MIS689: Strategic Information Technology Management

Pre-Class Assignment & Preliminary Syllabus (updated 02/17/2016)

Tuesday evenings, 6:30pm—9:30pm, Location—see MyBenU for room assignment

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Course Description, from current graduate catalog
This course requires students to use all disciplines and techniques learned. Strategic formulation and implementation concepts focusing on information technology are discussed, using cases and readings. This course must be taken within two courses of completing the degree.

Required Text
Information Systems for Managers with Cases, Edition 3.0 by Piccoli & Pigni

This Edition 3.0 is available only through the two online stores below. Prices are the same at both stores.

www.redshelf.com
To order the ebook or paperback, go to www.Redshelf.com, and search by the author and title name.
You will be able to choose ebook or printed paperback from the title page.
Be sure to choose "with cases, Edition 3.0" as there is also a "without cases" version and an earlier, outdated Edition 2.1 available.
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Be sure to choose “with cases, Edition 3.0” as there is also a “without cases” version and an earlier, outdated edition 2.1 available.
The VitalSource ebook provides 365-day online access and a perpetual download.
VitalSource does not provide a printed option.

You might also wish to take a look at these items; available at libraries and online


Friedman’s work: [http://www.thomaslfriedman.com/](http://www.thomaslfriedman.com/)

**Prerequisite**
This course should be taken within two courses of completing the degree and may require permission to register. Please contact me at bozog@ben.edu with any questions.

**Course Expectations**
The assignments and grading are intended to
- encourage students’ active participation and class sharing
- challenge and assist students to positively manage their educational and professional development
- introduce students to the teaching styles used in most MIS and MBA courses

**Course Requirements and Grading**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class and D2L Participation. <em>Students are expected to attend and actively participate in each week’s discussion as well as any D2L discussions in a professional manner. Students must complete the required research and be prepared to discuss the reading(s) during class.</em></td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Literature Reviews. <em>Reviews are to be completed and posted to the appropriate discussion forum at our D2L course site.</em> See the attached Course Requirements document for additional information.</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Case Analyses (three individual analyses and one team analysis). <em>Submit via D2L dropbox only; grading rubric will be posted at D2L. See the Course Requirements document for additional information.</em></td>
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<td></td>
</tr>
<tr>
<td>Individual Case 1</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Individual Case 2</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Individual Case 3</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Team Case</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Course Project. <em>Submit deliverables below via D2L dropbox only; grading rubrics will be posted at D2L. See the Course Requirements document for additional information.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preliminary outline</td>
<td>10</td>
<td>1%</td>
</tr>
<tr>
<td>Midterm deliverable and presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>40</td>
<td>4%</td>
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<tr>
<td>Paper</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Final deliverable and presentation</td>
<td></td>
<td></td>
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<tr>
<td>Presentation</td>
<td>50</td>
<td>5%</td>
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<tr>
<td>Paper</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
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</table>
**Literature Reviews, Case Analyses, Midterm and Final Course Project**
Details on the literature review, case analyses, course project [midterm and final project] will be posted at our D2L course site.

**Grading Criteria**
At the graduate level, a “B” is considered average and necessary to graduate. “A” level work requires exceptional demonstration of management skills, insight, accurate assessment, justifiable conclusions, recommendations and resources beyond what is presented in class. “B” level work demonstrates performance derived from class. “C” level work is below acceptable graduate level performance and shows less than full application of class requirements. “D” level work shows minimal application of class requirements and “F” is work that fails to demonstrate class requirements.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of Total Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/A-</td>
<td>90-100%</td>
<td>Superior performance and exceeds course objectives. The superior level (this is the high A range) assumes that the student justified responses with text and other research resources.</td>
</tr>
<tr>
<td>B+/B/B-</td>
<td>80-89%</td>
<td>Above average performance and exceeds acceptable course objectives. Requires the student to take a position beyond merely a literal answer for the question, with a moderate explanation of why the recommendations were made.</td>
</tr>
<tr>
<td>C+/C/C-</td>
<td>70-79%</td>
<td>Average performance and meets acceptable course objectives. Requires the student to complete the required questions and requirements within an assignment to be completed and submitted within the specified deadline.</td>
</tr>
<tr>
<td>D+/D/D-</td>
<td>60-69%</td>
<td>Below average performance and does not meet course objectives. Did not answer the question or did not provide the appropriate answers within the specified deadline.</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
<td>Failure to meet course objectives.</td>
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</table>

The following requirements are expected even though they are not graded: timely attendance, active, informed participation, and professional interaction in all class sessions. All written work is expected to follow APA guidelines and all references should be cited as appropriate.

**Policy on Assessment Methods**
Grades will be determined from each student’s performance on written papers, examinations, oral presentations, individual and/or team reports, individual and team case analyses. Impromptu quizzes, in-class, open and/or closed book examinations and peer evaluations can be expected. No handwritten materials will be accepted for assignments scheduled in advance.

This course will be conducted as a seminar; active participation both in class and in online discussions is expected.

Assignments are due on the date listed in the tentative schedule. Late assignments will be penalized 10% of the point value earned for the assignment for each calendar day the assignment is overdue.

Make-up examinations or assignments must be completed within one week of the scheduled due date. Failure to attend a class does not excuse the student from meeting deadlines for assigned work. The student is responsible for obtaining class notes and handout materials from a classmate for any missed class or portion thereof. Any student who is unsure of this grading scale or course requirements is responsible for clarifying questions with the instructor.
Student Responsibilities

- Students who are not enrolled in class either for credit or audit cannot attend the class and cannot receive credit for the course.
- Students cannot submit additional work after grades have been submitted to alter their grade (except in cases of temporary grades such as “I”, Incomplete; “X”, Missed Final Exam; “IP”, In Progress).
- Students on academic probation are not eligible for a grade of “I”, Incomplete.

To ensure a comprehensive and authentic education, the student is responsible for planning his/her academic program and progress, and for evidencing academic performance with honesty and integrity. Intended learning cannot be evidenced if one misrepresents the work of others as his/her own. The University encourages students to assist one another (e.g. tutoring, group projects); the student is accountable for work submitted to meet his/her requirements.

Policy on Academic Honesty

To ensure a comprehensive and authentic education, the student is responsible for planning his/her academic program and progress, and for evidencing academic performance with honesty and integrity. Intended learning cannot be evidenced if one misrepresents the work of others as his/her own. The University encourages students to assist one another (e.g. tutoring, group projects); the student is accountable for work submitted to meet his/her requirements.

Academic honesty is expected and required in all academic work. Each student shall be honest in her or her academic work and shall support the honesty of others as stated in the Benedictine University Academic Honesty Policy (http://www.ben.edu/academic_programs/ahp.cfm).

In accordance with the policy of academic honesty, activities such as, but not limited to which are prohibited, include:

- Giving or receiving unauthorized aid on a quiz or examination
- Taking an exam or doing homework assigned for another student, or arranging to have it done
- Plagiarism (submitting the work and/or ideas of others without giving proper credit)
- Falsifying data or other results
- Using material, information or sources specifically and legitimately restricted by the instructor
- Sabotaging the work of others
- Altering academic records

Evidence of the following behaviors will be construed as violations of academic honesty and will result in a failing grade for that assignment: submitting identical assignments, exams, answers, journal entries or other deliverables; sourcing identical citations, data, tables or quotations; conversations among students during in-class examinations.

The search for truth and the dissemination of knowledge are the central missions of a university. Benedictine University pursues these missions in an environment guided by our Roman Catholic tradition and our Benedictine heritage. Integrity and honesty are therefore expected of all members, administration and staff. Actions such as cheating, plagiarism, collusion, fabrication, forgery, falsification, destruction, multiple submission, solicitation and misrepresentation, are violations of these expectations and constitute unacceptable behavior in the University community. The penalties for such actions can range from a private verbal warning, all the way to expulsion from the University. The University’s Academic Honesty Policy is available at http://www.ben.edu/ahp and students are expected to read it.

A first violation will result in a score of zero on the assignment. A second violation will result in an ‘F’ in the course. In all cases, violations will be reported to the Provost’s Office as indicated in the Academic Honesty Policy. If you have any questions, please ask.

In addition, TurnItIn may be used with Desire2Learn at the Instructor’s discretion; see http://turnitin.com/ for details. TurnItIn provides an originality check for submitted deliverables, which are checked against web pages, student papers, and publications. All individual written assignments will be submitted via a D2L dropbox and, if
TurnItIn is used, all work will be submitted automatically to the plagiarism evaluation system to review for obvious plagiarism. Any cases that exceed acceptable limits will not be accepted for a grade at the first occurrence and subsequent occurrences will result in the student receiving an F grade for the course.

**Policy on Electronic Devices**

One aspect of being a member of a community of scholars is to show respect for others by creating and maintaining an environment that is conducive to learning. Due to the distraction that can occur with ringing cell phones or other electronic devices we ask that you set your cell phone/electronic device to mute/silent before each class.

Furthermore, if you use your cell phone, BlackBerry, PDA, or other electronic device in any manner during a test or quiz, the student will receive a zero for that test or quiz. This policy also applies to all electronic communication and/or data storage devices.

**Policy on Recording Lectures**

Students are prohibited from audio recording any lecture unless given specific permission. Students are strictly prohibited from video recording any lecture.

**Policy on Special Needs**

If you have a documented learning, psychological, or physical disability, you may be eligible for reasonable academic accommodations or services. To request accommodations or services, please contact Jennifer Golminas in the Student Success Center, Krasa 012, 1.630.829.6512 or jgolminas@ben.edu. All students are expected to fulfill essential course requirements. The University will not waive any essential skill or requirement of a course or degree program.

**Policy on Academic Accommodations for Religious Obligations**

A student whose religious obligation conflicts with a course requirement may request an academic accommodation from the instructor. Students must make such requests in writing by the end of the first week of the class.

**Policy on Class Attendance and Preparation**

Regular attendance is expected. Students are expected to read the assigned material and complete deliverables before class. Students are responsible for what is covered in class. A student is required to contact the instructor in advance if he/she will miss a class session. Although student attendance at all class meetings is required, it is understood that there may be extenuating circumstances that may prevent a student from attending class. Students who miss nine or more contact hours will not receive credit for the course. Such a student will be administratively withdrawn from the course and will be assigned a grade of “F”. Students who are administratively withdrawn because of absences will be required to retake the course at a later date. Students will not receive a refund and must take the course at the tuition rate in effect at the time of the subsequent course enrollment.

**Policy on Withdrawals and Incompletes**

Consistent with our Benedictine University catalog, students have various options to manage courses, subject to instructor approvals. Students are expected to self-manage course registration, schedule changes, and course withdrawals. See instructions for BenUConnect and MyBenU at http://www.ben.edu/accountlogin.cfm.

Incompletes (I’s) are issued to students who cannot finish the designated coursework due to extenuating circumstances. “I’s” are to be issued sparingly: to a student who is doing at least “C” work, who is not on academic probation, and who has a clearly defined plan for completion of coursework with dates recorded on the incomplete request. An “I” must be approved by the course instructor, the department chair, and the Registrar, and must be arranged before the submission of final grades. If the course is not completed within 180 days, the grade is automatically converted to an “F”.

Academic forms may be found at http://www.ben.edu/campus_resources/registrar/studentforms.cfm.
Library Resources
As a student at Benedictine University, you have access to the library. See the library website at http://www.ben.edu/library/. See the FAQs and Research Guides for specific information on resources. Most databases are available online from on-campus; many are available online from off-campus as well.

The Library also provides students free use of RefWorks, an effective tool for bibliographic citations and proper reference use http://libguides.ben.edu/refworks.

Reference librarians are professionals who can assist in learning highly efficient, effective research skills and sourcing, so you are encouraged to meet with them. Conference rooms may be reserved for team meetings. You are encouraged to tour the library while on campus. You may chat with a librarian; see the ‘Chat’ button on most library web pages.

Use of Information Technology, including University network and D2L
Access to the University computer network is gained through the use of a login and password. A student login is of the form ‘bnnnnnnn’, where the seven-digit student ID replaces ‘nnnnnnn’. Please login from the University home page using the ‘Account Login’ found at the top right or from http://ben.edu/accountlogin.cfm. A password may be reset from these login pages. Additional information may be found at http://www.ben.edu/it/.

Each student has a Benedictine University e-mail address. All official communications from Benedictine University, Graduate Business Administration Programs, and the Instructor will be sent to the student’s Benedictine University e-mail account. Students should access this account on a regular basis. Information is found at http://www.ben.edu/it/ and the ‘Get Started’ tab.

This course will require students to use technology in at least the following ways:
- Students will need reliable Internet and e-mail access.
- Students will need to check the D2L course site at least daily.
- Students will need to check e-mail at least daily. The official University e-mail account is strongly encouraged and preferred.
- Students will use D2L, a web-based learning management system.
- D2L requires use of a full-featured web browser, for example, Firefox and IE.
- All course content will be posted at D2L, including syllabus, course requirements, presentations, discussion forums, assignment dropboxes, online assignments, and online quizzes.
- Registered students will have access to a course site shortly before the start of a quarter.
- Students will need a working knowledge of Microsoft Word, Excel 2007 or later, and PowerPoint; these are used extensively in Graduate Business Administration courses.
- Several on-line technology training modules are available at http://www1.ben.edu/resources/tutorials.

Policy on University Closings
A variety of conditions may disrupt normally scheduled classes. These include University closures due to severe weather, building issues (loss of power, water, etc.), and health-related issues, such as flu. See the University emergency preparedness plan at http://www.ben.edu/emergency/index.cfm.

In the case of severe weather, contact the Benedictine University emergency information line at (630) 829-6622 or check www.emergencyclosings.com or www.cancellations.com. In addition, many radio and TV stations announce closings:

<table>
<thead>
<tr>
<th>Radio/TV Station</th>
<th>University Channel</th>
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</thead>
<tbody>
<tr>
<td>WGN Radio 720</td>
<td>NBC 5 Chicago</td>
</tr>
<tr>
<td>WBBM Newsradio 105.9 FM</td>
<td>ABC 7 Chicago</td>
</tr>
<tr>
<td>WKKD 95.9 FM</td>
<td>WGN Channel 9</td>
</tr>
<tr>
<td>WJOL AM 1340</td>
<td>FOX 32 News</td>
</tr>
<tr>
<td>CBS 2 Chicago</td>
<td>CLTV News</td>
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</table>

Students who register their contact information at http://www.ben.edu/emergency/benalert.cfm will be notified automatically via text, voice, and/or e-mail, as requested.
In the case of a University class cancellation, students are expected to immediately check their D2L News page for instructions. Faculty will provide students with alternate activities so that the learning experience continues and that the required course learning objectives are met. Activities may include a discussion board activity throughout the week, additional content-specific videos to review and discuss, participation in a topic-specific blog, live chat sessions, etc. Students are required to participate in these additional activities. Failure to participate will count as a missed class.

Additional or other procedures may be implemented by the University in the event of an extended closing.

Policy on FERPA
The Family Education Rights and Privacy Act [FERPA], also known as the Buckley Amendment, addresses the issue of student privacy. Although there are many regulations that must be adhered to, FERPA permits some flexibility with regard to how it is administered. Through the enactment of FERPA in 1974, guidelines were established prohibiting institutions from releasing student information to anyone without expressed written permission from the student. This means we cannot discuss student’s schedules, grades, or other specific information related to the student with spouses, family members, or friends.

A student may provide for release of identifiable, non-directory information to a third party by signing a Confidential Release Authorization form. The form is available at http://www.ben.edu/campus_resources/compliance/upload/FERPA-Auth-Release-to-Parents.pdf.

For more information regarding FERPA, please see http://www.ben.edu/ferpa/index.cfm.

University Mission Statement
Benedictine University dedicated itself to the education of undergraduate and graduate students from diverse ethnic, racial and religious backgrounds. As an academic community committed to liberal arts and professional education, distinguished, and guided by its Roman Catholic tradition and Benedictine heritage, the University prepares its students for a lifetime as active, informed and responsible citizens and leaders in the world community.

Office Hours
Please check our D2L course site for any updates to my office hours for Spring Quarter 2016.

    Regular office hours:  Tuesday 2:45pm—5:45pm and Thursday 2:45pm—5:45pm

In addition to posted office hours, I am available by appointment; please contact me at 1.630.829.6218 or bozog@ben.edu (preferred) with a detailed message.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Assignment(s)/Deliverable(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>03/29</td>
<td><strong>Part I: Foundations</strong>&lt;br&gt;PP Ch1, Information Systems and the Role of General and Functional Managers&lt;br&gt;PP Ch2, Information Systems Defined</td>
<td>Literature review, post to Session 1</td>
</tr>
<tr>
<td>2</td>
<td>04/05</td>
<td>PP Ch3, Organizational Information Systems and Their Impact</td>
<td>Individual and/or Team Case Analysis: Troubleshooting Information Systems at the Royal Hotel</td>
</tr>
<tr>
<td>3</td>
<td>04/12</td>
<td><strong>Part II: Competing in the Internet Age</strong>&lt;br&gt;PP Ch4, The Changing Competitive Environment&lt;br&gt;PP Ch5, Electronic Commerce: New Ways of Doing Business</td>
<td>Literature review, post to Session 3&lt;br&gt;Course project preliminary outline, submit via D2L dropbox&lt;br&gt;Individual and/or Team Case Analysis: ELoanDocs: Riding the tide of Technology without Wiping Out</td>
</tr>
<tr>
<td>4</td>
<td>04/19</td>
<td><strong>Part III: The Strategic Use of Information Systems</strong>&lt;br&gt;PP Ch6, Strategic Information Systems Planning</td>
<td>Individual and/or Team Case Analyses: Online Education and TripIt: The Traveler’s Agent [see Part V of the text]</td>
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<tr>
<td>5</td>
<td>04/26</td>
<td>PP Ch7, Value Creation and Strategic Information Systems&lt;br&gt;PP Ch8, Value Creation with Information Systems</td>
<td>Literature review, post to Session 5&lt;br&gt;Individual and/or Team Case Analysis: Outrigger Hotels and Resorts</td>
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<tr>
<td>6</td>
<td>05/03</td>
<td><strong>Midterm Project Presentations</strong></td>
<td>Midterm Report due by Sunday, 05/08, via D2L dropbox</td>
</tr>
<tr>
<td>7</td>
<td>05/10</td>
<td><strong>Attend GBA student event</strong></td>
<td>Individual and/or Team Case Analyses: Upscale Markets: Value Creation in a Mature Industry and HGRM: Bringing Back High Touch Hospitality</td>
</tr>
<tr>
<td>8</td>
<td>05/17</td>
<td><strong>Part IV: Getting IT Done</strong></td>
<td>Literature review, post to Session 8&lt;br&gt;Individual and/or Team Case Analysis: Duetto: Industry Transformation with Big Data and IT Planning at ModMeters</td>
</tr>
<tr>
<td>9</td>
<td>05/24</td>
<td>PP Ch12, Information System Trends&lt;br&gt;PP Ch13, Security, Privacy, and Ethics</td>
<td>Individual and/or Team Case Analyses: Project Management at MM and Giant Food and Elensys: Looking out for Customers or Gross Privacy Invasions?</td>
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<tr>
<td>10</td>
<td>05/31</td>
<td><strong>Course Evaluation</strong></td>
<td>Final Report due by Sunday, 06/02, via D2L dropbox</td>
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**Pre-Class Assignment**<br>Be sure to read PP Chapters 1 and 2, as shown below. Be sure to post your first literature review to the Session 1 Literature Review discussion forum. Review updated syllabus and course requirements posted at the D2L course site.
Benedictine University  
College of Business  
Department of Graduate Business Administration [GBA]/Management Information Systems Program  
Management Information Systems Program  
Course Requirements  
MIS689: Strategic Information Technology Management  
Please check our MIS545 Desire2Learn [D2L] course site for updates

Literature Review Guidelines

The literature review is intended to

- update what we know about strategic information technology management

For class sessions, as indicated in the syllabus and/or course schedule

- find one relevant and recent article, published in the last two years, for the topics to be discussed that session
- attach a copy to your post and/or include url, as appropriate; include a complete citation
- at least two of the reviews must be from a peer-reviewed, academic journal, for example, MIS Quarterly, Information Systems Research, Journal of Computer Information Systems, Administrative Science Quarterly, Harvard Business Review, Sloan Management Review,... [find these and others via the BenU online library]
- topics are the chapters and/or topics in our textbook
- write three paragraphs of summary and three paragraphs of critique, outlining how and why the article is appropriate to the topic and your own assessment as to the quality of the article
- point out how the information contained in the article furthers knowledge about strategic information technology management
- discuss the article in a couple of minutes during class
- post your review to our D2L course site in the appropriate literature review discussion forum

In addition, as you come across interesting web sites, technologies, examples of successful/unsuccessful CIOs, successful/unsuccessful organizations, business case analyses, etc., please post your findings to our course site.

Course Project

The goal of the course project is to demonstrate your understanding and ability to apply the body of knowledge covered in this course and prior MIS courses in a comprehensive manner.

The project is an evaluation and plan for an organization for the use of information technology. The project should include an analysis of the organization; its current and projected business and technology plans; strategies for implementing these plans; and its procedures for planning, controlling, and assessing its information resources and systems. The scope of this project is necessarily broad and requires sustained effort throughout the term. A team effort (two or three students) is recommended for this project, but is not required.

A preliminary outline, midterm deliverable, final report, and presentation of both the midterm and final are required. Please check the course syllabus for dates associated with these deliverables. Midterm presentations should be no more than ten minutes in length; final presentations should be no more than fifteen minutes in length. A brief presentation of the preliminary outline is also expected.
The preliminary outline should introduce the organization and give an overview of its technology and its use of technology. Two pages.

The midterm deliverable should update the preliminary outline and give a fairly complete analysis of the organization; its current and projected business and technology plans. Point out what work remains to be done for the final paper. Six to eight pages; preliminary bibliography. Ten-minute presentation.

The final paper should update the midterm deliverable and complete the requirements of the course project. Sixteen to eighteen pages for the complete project, which includes content from the midterm paper; complete bibliography. Fifteen-minute presentation.

Reminders:
- Preliminary outline—no more than two pages, one-inch margins, 12-point Times New Roman, double-spaced
- Midterm Project—six to eight pages [for an individual project] or twelve to sixteen pages [for a two-person project], one-inch margins, 12-point Times New Roman, double-spaced; ten-minute presentation.
- Final Project—16 to 18 pages [for an individual project] or 32 to 36 pages [for a two-person project], one-inch margins, 12-point Times New Roman, double-spaced; fifteen-minute presentation. Note that the final project includes the midterm project as one complete document.
- For each deliverable
  - clear organization (for example: title, table of contents, section headings, page numbers, bibliography)
  - appropriate supporting materials (for example: charts, illustrations, graphs, photographs)
  - proper citations for materials used (see statement on academic honesty; be sure to use APA style for references)
  - correct grammar, spelling, writing style
  - see the Paper and Presentation Grading System found below
- Online resources on the Benedictine University Library website
  - Citation Guides and Style Manuals: http://libguides.ben.edu/style. This online library guide provides general information about citation. The blue tabs across the top of each citation guide provide specific information about styles commonly used by Benedictine University students: APA, AMA, CSE, Chicago Manual of Style, MLA, and NLM.
  - Government & Legal Documents: http://libguides.ben.edu/content.php?pid=78570&sid=664169. This web page provides information about how to properly cite government and legal documents.
  - Plagiarism: http://libguides.ben.edu/plagiarism. This web page provides information about what plagiarism is and how to avoid it.
  - RefWorks: http://libguides.ben.edu/refworks. This is a free, online tool that develops a bibliography. The resulting document must be proofread for accuracy.
Paper and Presentation Grading System

A • clear and sustainable thesis, reflecting an intelligent and critical engagement with the source material. • thesis is well supported with textual material, including quotes, demonstrating a solid comprehension of the original source material. • clear and well-developed introduction. • statement of the writer’s own position on the subject at issue (i.e. your critique of the material) is original, clear and appropriately supported with arguments and/or examples. • excellent grammar, syntax, vocabulary and punctuation. • essay flows together, with solid transitions between paragraphs and smooth linkages of ideas. • comprehensive bibliography, with several references from academic and trade publications.

B • thesis is relatively clear, and embodies a fair comprehension of the original material. • thesis is fairly well supported with quotes and other evidence of an engagement with the source material. • introduction is of sufficient clarity to permit a grasp of the main thesis. • the writer’s own position on the subject at issue displays some evidence of original thinking and is somewhat supported with arguments and examples. • grammar, syntax, vocabulary and punctuation are adequate; errors do not affect comprehension of the points. • essay is well-written for the most part, allowing the ideas to be communicated clearly and effectively. • extensive bibliography, with at least two references from academic and others from trade publications.

C • thesis requires greater clarification, but nonetheless makes some sense and displays some evidence of an understanding of the original material. • some elements of thesis are supported, but arguments need to be developed. • introduction is somewhat vague; main thesis is only discernible with difficulty. • writer’s own position needs to be developed and/or stated more clearly; at least some arguments and examples in supports of writer’s position are provided. • grammatical and syntactical errors do not seriously hinder comprehension of the essay. Main ideas are still intelligible. • the organization of ideas needs improvement, nonetheless the main ideas can be easily discerned. • adequate bibliography, with at least one reference from academic sources and others from trade publications.

D • thesis is poorly developed, and displays an insufficient understanding of the source material. • supporting arguments are undeveloped, or fail to support thesis in a clear manner. Little or no citation of the text. • introduction is unclear; main thesis cannot be discerned from introduction. • writer’s own position is unsupported by arguments, quotes and examples. Excessive summary of other's ideas in place of critical thinking. • grammatical and syntactical errors often make ideas incomprehensible and unintelligible. • poor writing style and presentation, disjoined paragraphs, excessive use of short sentences and run-on sentences; essay does not flow together. • inadequate bibliography, with a few references from trade publications.

F • no discernible thesis, or thesis is indefensible. • arguments do not show any evidence of an engagement with the source material. • deficient introduction which does not set out the author's purpose or intentions. • writer’s own position is unclear and/or unsupported by any arguments, quotes, or other textual evidence. writing errors seriously impede comprehension of the essay • poor bibliography, with few references.
### Individual/Team Case Analysis and Presentation Grading System

<table>
<thead>
<tr>
<th>Presentation Component</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Component</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Overview: introduction of presenters, case and problem; background described, agenda outlined</td>
<td>• no introduction or overview, background or agenda</td>
<td>• introduction of presenters but awkward, sketchy or unclear overview/agenda and background</td>
<td>• confident and fluent introduction; clear overview/agenda and background, but could be more complete or polished</td>
<td>• confident introduction of roles and contribution; clear purpose, overview, and agenda; relevant &amp; clear background</td>
</tr>
<tr>
<td>• Rationale: explains reasoning and provides evidence</td>
<td>• little or no reasoning, explanation, or evidence provided</td>
<td>• reasoning and evidence presented but not well organized or poor sources</td>
<td>• good logical reasoning and evidence, but not integrated</td>
<td>• logical reasoning integrated with authoritative references on key points</td>
</tr>
<tr>
<td>• Vocabulary: appropriate and fluent use of terms and concepts</td>
<td>• little or no attempt to include terms, concepts, authors</td>
<td>• use of terms but not well related, sporadic, misused or mispronounced</td>
<td>• good use of terms but still uses jargon or forces or is awkward with use of terms</td>
<td>• fluent vocabulary and pronunciation without pretention</td>
</tr>
<tr>
<td>• Application: appropriate and insightful application of procedures and practices</td>
<td>• little or no inclusion of techniques, application, or practices</td>
<td>• inaccurate or incomplete use of techniques</td>
<td>• generally good application, but lack polish, fluency, or originality</td>
<td>• strong application with good fit, rationale, fluency, and originality</td>
</tr>
<tr>
<td>• Coverage: thorough and balanced in treatment of topic (given the goal)</td>
<td>• very incomplete, significant gaps, or biased treatment of topic</td>
<td>• either thorough but biased, or incomplete and balanced</td>
<td>• generally thorough and balanced but awkward, needs more evidence, or better sequencing</td>
<td>• thorough coverage of topic per assignment with balanced treatment of perspectives</td>
</tr>
<tr>
<td><strong>Process Components</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Style: use effective verbal and nonverbal communication skills (e.g., voice volume, inflection, eye contact, etc.)</td>
<td>• poor style (long pauses, reading speech, &quot;Umm...&quot; and other mannerisms, poor eye contact, monotone, etc.)</td>
<td>• Either fluent delivery but reading, or awkward delivery but spontaneous</td>
<td>• generally good delivery and spontaneity but could improve</td>
<td>• Excellent style involving matching verbal and nonverbal style, good projection with inflection, spontaneous speaking</td>
</tr>
<tr>
<td>• Graphics: attractive &amp; balanced layout, legible font</td>
<td>• no graphics (may be appropriate in some cases)</td>
<td>• graphics present but poor quality ( illegible, inconsistent , etc.)</td>
<td>• well done graphics but too much or too little, and not on key points</td>
<td>• well-designed and attractive graphics that simplify or summarize key ideas; original graphics</td>
</tr>
<tr>
<td>• Team Roles: team members have equivalent roles</td>
<td>• unclear team roles</td>
<td>• clear team roles but unequal contribution</td>
<td>• clear roles, equal contribution</td>
<td>• clear roles, balanced contribution, good transition between presenters, cross reference each other</td>
</tr>
<tr>
<td>• Discussion: team is prepared to facilitate discussion and is receptive to feedback</td>
<td>• little or no discussion</td>
<td>• discussion but without clear organization or purpose</td>
<td>• prepared discussion questions</td>
<td>• prepared questions on key areas, and responsive to and elicit participant reaction and questions</td>
</tr>
<tr>
<td>• Reflection: team can identify what it would do differently to improve</td>
<td>• little or no reflection</td>
<td>• ask for feedback; some defensiveness</td>
<td>• ask for feedback and clarify responses; generally nondefensive</td>
<td>• request feedback, clarify responses and link to performance changes; positive &amp; curious</td>
</tr>
</tbody>
</table>
Case Analysis

We’ll use a different technique in this course. It’s called the Business Impact Assessment and the way to present it is called the ‘250’ Template.

Performing a Business Impact Assessment

Step 1: List the problems cited in the case
Cite evidence directly from the case. In practice, the evidence would be gathered from your organization. Write these problems down the left-hand side of the page. Often, these might be technical or organizational in nature.

Step 2: Identify the business impact of each problem
Knowing the business impact of problems provides a sense of their relative severity and/or urgency. For each problem identified in Step 1, write its business impact on the right-hand side. Mapping problems directly to business impacts allows you to determine the precedence of individual problems. These should focus on what the business is facing now or will face in the future.

Step 3: Craft a business impact summary
Summarize the organization’s overall situation/predicament as accurately as possible linking business impacts to problems. Use the information from Step 2 (not Step 1) to craft the business impact summary. Start each sentence with the business impact and link it to a specific cause (or causes).

Step 4: Offer two independent (but complementary) recommendations
Recommendations should be actionable and linked directly to the organizational impact summary in Step 3. This ensures that your recommendations are focused on root causes.

The “250” Template

To: [Address the memo to a specific decision-maker within the case]

Business Impact Summary: [Summarize the organization’s overall situation/predicament as accurately as possible linking business impacts to causes. Copy the results from Business Impact Assessment Step 3 above]

Recommendation 1: [Present two independent, but complementary recommendations that directly address the problems/opportunities identified within your assessment above. Copy your recommendations from Business Impact Assessment Step 4 above]

Recommendation 2:
Word Count: [State your word count. Memo must not exceed 250 words]
Author/Team: [Identify yourself or your team]
Tips for Students for the Business Impact Assessment and “250” Template

1. Follow the format provided ... exactly. Forcing students to limit their analysis to 250 words causes them to make difficult decisions about what is important and what isn’t. They will agonize over this and claim that it is impossible to be effective with such a stringent word allowance. With practice, they learn that 250 words is more than ample.

2. Students should spend most of their time creating the business impact summary. We advise students to spend the majority of their time crafting the business impact summary. Recommendations are easily derived from a good impact summary. Recommendations are the easy part; the business impact summary is the difficult part. Furthermore, it is difficult to escape from a poorly crafted business impact summary. This is one of life’s lessons; that is, solving the wrong problem is a waste of resources.

3. Concentrate on the business impact of problems. While IT may have a lot of problems, the most pressing ones are always the problems that prevent the business from functioning effectively. These may be technology-based or situated within IT but students will need to understand and articulate what the impact of these problems is for the business. The business impact summary is NOT an IT assessment!

4. Watch for the elephant(s) in the room. Students must focus on the major problem(s) in their business impact summary. While each case depicts several problems, students need to identify the major problem(s) that could cause the business to go under or cause serious damage if not addressed. The severity of problems and their precedence should be revealed in Business Impact Assessment Step 2 described above.

5. Make recommendations actionable. We have found that students tend to make a number of common mistakes which render their recommendations ineffective. Over time and accurate feedback, they will improve dramatically. This is part of the learning which comes with practice.

   • Students must articulate their recommendations carefully. Generic approaches such as “open the lines of communication” or “enhance the business-IT alignment” can mean just about anything and, as a result, are mostly ineffective. Students should be clear and specific! They should ensure that their recommendations directly address the organization situation they have identified. Actionable recommendations, to us, are those that make it clear what exactly should be done on Monday morning.

   • Structural changes such as “creating a CIO position” are tempting for students but they are not a panacea. Having a CIO is not going to get business leaders to cooperate for instance. So students should be careful with using this type of recommendation and make sure it is appropriate to the problem when they do use it.

   • Pure technical solutions are rarely effective all by themselves. Building a better information portal may be a great idea but what assurances do you have that people will actually use it? Often coupling a technical recommendation with a people recommendation (such as altering the business process or employee incentives) are the most effective recommendations.

6. Read the cases very carefully. With these mini-cases, every sentence has a purpose and things are only said once, so it can be easy with a quick read to miss significant issues. Also, the best evidence that you can use to buttress your assessment is verbatim evidence from the case, often in the form of a quote.