IDSC 4301
Spring 2011 - Section 001
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Faculty Information

Contact Info:

Norman L. Chervany
Carlson Professor of Information & Decision Sciences
CSOM 3-316

Phone (612) 624-1520 [office] (651) 636-9749 [home] (612) 751-7899 [cell]
Fax: (612) 626-1316 [office] (651) 631-9379 [home)
Email: nchervan@umn.edu

Contact Note:

Please feel free to use any of the number listed above. If I did not want you to contact me at home, I would not have given you these numbers. The key is that contact me when you have a question!

I am looking forward to working with you!!!

About Me:

Norm is the Carlson Professor of Information & Decision Sciences. He came to the Carlson School in the fall of 1967 after earning MBA and DBA degrees from the Kelly School of Business Administration at Indiana University. Prior to that, Norm earned a BS in Mathematics from Mount Union College in Alliance, Ohio ... home of the "Purple Raiders".

Norm's research interests focus on a variety of "human issues" faced in the use of technology ... where technology is broadly defined to include areas beyond information technology, such as statistics and mathematics. The specific issues he has studied include (a) the effects of technology on work design, (b) management of the technology design and implementation process, and (c) approaches to strategically planning for the use of technology. Much of his recent work addresses the role of trust in the acceptance and use of technology. Norm has started a new research effort that addresses the question; "What are the technology knowledge and skills that general managers need to have to be effective within their organizations?"

On a personal note, Norm has been married to Carol for more almost (anniversary date, August 10) 48 years. They have two children ... Lori (and her husband Dave) and Todd (and his wife

Heike). They have four grandchildren, Kate (9), Joe (7), Connor (7 1/2), and Kyra (5). He will be delighted to show you pictures of his wife, kids, and grandchildren whenever you ask!!

Course Description

Spring 2011

IDSc 4301: Information Systems Capstone Course: A Live Case
Location: CSOM 1-142
Duration: March 21, 2011 - May 7, 2011
Day Monday and Wednesday
Time: 11:50 AM - 1:30 PM

Course Goals

In your MIS Program you have been studying a wide variety of specific subjects, both technologically and non-technology focused, designed to prepare you to enter and succeed in your future career. IDSc 4301 (Information Systems Capstone Course: A Live Case) is designed to do two things. First, the course is designed to help you integrate a large number of concepts that you have discussed in your previous coursework ... both your IS courses and your non-IS courses.   It does this by a class project that requires you to identify and develop a detailed overview of a strategically important Information Technology/Information Systems (IT/IS) project for a "small business of your choice". The description of this IT/IS project must be aligned to support the strategy of the small business you have chosen. [The details of the class project are defined in a separate document.] Second, course is designed to help development and refine your skills relative to this type of task.

Required Text/Materials

IDS Capstone Course contains the readings and cases for the course. These materials are accessible from the Harvard Business Online website of the Harvard Business School Press. The URL to access these materials is http://cb.hbsp.harvard.edu/cb/access/5819061

In addition, electronic copies of other course materials will be made available through the Moodle Website

Grading Distribution

Percent	Item
25%	Class/Team Participation
25%	Group Project Presentation (includes PowerPoint Slides)
50%	Group Project Analysis and Recommendations

Grading Criteria

Carlson School of Management Course Grading Policy

In 2009, the results of a comprehensive study of grading in the Carlson School were presented to the faculty. In response to the conclusions of the study, the Carlson School faculty developed and approved the following grading policy:

> Grades are an integral part of the educational process. They are one form of feedback concerning academic performance. The Carlson School is resolute that the differences in course achievement are reflected in the differences in course grades. Grades are based on a combination of exams, terms papers, class participation, case analyses, and other assignments. In all cases, it is the instructor who determines grading criteria.

Following are the expected final grade distributions for BSB courses, by course level:
1. 1000- 3000 (Core) level courses: Target median grade is $3.0 \pm .2$ (or about a B).
2. 3000 (non-core),4000, 5000-level courses: Target median grade is $3.3 \pm .2$ (or about a B+).
3. Honors courses at all levels: The median grade for honors courses should be determined by the faculty teaching these courses. However, like all courses, there should be a distribution of grades in honors courses (not all students should receive the same grade). Higher median grades for honors sections of courses offered to non-honors students are acceptable.

Moodle Class Page

I will be using Moodle this semester to deliver some course materials. To start using Moodle, watch the online student orientation to Moodle at https://umconnect.umn.edu/moodleorientation Before you start using Moodle, configure your computer properly by carefully following the instructions at http://z.umn.edu/moodleconfig

You should be able to see the course link to my Moodle site in the MYU portal at http://www.myu.umn.edu . Be sure to login with your Internet ID and password. If you don't see my course link there, you may also go to Moodle at http://moodle.umn.edu (be sure to login!) If you have a technical question about Moodle, review the student FAQ page at http://www1.umn.edu/moodle/students/help.html

Course Policies

IDSc 4301 is designed to provide an opportunity for students to discuss critical issues and approaches faced in the development of a strategically important Information Technology/Information Systems (IT/IS) project for a small organization. To maximize your ability to do this, there are five basic principles that define the class culture.

1. We all need to be prepared when we walk into class. In the lecture/discussion portion of the course, the assigned readings and cases need to be carefully read and thoughtfully considered. In the project team meetings, we need (a) to be on-time, (b) to have our individual assignments completed, and (c) to contribute our fair share.

2. To facilitate meaningful classroom discussion, you need to have in-class access to the Power Point slides and other class materials. Depending on your learning style, this access can take either electronic or paper form. Using the Carlson School's wireless network, you can always access these materials during class. If any "last minute/late breaking additions" to the class materials, or if any of the cases/class discussions would be enriched by access to the Internet, it would probably be a good idea to bring your wireless connected laptop to class.

3. There are no stupid questions!

4. Everyone's opinion counts!

5. Be both a good leader and a good follower in your team project!

Academic Policies

The Carlson School defines academic misconduct as any act by a student that misrepresents the student's own academic work or that compromises the academic work of another. Scholastic misconduct includes (but is not limited to) cheating on assignments or examinations, plagiarizing, i.e., misrepresenting as one's own work any work done by another, submitting the same paper, or substantially similar papers, to meet the requirement of more than one course without the approval and consent of the instructors concerned, or sabotaging another's work. Within this general definition, however, instructors determine what constitutes academic misconduct in the courses they teach. Students found guilty of academic misconduct face penalties ranging from lowering of the course grade or awarding a grade of F or N for the entire course, to suspension from the University.
http://www.policy.umn.edu/Policies/Research/ACADEMICMISCONDUCT.html

Accommodations for Students with Disabilities

The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Services is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students registered with Disability Services, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester. Students who have, or think they may have, a disability (e.g. psychiatric, attention, learning, vision, hearing, physical, or systemic), are invited to contact Disability Services for a confidential discussion at 612-626-1333 (V/TTY) or at ds@umn.edu. Additional information is available at the DS website http://ds.umn.edu .

Course Schedule

The course has fourteen class sessions. The first six sessions are devoted to discussion of questions, concepts, and approaches used in the development of a strategically critical Information Technology/Information Systems (IT/IS) project. The next six sessions are devoted to team meetings with your instructor to discuss progress, questions, and future activities involved in your Team Project. The last two sessions are devoted to Team Presentations of your project recommendations.

Date (*)	Objective
March 21	An Introduction: Aligning an IT/IS Project with an Organization's Business Strategy
March 23	Distinctive Competence: The Centerpiece of a Business Strategy
March 28	Competitive Analysis: The External Forces Facing a Business Strategy and an IT/IS Project
March 30	Business Processes: The Key to Payoff from IT/IS Investments
April 4	IT Infrastructure: The Key to IT/IS Flexibility
April 6	Vendor Selection: Where Are You Going to Get Your Required IT/IS Resources
April 11 or 13	Team Meeting with Instructor
April 18 or 20	Team Meeting with Instructor
April 25 or 27	Team Meeting with Instructor
May 2, 4, and 7	Team Presentations

(*) Some of the team meetings may take place using Skype and occur outside of the regular class times.

Detailed descriptions of the first six sessions are contained in the topics in the Moodle class website.