

Sample Syllabus
CIS 8010 - PROCESS INNOVATION
From Spring 2009

Catalog Description:

This course examines the design of an organization's structure and business processes. The course primarily focuses on the application of information technologies to transform organizations and improve their performance. Methods of introducing and implementing information technologies to enable organizational change are examined.

Objectives:

Upon completion of this course, students should be able:

1. To use information technology for redesigning business processes and organizations
2. To understand the assumptions embedded in changing business with information technology
3. To evaluate problems in the planning and implementation of organizational change
4. To assess the relationship of process reengineering to other initiatives to improve the performance of organizations
5. To evaluate a variety of approaches to using information technology to improve organizations
6. To understand the behavioral and political issues surrounding the use of information technology in organizational change.

Course Materials/Portal:

Portal: <https://grad.robinson.gsu.edu/courses/CIS8010/>

Most course materials will be posted as documents in folders that designate the class number (1-15) or other topic. {Color code: blue}

Copyrighted materials will be available on the site from Study.Net, which charges you a fee for accessing them. Instructions for accessing Study.Net are included on the following page. {Color code: green}

Other copyrighted materials accessible free from the GSU online library are also required. {Color code: orange}

Student Instructions to Access Course Materials on Study.Net

Welcome. If you have any questions regarding the use of Study.Net, please contact us at:

e-mail customerservice@study.net
telephone (Toll-Free) (888) 462-0660
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To access your course materials, please follow the steps below:

1. Go to: <http://www.study.net>.
 - a) If this is your first time using Study.Net, register as a student to obtain a login and password. There is a link for student registration on the Study.Net home page. After registration, select your school and course to get started.
 - b) If you have already registered as a Study.Net user, login and click on *My Courses*. After the page refreshes, click on the link *to purchase or access new course material*, then select your school and course.
2. To purchase course materials, complete the billing and shipping information and print a receipt for your personal records after your transaction has been processed.
3. To access any prepaid course materials, enter the “course password” when requested and complete the material purchase process.
4. To order a printed version of your online course materials, select this option during the order process. Make sure that your shipping address is correct. All printed TEXTPAK orders are processed within 48 hours and shipped by USPS Priority Mail for delivery 2-3 days later.
5. Many of the materials distributed by Study.Net are stored in a PDF file format and protected with a “digital rights management” application that utilizes Adobe’s eBook Reader.
 - To view any protected PDF files **you must use version 6.0.1 or higher of Adobe Acrobat Reader**. For best results, we highly recommend using to Version 7.0 if this is possible. Adobe’s eBook Reader must also be activated on your computer to view pdf eBook files. With Adobe Acrobat Version 7.0, this process is automatic. With older versions of Acrobat, activation instructions will appear automatically on your computer screen, after logging in.
6. After selecting a material to view, the material will be downloaded to a new browser window that will appear on your computer screen. If you are unable to view a file or activate your eBook Reader because of firewalls or corporate proxy limitations, please contact Study.Net Customer Service. (customerservice@study.net).

Evaluation:

Students are evaluated on their participation in class, their performance on two exams, and one original project. These assignments are weighted equally:

participation	25%
first exam	25%
second exam	25%
project	25%

All assignments are graded upon a 100-point scale. The following cutoffs for the final grade will be strictly observed.

<u>Final average</u>	<u>Letter grade</u>
98-100	A+
93-97	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
73-77	C
70-72	C-

Participation. The course is designed primarily around case discussions, which cannot succeed without extensive preparation and participation in class. Participation points will be recorded for every class and cannot be made up if the student is absent. Possible weekly scores range from 0-3. The maximum number of points for the entire term is 39. The grade for participation is computed by adding the number of total points earned for the semester to a base of 61. Thus, the theoretical maximum is 100 points and the theoretical minimum is 61.

Exams. The exams will be written case analyses, to be conducted online at a specific time. No make-up exams will be offered except by prior arrangement.

Because this course proceeds without a standard text and employs the case method, it does not include a Final Exam as defined by GSU Policy. Accordingly, the second exam in the course should not be considered a "Final Exam," and it is scheduled well in advance of finals week, in accordance with University policy.

Project. The project requires analysis of a real organizational setting and a proposed change using appropriate applications of information technology. Projects should not deviate from the format prescribed by the following template. Projects will be scored on the criteria outlined in the template.

Projects are performed by teams of 4-5 students.

Project Template

PROJECT OUTLINE

1.0 General Description of the Organization (1 page)

- 1.1 Identification of overall business within its industry
- 1.2 Location of the change target within the organization
- 1.3 Motivation for improvement

2.0 Diagnosis of the Organization (3 pages)

- 2.1 Narrative description
- 2.2 Graphic illustration
- 2.3 Performance problems

3.0 Prescription for the Organization (4 pages)

- 3.1 Narrative description
- 3.2 Graphic illustration
- 3.3 Role of information technology
- 3.3 Estimated improvements

4.0 Implementation Plan (2 pages)

- 4.1 Organization of the change project
- 4.2 Change management strategy
 - 4.2.1 Sources of resistance
 - 4.2.2 Overcoming resistance

LENGTH RESTRICTIONS

Please observe the suggested lengths for each section of the report. **Do not exceed 10 pages total length.** Length includes figures and exhibits but excludes the title page. Pages are to be double-spaced, using 12-point fonts and one-inch margins. **A penalty of 2 points per extra page will be assessed on all projects that exceed the 10-page maximum requirement.**

EVALUATION CRITERIA

- Clarity of diagnosis and prescription, both narrative and graphic
- Appropriateness of information technology in the new design
- Feasibility of the implementation plan

SUGGESTIONS FOR AN EFFECTIVE PROJECT REPORT

- Do not simply automate current work processes. This is not a system design project.
- Write as though you are proposing these changes to potential management sponsors.
- Describe the technology enablers in a way that they would be meaningful to management sponsors. Do not fill your proposal with unnecessary technical details, but do indicate specifically how information technology will enable the new design.
- Make sure that your narrative and graphic designs are consistent with each other.
- Incorporate realistic plans for dealing with the forces opposing change. Formal training may be a component of an implementation plan, but please recognize its limits.

Course Outline:

1/7 1. Introduction to the Course

- Policies and Processes
- Sharepoint

1/14 2. IT, Critical Thinking and Ethical Reasoning

- Case: Eye Need Help - Now!
- Case: Apparel Manufacturing in Latin America (revised 2008)
- Reading: P.A. Facione, "Critical Thinking: What It Is and Why It Counts (2007 Update)," Insight Assessment, 2007.
http://www.insightassessment.com/pdf_files/what&why2007.pdf
- Reading: M. Bebeau and S. Olsen, "Developing a Well-Reasoned Response to Ethical Problems in Business," Center for Ethics and Corporate Responsibility, Georgia State University, n.d., 9pp.

1/21 3. Understanding IT and Organizational Change

- Case: Online Learning at Minkuo Hospital
- Reading: R-L Hsaio, "EduNet: The More I Learn, the Less I Know," Technical Note, National Cheng-Chi University, 2007.

1/28 4. Ethical Issues in IT-Supported Work Design

- Case: Call Center Design for Lion Financial Services
- Reading: C.M. Wallace, G. Eagleson, and R. Waldersee, "The Sacrificial HR Strategy in Call Centers," *International Journal of Service Industry Management*, 2000 11 (2), 174 – 184.

2/4 5. Redesigning Business Processes

- Case: Pharmacy Service Improvement at CVS (A)
- Reading: M-C. Boudreau and D. Robey, "Coping with Contradictions in Business Process Reengineering," *Information Technology & People*, 9 (4), 1996, 40-57.

2/11 6. IT and Learning in Organizations

- Mann Gulch Exercise
- Reading: D. Robey, N.A. Wishart, and A.G. Rodriguez-Diaz, "Merging the Metaphors for Organizational Improvement: Business Process Reengineering as a Component of Organizational Learning," *Accounting, Management and Information Technologies*, 5 (1) 1995, 23-39.

2/18 7. The Politics of IT-Enabled Organizational Change

- Case: Pacific Bell: Centrex Reengineering
- Reading: M.L. Markus, "Technochange Management: Using IT to Drive Organizational Change," *Journal of Information Technology* 19 (1) 2004, 4-20.
- Exam preview

2/25 8. EXAM 1 Xerox (Hong Kong): Sales Activity Management Process (A)

3/11 9. The Process-Centered Organization

- Design Exercise
- M. Hammer and S. Stanton, "How Process Enterprises Really Work," *Harvard Business Review*, November-December, 1999, 108-118.

3/18 10. Enterprise Systems and Organizational Change

- Case: Cisco Systems, Inc.: Implementing ERP
- D. Robey, J.W. Ross, and M-C. Boudreau, "Learning to Implement Enterprise Systems: An Exploratory Study of the Dialectics of Change," *Journal of Management Information Systems*, 19 (1) 2002, 17-46.

3/25 11. Managing Telework and Virtual Teams

- Case: Town & Country
- Reading: L. Dubé and D. Robey, "Surviving the Paradoxes of Virtual Teamwork," *Information Systems Journal*, 19, 2008, 3-30.
- Reading: D. Robey and J. Wang, "Remote Control: Portfolios of Organizational Controls over Distributed Knowledge Work," 2009.

4/1 12. Designing the Virtual Organization

- Case: iTalk
- Reading: A. Mowshowitz, "Virtual Organization," *Communications of the ACM*, 40 (9), 30-37.

4/8 13. IT and Environmentally Sustainable Organizations

- Case: Carrefour China, Building a Greener Store
- Reading: "Green IS: Building Sustainable Business Practices," in R.T. Watson (ed.) *Information Systems*, Global Text Project, 2007 <globaltext.org>.
- Reading: M-C Boudreau and D. Robey, "Green IT: Saving the Planet one Bit at the Time," 2009.

4/15 14. EXAM 2 Zara: IT for Fast Fashion

4/22 15. Summary and Recap

University Class Policies:

- Prerequisites are strictly enforced. Students failing to complete a prerequisites with a grade of “C” or higher will be administratively withdrawn from the course in which they are in violation with a loss of tuition fees. **There are no exceptions.**
- Students are expected to attend all classes and group meetings, except when precluded by emergencies, religious holidays or bona fide extenuating circumstances.
- Students who, for non-academic reasons beyond their control, are unable to meet the full requirements of the course should notify the instructor. Incompletes may be given if a student has ONE AND ONLY ONE outstanding assignment.
- A “W” grade will be assigned if a student withdraws before mid-semester while maintaining a passing grade. Withdrawals after the mid-semester date will result in a grade of “WF”. Refer to GSU catalog or Registrar’s office for details.
- Spirited class participation is encouraged and informed discussion in class is expected. This requires completing readings and assignments **before** class.
- Unless specifically stated by the instructor, all exams and lab assignments are to be completed by the student alone.
- Within group collaboration is allowed on project work. Collaboration between project groups will be considered cheating unless specifically allowed by an instructor.
- Copy work from the Internet without a proper reference will be considered plagiarism and subject to disciplinary action as delineated in the Student Handbook.
- Any non-authorized collaboration will be considered cheating and the student(s) involved will have an Academic Dishonesty charge completed by the instructor and placed on file in the Dean’s office and the CIS Department. All instructors regardless of the type of assignment will apply this Academic Dishonesty policy equally to all students. See excerpt from the Student Handbook below:

Academic Honesty

(Abstracted from GSU’s *Student Handbook* Student Code of Conduct “Policy on Academic Honesty and Procedures for Resolving Matters of Academic Honesty” - <http://www.gsu.edu/~wwwcam/academichonesty.html>)

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The University assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

Students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Here are some examples and definitions that clarify the standards by which academic honesty and academically honorable conduct are judged at GSU.

Plagiarism. Plagiarism is presenting another person’s work as one’s own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student’s work as one’s own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one’s reliance on other sources is also a form of plagiarism. Failure to indicate the extent and nature of one’s reliance on other sources is also a form of plagiarism. Any work, in whole or part, taken from the internet or other computer based resource without properly referencing the source (for

example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations. Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, or “crib sheets” during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one’s own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

Unauthorized Collaboration. Submission for academic credit of a work product, or a part thereof, represented as its being one’s own effort, which has been developed in substantial collaboration with assistance from another person or source, or computer honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.