

Information Systems: The Role of Executives
EMBA 5530

Course Description, Learning Outcomes and Objectives:

The goal of the **Information Systems: The Role of Executives** course is to provide business leaders an understanding of the shifting landscape of information technology (IT) management and the strategic nature of aligning technology investments with overall corporate objectives. L-EMBA students will discuss the issues of managing technology and examine its potential to offer competitive advantage to firms operating in a global marketplace.

This course has the following specific course objectives:

1. Develop an understanding of issues affecting the alignment of business objectives and technology investments
2. Assess the value of information technology through multiple models
3. Examine the potential benefits and pitfalls of global information technology outsourcing and identify best practices.
4. Evaluate emerging technology trends and their implications for global business

This course addresses the following program learning outcomes:

1. Students will demonstrate strategic decision-making capability.
2. Students are capable of rigorous analysis of data and stakeholder concerns.
3. Students will demonstrate the ability to articulate a vision that will have significant and positive leadership impact (i.e., leading change).

Class Schedule & Assignments

Date & Time	Pre- Class Reading	Discussion topics	Deliverable/ Comments
Feb 1; 8:15am – 12:15pm	Case 1; SA1 SA 2; SA3 (optional)	Value of IT; BDN; IT-Business Alignment	
Feb 2; 1:15-5:30pm	Case 2; Case 3; SA4 (optional); SA5; SA6	Analytics; Artificial Intelligence	
Feb 11-17 Online Week	Case 4;	Global IT Outsourcing;	
March 3; Assignment due	No class	No class	BDN Assignment due; Submit on Canvas
March 10; Assignment due	No class	No class	ICT4D Assignment due; Submit on Canvas
March 15 1:45 – 5:30pm	Case 5; SA7; SA8	IT Security; ICT4D	Course Evaluations

Course Requirements:

Components of Evaluation

- Course Participation: **50%** (*includes participation in online session*)
- BDN Paper: **40%**
- ICT4D Paper: **10%**

Readings

Cases/Articles

- **Case 1:** De Haes, S. and Van Grembergen, W. (2013), **Improving Enterprise Governance of IT in a Major Airline**
- **Case 2:** Mark, K. (2017), **Agoda: People Analytics and Business Culture (A)**, Ivey Publishing;
- **Case 3:** Davenport, T. and Harris, J. (2007). **The Dark Side of Customer Analytics**
- **Case 4:** Lacity, M. and Willcocks, L (2016), **Rethinking Legal Services in the Face of Globalization and Technology Innovation: The Case of Radiant Law**, J. of Information Technology Teaching Cases, Issue 6, pp. 15-22, Palgrave McMillan
- **Case 5:** Case: Bernstein, E. McKinnon, P., and Yarabe, P. (2017), **GROW: Using AI to Screen Human Intelligence**, Harvard Business School

Short Articles (SA) :

- **SA1:** Peppard, J., Ward, J., and Daniel, E. (2007), **“Managing the Realization of Business Benefits from IT Investments”**, MIS Quarterly Executive (6:1), March 2007.
- **SA2:** Kiron, D. et al., (2016), **“Aligning the Organization for its Digital Future”**, MIT Sloan Management Review, Product # SMR575-PDF-ENG
- **SA3:** Alharti, A. et al. (2017), **Addressing Barriers to Big Data**, Business Horizons, Product# BH805-PDF-ENG.
- **SA4:** Jarrahi, M. (2018), **“Artificial Intelligence and the Future of Work: Human-AI symbiosis in organizational decision making.”**, Business Horizons (61), pp. 577-586
- **SA5:** Agarwal, A. et al., (2018), **“The (Surprisingly) Simple Economics of AI”**, Rotman Magazine (ROT359)
- **SA6:** Schrage, M. (2017), **“4 Models for Using AI to Make Decisions”**, HBR
- **SA7:** Esteves, J. et al. (2017), **“To Improve Cybersecurity, Think Like a Hacker”**, MIT Sloan Management Review, Spring Issue (58:3)
- **SA8:** Donner, et al. (2008), **Stages of Design in Technology for Global Development**, IEEE Computer Society, June 2008.

University Resources and Policies

Academic Resources

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)
(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)
- Academic Integrity Tutorial (found on Canvas and SU Online)

Academic Policies on Registrar website (<https://www.seattleu.edu/redhawk-axis/academic-policies/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy (only for those professional programs to which it applies)

Notice for students concerning Disabilities

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

Office of Institutional Equity

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.

Seattle U requires all faculty and staff to notify the University’s Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (email: oiie@seattleu.edu; phone: 206.296.2824) University Resources and Policies