>
<td>Dell Online 9-598-116</td>
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<td>Sep 17</td>
<td>IBM Technology Group 9-600-010</td>
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<td>Sep 24</td>
<td>Internet Securities Inc.: Building an Organization in Turbulent Times 9-398-007</td>
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<td>Oct 01</td>
<td>RealNetworks, Inc.: Converging Technologies/Expanding Opportunities 9-399-025</td>
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<td>Oct 01</td>
<td>QuickenInsurance: The Race to Click and Close 9-800-295</td>
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<td>Oct 08</td>
<td>AXI Travel—American Express Interactive 9-802-022</td>
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<td>Oct 08</td>
<td>Onsale, Inc. 9-599-091</td>
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<td>Oct 15</td>
<td>Ebay: The Customer Marketplace 9-602-071</td>
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<td>Oct 22</td>
<td>Honda: Creating Lean Suppliers CMR090</td>
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<td>Oct 29</td>
<td>General Motors: Building a Digital Loyalty GS29</td>
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<td>Nov 11</td>
<td>Qwest Communications Intl., Inc. 9-802-133</td>
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<td>Medtronic Vision 2010: Transforming for the 21st Century (A) 9-800-357</td>
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<td>Nov 12</td>
<td>Hotbank: Softbank’s New Business Model for Early Stage Venture Incubation 9-600-100</td>
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<td>Nov 19</td>
<td>China’s Electronic Commerce Initiative HKU020</td>
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<td>Nov 26</td>
<td>Bolsa de Valores de Guayaquil (BVG): Reaching Worldwide Investors Through the Internet 9-399-070</td>
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<tr>
<td>Nov 26</td>
<td>Patagon.com: Building (and Defending) the First Financial Destination in Latin America 9-800-185</td>
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* Cases to be presented by the professor or guest presenters.
Final Case Competition Judging Sheet

Vision: Score: ____ / 5
- Does the project clearly define a vision?
- Is there a sufficient overview for the intent / purpose of the presentation?
- Is there a sufficient explanation of how this presentation is relevant to the class?

Identification: Score: ____ / 10
- Has the presentation identified an innovative use of IT in an organization / industry?
- Has the presentation discussed the importance of this technology?
- Is there a clear definition of why this technology is unique?

Creativity: Score: ____ / 5
- Does the presentation present the facts and analysis in a creative fashion?
- Is the approach to presenting the data / analysis creative?

Originality: Score: ____ / 10
- How original is the content of this presentation?
- What new questions does this presentation make the audience think about / analyze?

Integration of Managerial Issues: Score: ____ / 10
- Does this presentation integrate and consider the managerial issues?
- What new models / frameworks for managerial issues were discussed? Is it appropriately used?
- Does the presentation thoroughly discuss how managerial issues can affect / be affected by the technology?

Integration of Technical Issues: Score: ____ / 10
- Does this presentation thoroughly discuss the implications of the technical issues?
- What new technical issues were considered in the presentation? Were they well defined and discussed?
- Has the presentation thoroughly discussed the important aspects of technical integration? Is the analysis complete?

Analysis & Discussion: Score: ____ / 50
- Has the presentation provided a thorough analysis and discussion of the technology? Its implications?
- Has the team gone beyond just presenting facts on the technology? Is there a strong argument on the importance of this technology? Is there a thorough analysis on the aspects of the business / industry that is affected by the technology?
- Does the presentation balance both technical and analytical discussions?
- What is the overall quality of this presentation? Does the presentation have a good balance of research breadth and depth?

Total Score: ____ / 100