

Malone College
Fall, Term 1, 2008

Syllabus for MIS (MBA557)
Cohort #24 (Thursdays)

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Office Hours: Please schedule an appointment if you wish to meet with me outside of class. (In addition, please do not hesitate to e-mail questions or comments to me. I check my e-mail frequently.)
Texts: Corporate Information Strategy and Management, Applegate, et al, 2007.

Central Course Question: How can information technology (IT) affect the strategic success of an organization?

Assignments (*Subject to change*):

<u>Date</u>	<u>Session</u>	<u>Reading Assignments*</u>	<u>Notes</u>
IT's Business Impact:			
8/28	#1	Chapter 1 & Reading 1-5	Reading 1-5 begins on page 248 Analytic Hierarchy Process (AHP) discussion Quiz #1
9/4	#2	Chapters 2-4	Quiz #2
9/11	#3	Case 1-3	Decision Support Systems (DSS) discussion Quiz #3
9/18	#4	None	Exam #1 (weeks 1-3) & Ethics discussion
IT's Operations:			
9/25	#5	Chapters 5-7 and Reading 2-4	Quiz #4
IT's Leadership:			
10/2	#6	Chapters 8-10 and Case 3-5	Provide ethics analysis paper's guidelines Quiz #5
10/9	#7	Cases 3-1, 3-2, and 3-3	One-Page Ethics Analysis Paper Due
10/16	#8	None	Exam #2 (weeks 4-7)

*The other cases, readings, and appendices are not assigned readings.

Evaluation:

There will be two exams. The exams will cover the indicated text material and any additional material the instructor has introduced to the class during the relevant timeframe of the course. Each exam will consist of a mixture of objective and essay questions, will be worth 100 points, and will last 90 minutes. For each exam, the student may prepare and use a one-page (front and back) help sheet. There will also be five closed-book/notes quizzes on the readings for the relevant week. Each quiz will be worth 10 points. A one-page ethics analysis paper will be due week #7. It will examine an ethical issue in one of the text's cases—the specific directions will be provided week #6. The ethics analysis paper will be worth 10 points.

The course grades will be determined according to the following schedule:

<u>Course % (Total Points/260)</u>	<u>Course Grade</u>
92-100	A
90-91	A-
88-89	B+
77-87	B
75-76	B-
73-74	C+
60-72	C
Below 60	F

Course Policies and Outcomes

General:

1. The policies of Malone College and its Graduate School, as stated in the relevant student handbook and catalog, are followed throughout this course. In particular, you are responsible for understanding the academic integrity policy.
2. The course schedule and assignments, as presented in the course syllabus, are subject to change by the instructor throughout this course.
3. Attendance will be taken beginning the first week of classes for this course. For each absence beyond one absence, a student's total points for the course will be reduced by 5% of the total points possible for the course. (Missing more than 20 minutes of a class session constitutes an absence and habitual lateness constitutes absences.)

Etiquette:

4. I reserve the right to expel a student from a class session for disruptive behavior—a very unlikely event.
5. Please turn off all cell telephones while in class.

Values and Objectives:

6. This course emphasizes the following values: **integrity** in business and **stewardship** of God's gifts.
7. This course attempts to facilitate the development of the following student skills: the ability to **analyze data** with the appropriate tools, the ability to **think conceptually** about business situations, and the ability to **synthesize the relevant data and concepts** into a coherent whole.
8. Catalog Description: This course explores the use of information systems to improve management decisions. It also examines how those information systems fit within the organizational context. It is assumed the student has a working knowledge of a spreadsheet technology.

Ethics and the Course

C. S. Lewis states in *Mere Christianity*, “Morality, then, seems to be concerned with three things. Firstly, with fair play and harmony between individuals. Secondly, with what might be called tidying up or harmonizing the things inside each individual. Thirdly, with the general purpose of human life as a whole...” (1952, p. 72)

Lewis (1952) explains this categorizing of morality using an analogy: Morality is like a fleet of ships. The ships must not crash into each other, no individual ship can be allowed to sink, and the fleet must sail to the right port. Morality, as discussed in my courses, tends to focus on the ships’ not crashing into each other.

As such, this scripture from *John 15: 12-15 (NIV)* is pertinent and insightful: “Jesus said: ¹²My command is this: Love each other as I have loved you. ¹³Greater love has no one than this, that he lay down his life for his friends. ¹⁴You are my friends if you do what I command. ¹⁵I no longer call you servants, because a servant does not know his master’s business. Instead, I have called you friends, for everything that I learned from my Father I have made known to you.” Certainly, this is a lesson in management. It instructs us to empower those we manage.

My courses often address the friction that can exist between technology and people. Actually, the friction exists due to our **use** of the technology; so, this still concerns the ships’ crashing into each other. I believe it is important that we agree to some guiding principles on our use of technology, as we embark on our journey together in this course.

Francis S. Collins (head of the Human Genome Project) states in *The Language of God*, “T. L. Beauchamp and J. F. Childress argue that four ethical principles undergird much of bioethics, and are common to virtually all cultures and societies. These include

1. Respect for autonomy—the principle that a rational individual should be given freedom in personal decision making, without undue outside coercion
2. Justice—the requirement for fair, moral, and impartial treatment of all persons
3. Beneficence—the mandate to treat others in their best interest
4. Nonmaleficence (sic)—‘First do no harm’ (as in the Hippocratic Oath).” (2006, p. 243-244)

I believe these principles are manifested in the following results: 1. those individuals involved have provided their informed consent; 2. the negative outcomes go with the positive outcomes; 3. the positive outcomes outweigh the negative outcomes; and, 4. the negative outcomes have been minimized.

However, as the cliché tells us, “the devil is in the details.” The issues we face in this course are not always easily resolvable or easily made to fit into our worldviews, but that is okay. It makes the course (and life) more interesting. Martin Marty states, Lutherans (the protestant denomination I am a member of—ELCA) “do not have to see the world remade in a Lutheran image before they deal with it. They delight in paradox, which is why they can be at home with so openly exploring both the sacred and the secular on campus.” (*A College of the Church at the Millennial Turn*, www.stolaf.edu, 2003)

Guidelines for Analyzing Ethical Dilemmas

1. Clearly state the ethical dilemma. It is a dilemma because all the relevant responses to the dilemma entail negative and positive outcomes (i.e., there is no clear choice). Include all the relevant facts without belaboring them (i.e., be concise).
2. Cite the relevant scripture from your Book of the Word (for most of us that would be the Bible). This statement applies the wisdom of God and religious tradition to the dilemma and forms the basis for the relevant principles identified and applied below.
3. Identify and apply the relevant principles (e.g., justice: the good and bad should go together).
4. Clearly state any relevant analogies to the dilemma. These help to clarify the analysis by relating the dilemma to other situations that are easier to understand.
5. Measure (i.e., utilitarianism). There will not be a clear choice based on the principle(s) identified above; thus, the responses to the dilemma must be quantified in terms of their outcomes.
 - a. How likely are the outcomes?
 - b. How significant are the outcomes?
 - c. How pervasive are the outcomes?
6. Make a recommendation.

This course will ask you to analyze at least one ethical dilemma and these guidelines should be followed.