Introduction

ISTM 613 focuses on theories and models for the effective use of information technology to enable and improve business operations. This course centers on the identification of opportunities to exploit information technology’s potential for process improvement. Because the course builds upon the foundation of Information Resources & Technology (ISTM 603) technological foundations are not reviewed.

Thus, it is not a technical course about information systems; rather, it addresses the question: *Why and how should businesses use information systems to shape and support business operations and design effective business processes?*

Blended Learning

This course is offered in a "blended learning" format that combines traditional face-to-face class sessions with a significant number of class sessions held online. During online class sessions, students can attend from home or work using web-collaboration tools and a speaker/microphone headset. Asynchronous sessions allow students to complete assignments online anytime within a specified time frame. Please be certain to view the course syllabus and the Student Blended
Learning support site at http://tinyurl.com/studentblendedlearning before registering for this course.

Course Objectives

1. To acquire the analytic tools necessary to map business processes.
2. To cultivate critical thinking necessary to analyze business processes and identify bottlenecks, capacity thresholds, and other limitations.
3. To analyze a production environment and use the analytic tools necessary to optimize a business process to meet Key Performance Indicators (KPIs).
4. To understand the relationship between competency and innovation and reflect on the ways innovation challenges a firm’s competencies.
5. To write and review a business case for information systems investments.
6. To understand a variety of strategies for implementing information systems and develop a framework for choosing an effective strategy for a given implementation.
7. To write a clear and compelling memo with an actionable recommendation, sound rhetoric, and compelling evidence to address a business problem.
8. To articulate a professional response to analytic questions when called upon during a case analysis.

Texts and Course Materials

1. A case study course packet available online from Study.net
2. The Benihana (?) Simulation from Harvard Business School
3. Innov8 from IBM (I will provide this software when you provide a USB disk...it's 637MB)
4. Readings from the Library (e-Reserves)
5. One book from this list for a team review

Grading

Class Participation (7 grades, 4 points each +2 on-the-spot) 30 pts
Individual Writing Assignment 30 pts
Team Book Review 20 pts
Innov8 Paper and Spreadsheet 20 pts
TOTAL 100 pts

• Any late assignments will receive a 50% penalty (e.g., 100=50%, 90=40%...). No exceptions. None. Not even for you who didn't understand the assignment, or how to turn it in, or, or that it had to be done electronically, or... NONE. :-)

GRADES ARE NOT NEGOTIABLE! Grades will be based on a total of 100 point scale:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-95</td>
<td>C+</td>
<td>78.99-75</td>
</tr>
<tr>
<td>A-</td>
<td>94.99-91</td>
<td>C</td>
<td>74.99-71</td>
</tr>
<tr>
<td>B+</td>
<td>90.99-87</td>
<td>C-</td>
<td>70.99-67</td>
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<td>B</td>
<td>86.99-83</td>
<td>D+</td>
<td>66.99-63</td>
</tr>
<tr>
<td>B-</td>
<td>82.99-79</td>
<td>D-</td>
<td>55.99-52</td>
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**NOTE:** Class average is 90% (B+). You should *not* expect an A unless your work is consistently above the level of your classmates. On average, the top 10% of students in my classes receive an A.

**Class Participation**

Learning is a collaborative and self-managed exercise. To maximize learning I will enforce the following policies:

1. Computers are strictly not allowed during class unless we are working on a project together. You *should* bring your PC each day for the quiz.
2. I expect each student to participate verbally in each class session. Therefore, I will call on students, particularly on students who have not participated. Students who are shy or uncomfortable with participation are encouraged to do their best. I will make every effort to provide opportunities for you to succeed, but you must come prepared to do so.

**How Participation is Measured**

Your participation score is composed of three separate components.

1. **A weekly quiz covering the assigned readings.** (50%)
2. **Classroom and online discussion.** There are two types of participation…classroom and online. Each class period and virtual session provides opportunities for your participation. To receive an average participation grade, you should make 1-3 *meaningful contributions per session.* (50%)

The best grades will be given to students who apply conceptual material from the readings or lectures, apply some outside readings to the discussion, integrate comments from previous classes into the current discussion, take issues with a classmate's analysis, pull together material from several places in the case, draw parallels from previous cases, or in other ways demonstrate a careful reading of the case.
Some students mistakenly believe that reading directly from the articles and cases constitutes quality contribution. Although this may help clarify an issue, it is not a path to higher participation grades. In addition, comments that are major digression from the current flow of the conversation will not help your grade.

Also note frequently class participation includes a variety of in-class activities. Such activities may include a small group discussions, white board activities, preparing summaries for Blackboard and other in-class breakout groups. Each of these activities will figure into a daily class participation score.

On the spot: Your ability to think on your feet, synthesize relevant information, and make a clear summary of strategic issues will separate you from your colleagues who do not have an MBA. To help train you for these moments I will occasionally invite you to respond to a critical question about our case. When I call on you to do this you will receive feedback from me after class about your performance. On-the-spot performance will determine 2 points of your participation.

Individual Writing Assignments

Throughout the semester you must complete a management recommendation memo based on the problems identified within the case study for the week. Please carefully follow the template provided here. While this assignment is short (1.5 pages each), it is a large part of your overall grade. Consequently, adequate effort should be put into it. Do not think of this as a “quick” project” that can be completed in less than a couple of hours.

* The case write up for each week is for the case for that week (e.g., Fabritek is only allowed for Week 1). A FAQ is available here. An exemplary paper is available here.

Simulation

We will complete a team-based Simulation from Harvard Business School. This simulation will be completed during an online class session and will be reviewed before class. Participation in the simulation and a corresponding reflection on the experience will contribute to your participation score.

Innov8

IBM’s Innov8 simulation is a role-playing game whereby you assume the role of a employee whose task is to improve the Sales Call performance of a firm. This online operations simulation that will be completed during one of the online sessions. After completing the simulation, you must reflect on the experience through a written assignment.
Course and University Policies

Attendance Policy

Because of the nature of 7-week session, there are no “excused” absences. An absence will receive a 0 for participation (a 1.75% impact on your final grade). More than one absence, or missing the first class meeting is cause for dismissal from class.

Conduct

This course may require electronic submission of essays, papers, or other written projects through the plagiarism detection service Turnitin (http://www.turnitin.com). Turnitin is an online plagiarism detection service that conducts textual similarity reviews of submitted papers. When papers are submitted to Turnitin, the service will retain a copy of the submitted work in the Turnitin database for the sole purpose of detecting plagiarism in future submitted works. Students retain copyright on their original course work. The use of Turnitin is subject to the Terms of Use agreement posted on the Turnitin.com website. You may request, in writing, to not have your papers submitted through Turnitin. If you choose to opt-out of the Turnitin submission process, you will need to provide additional research documentation and attach additional materials (to be clarified by the instructor) to help the instructor assess the originality of your work.

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 this 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.*

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**Policy on Disabilities**

The Disability Services Office (DSO) offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of disability, and academic need. In order to initiate services, students should meet with the Director of the DSO at the beginning of the semester to discuss reasonable accommodation. If a student does not request accommodation or provide documentation, the faculty member is under no obligation to provide accommodations. You may contact the Director of Disability Services at (310) 506-6500. For further information, visit the DSO Web site at: http://www.pepperdine.edu/disabilityservices/

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**Schedule of Classes**

*Class 1. Getting Started: The Fundamentals of IT and Process*

**Case Study:**

• Fabritek Corporation (HBS 9-669-004)

**Assigned Readings:**

• Process Fundamentals (here)

**Class 2: Competencies, Innovation and Process Improvement**

**Assigned Article Readings:**

• Chapter 1: Information Rules (included in Study.net packet)

**Case Study:**

• Zara: IT for Fast Fashion (HBS 9-604-081)

**Class 3: Developing a Business Case for IT Investments**

**Assigned Article Readings:**

• CPI Business Case (here)

**Case Study:**

• Netflix.com, Inc. (9-201-037)

**Homework Due:**

• Team memo assessing the CPI Business Case (As a team review the CPI Case and complete a recommendation memo)

**Class 4: Process Improvement (Online Class)**

**Activity:**

• Benihana Simulation (available from Harvard. Link forthcoming)

**Case Study:**

• Madison Ave: Digital Media Services (601020)
Assigned Article Readings:

- ???

Class 5: Managing the Implementation Process

Assigned Article Readings:


Case Study:

- Mount Auburn Hospital POE (HBS 9-603-060)

Class 6: Managing IT Resources and Processes in an Economic Downturn

Assigned Article Reading:

- Dorothy Leider et al., “How CIOs Manage IT During Economic Decline: Surviving and Thriving Amid Uncertainty” MISQE March 2003

Case Study

- Royal Caribbean Cruises, Ltd (HBS 9-304-019)

Class 7: Business Process Improvement, Technology and Operations

Activity:

- IBM Innov8 BPM Simulation

Due

- IBM Innov8 Simulation Reflection
### Case Recommendation Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Case</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Process Fundamentals &amp; Analysis</td>
<td>Fabritek</td>
</tr>
<tr>
<td>2</td>
<td>Competencies &amp; Innovation</td>
<td>Zara</td>
</tr>
<tr>
<td>3</td>
<td>Justifying IT investments</td>
<td>Netflix.com, Inc.</td>
</tr>
<tr>
<td>4</td>
<td>Process Improvement</td>
<td>Madison Ave: Digital</td>
</tr>
<tr>
<td>5</td>
<td>Managing Implementation Process</td>
<td>Mt. Auburn Hospital</td>
</tr>
<tr>
<td>6</td>
<td>IT &amp; Process in a Down Economy</td>
<td>Royal Caribbean Cruises, LTD.</td>
</tr>
</tbody>
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