



# Business Technology Management

## Course Outline

BComm, Department of Supply Chain  
and Business Technology Management

Fall 2015

### General Information

Course Number: COMM 226

Credits: 3

### Section: AA

Class: Wednesday, 17h45 to 20h15

Room: MB 2.210

### Instructor: Mostafa Mesgari

Office: MB 12.363

E-mail: [mmesgari@jmsb.concordia.ca](mailto:mmesgari@jmsb.concordia.ca)

Office hours: Monday 10:30- 12:00 or by appointment

### Teaching Assistant: Brahm White-Gluz

Office: MB 12.202

E-mail: [brahmwg@gmail.com](mailto:brahmwg@gmail.com)

Office hours: Tuesday 12:00 – 3:00 PM; Thursday 4:00 – 7:00 PM  
(TA office hours are held from Sep 28 to Nov 26)

## Note

**You are required to read this Course Outline; it contains information that, if ignored, may result in losing marks in the course.**

## Course description

The objective of this course is to provide students with an understanding of the role of information technology in business organizations. Students learn how information technologies can be used to create business value, solve business problems, accomplish corporate goals and achieve and maintain a competitive advantage.

**Prerequisite: None.**

## Expanded Course Description

Information technology dominates the modern business environment. This creates a need for managers that not only understand technology but also know how to use it to create business value for the organization. Business Technology Management (BTM) is a set of processes and services that unite an enterprise's business technology (BT) and business management (BM) strategies to extract total BT solution value potential. The course introduces students to information systems and technology with a focus on its application to help businesses to achieve and maintain a competitive advantage. Modern information systems and approaches used to support organizations in their operations and interactions with other business are emphasized in this course, including enterprise resource planning (ERP), supply chain management (SCM), Business Intelligence (BI) and customer relationship management (CRM). Database management and design is covered as a tool to improve decision making and to support operations. The use of internet technology as a business tool to expand markets, improve efficiency and facilitate operations is introduced to students with practical business cases. Students are also exposed to information technology risks such as computer crimes and learn how to mitigate them by using information security. This course also provides students with hands-on experience to an ERP system (SAP) and a database system (Microsoft Access).

## Learning Objectives

The main objective of this course is to provide an in-depth understanding of the role of information systems in supporting business activities and enhancing organizations' competitive advantage. Upon successful completion of this course, students will be able to:

- Describe the main concepts of information systems and the related concepts;
- Describe the relationship between information systems and competitive advantage;
- Identify the major trends in IS technologies such as Customer Relationship Management Systems, Supply Chain Management Systems and Enterprise Resource Planning and their use to improve business efficiency, increase profits and support other business functions;
- Learn how to use e-commerce and e-business in order to create new or improve existing businesses.
- Demonstrate how information systems can enhance business decision making and help create business partnerships;
- Describe how organizations develop, acquire and implement information systems;
- Discuss issues related to computer crime and security, and information systems ethics.

## Business Technology Management schedule (subject to change)

Date	Week	Topic	Chapter (section)	Activities/Evaluations (Due dates are subject to change; Check Moodle)
Sept 9	1	Introduction to MIS & IT Careers	1 (PSI) <sup>1</sup> "Careers in BTM" supplement	
Sept 16	2	Information Technology Components	3 (PSI) <sup>1</sup>	
Sept 23	3	Business Processes, Information Systems, and Information	2 (PSI) <sup>1</sup>	
Sept 30	4	Using IS to Improve Processes	5 (PSI) <sup>1</sup>	
Oct 7	5	Supporting Processes with Enterprise systems	6, 7 and Appendix 7 (PSI) <sup>1</sup>	Assignment 1-Part A (due October 15)
Oct 14	6			
Oct 21	7	Database management	5,5a, 5b (EMIS) <sup>1</sup> "Database systems" supplement	Assignment 1-Part B (due October 29)
Oct 28	8			
Nov 4	9	Business Intelligence	8 (EMIS) <sup>2</sup>	
Nov 8		<i>Last day to drop courses</i>		
Nov 11	10	E-Commerce, Social Networking and Web 2.0	9 (EMIS) <sup>2</sup>	Assignment 2 part A (due November 12)
Nov 18	11	Acquiring IS through projects	10 (EMIS) <sup>2</sup>	
Nov 25	12	Structure, Ethics and IT Governance	11 (EMIS) <sup>2</sup>	Assignment 2 part B (due November 26)
Dec 2	13	IS Security Management and Privacy Course review	12 (EMIS) <sup>2</sup>	Assignment 3 (due December 8)

<sup>1</sup> Process, Systems and Information (PSI)

<sup>2</sup> Experiencing MIS (EMIS)

**Note:** Our textbook is compiled from two different books. One implication of this is that there are two Chapters 5; one from PSI and one from EMIS.

## Course Materials

*Required Material:*

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**COMM 226 Business Technology Management, [Third custom edition](#) for Concordia University:** (ISBN 1323252746)

**Alternative option for Textbook: eBook subscription only (ISBN To Be Announced):** This option does not include the hardcopy textbook (online textbook only).

**Note: Older editions do not have all the chapters required for this course.**

*iClicker*

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You are required to purchase an iClicker for in-class participation. A clicker is a classroom response system that allows you to respond to questions the professor displays during class. You will be graded on your in-class clicker participation (merely answering the questions) and performance (answering the questions correctly).

New and used iClickers are available in the bookstore, which also offers a buy-back option. **Please read [about the iClicker registration!](#)**

*Software for assignments*

You will need various specific software applications for your assignments in this course, such as SAP GUI and Microsoft Access. When each assignment is announced, specific instructions will be provided to obtain and install the required software. Although the SCBTM Department has a computer lab (MB 12.314) that has all the required software installed, the lab is not always open, and so it is best to learn how to run the required software on your own computer.

*Important Note for Apple Macs users*

The assignments teach you how to use real-world business software. Unfortunately, much software in the business world does not work well or at all on Apple OS X. Thus, if you use a Mac, you will sometimes need to also run Windows on your Mac. Instructions will be provided for how to do this.

## Teaching Method

Practical examples in class and practice problems are presented in business and economics settings. These examples are drawn from a variety of areas such as accounting, management, finance, marketing, production, economics and business information systems. The teaching methods include:

- Lectures with discussion: Important material from the textbook and other sources will be covered. These lecture resources may include presentations, slides, websites, and videos.
- Mini-case studies and discussions: Real or fictional business scenarios may be presented, and there will be in-class and online discussions on how to apply information systems to solve business problems.
- Clickers and peer instruction: Classroom response technology to facilitate active in-class learning will be used in every class. Further information on clickers is provided on the last page of this outline.
- Assignments and activities: Students will be required to complete assignments and activities designed to complement and enhance learning of the course material as well as to provide some practical experience of management information systems.
- Exam: The final exam will take place on the university premises. The final exam will cover the material in the book. The date, time and rooms for the final exam will be determined by the examination office.

## Class Preparation and Problem Assignments

- Understanding of the course material is generally achieved through individual (or group) study, homework assignments, and classroom examples.
- The instructor will not explicitly cover in class all material that students are expected to learn.
- Lectures are used to develop an understanding of the more complex issues. It is your responsibility to study the remaining parts of each chapter.
- Classroom and online examples are used to illustrate the application of material in typical contexts. To maximize your benefit from this course, you should thoroughly read the chapter material prior to each class and try to solve the problems and cases that appear in the Class Schedule.
- Due to the large class size, not all the questions you have can be answered in class. Please post any remaining questions you might have about the course to the discussion forum on the course website on Moodle. Other students, the teaching assistant or the professor will answer your questions.
- All handouts will be posted on the course website on Moodle. It is your responsibility to check them and print them before class.

## Course Evaluation

The final grade for the course will be based on the following components:

### ***Evaluation***

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Class activities	15%	
Reading Quizzes		5%
In-Class Participation		5%
Online Participation		5%
Assignments	25%	
Assignment 1- SAP (Individual)		7%
Assignment 2-ERD and Databases (Groups of maximum two students)		11%
Assignment 3 –E-procurement(Individual)		7%
Final examination	60%	
Total	100%	

## ***Details***

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### ***Class activities***

#### Reading Quizzes (5%)

- You are required to read the related chapters of the textbook before you come to class. Every week there will be a reading quiz handled by i-Clicker. It consists of five multiple choice questions from the related chapters; one of the five questions is chosen from the online practice quiz for that week. Then you are encouraged to do the weekly online practice quizzes before the class.
- For each reading quiz, you have the chance to get the full mark with just four, out of five, right answers. Afterwards, you lose 25% for each wrong answer.

#### Online participation (5%)

- You are expected to provide at least one convincing well-supported argument or post on every online activity we have. As well, you may participate in Conversation Forum answering others' questions or initiating relevant fruitful discussions.
- **You may be creative** and propose an online activity that you may do individually or in group to contribute to the class. It may include making blogs, wikis, glossaries, Facebook pages, videos, etc. on specific topics of your interest related to BTM. The content and form of such activity and the points it gets can be negotiated with the instructor early in the semester.

#### In-class participation (5%)

- You are required to make groups of two, and report (by Moodle messaging) group members' names and your chosen nick-name for the group to the instructor. You are going to participate in most class activities in groups, and also do the assignment 2 (both parts) in groups.
- You are expected to take every in-class activity seriously and make the best of your effort to provide your opinion, knowledge, and personal experiences into the live conversation in class. The in-class activity submissions and responses to i-Clicker questions count too.
- **You may be creative** and propose to have 5-10 minute presentations or demonstration episodes or any in-class activity that can boost learning and fun in class. The content and form of such propositions can be negotiated with the instructor early in the semester.

### ***Assignments***

There are three assignments during the semester; please refer to the schedule for the due dates. Assignments 1 and 3 are individual, Assignment 2 can be done as an individual or by groups of maximum two students. Assignments 1 and 2 comprise two parts each. Assignment 3 requires that you register in Week 8. Note that this assignment begins in week 12, if you do not register by week 11, then you will get zero for this assignment (registration after week 9 carries a penalty of 10% per week).

### ***Final examination***

The final examination is worth 60% of the total mark for this course. However, in order to pass the course, you must score at least 50% in the final examination. The final examination is **comprehensive**; it will cover all of the chapters and sections of the textbook listed above. The final examination will have both multiple choice questions and word problems.

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## **Disclaimer**

**Note:** In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

**Late assignments class policy:** Late assignments, for any reason, will be subject to a 20% penalty for the first day. An additional 10% will be deducted for each additional day.

## Numerical Score and Letter Grades

At the end of this course, the instructor will produce an overall score for the student's performance on the various components of this course, and then convert that score to a letter grade. The following list provides the numerical equivalent for the letter grades that will be reported at the end of the term:

### *Letter and Number Grades*

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<b>Letter</b>		<b>Score</b>		
A+	90	-	100	
A	85	-	89	
A-	80	-	84	
B+	77	-	79	
B	73	-	76	
B-	70	-	72	
C+	67	-	69	
C	63	-	66	
C-	60	-	62	
D+	57	-	59	
D	53	-	56	
D-	50	-	52	
FNS	0	-	49	

Note: **D-** is the minimum requirement to pass the course.

Please refer to section 16.3 of the Undergraduate Calendar for more information about the grading system, examinations, and performance requirements.

(<http://registrar.concordia.ca/calendar/16/16.html#16.3>)

## Assessment of Learning Objectives

Learning Outcomes	Final exam	Asgn. 1	Asgn. 2	Asgn. 3
<b>Describe the main concepts of information systems and the related concepts</b>	Theory-based multiple-choice exam questions and application-based exam questions	Business process modelling and notation Use of an ERP	Database Design for a business case	
<b>Describe the relationship between information systems and competitive advantage.</b>	Theory-based multiple-choice exam questions and application-based exam questions	Use of an ERP		Use of an e-procurement system
<b>Identify the major trends in IS technologies such as SCRM, SCM and ERP and their use to improve business efficiency, increase profits and support other business functions;</b>	Theory-based multiple-choice exam questions and application-based exam questions	Use of an ERP		Use of an e-procurement systems
<b>Learn how to use E-commerce and E-business in order to create new or improve existing businesses.</b>	Theory-based multiple-choice exam questions and application-based exam questions			Use of an e-procurement systems
<b>Demonstrate how information systems can enhance business decision making and help create business partnerships;</b>	Theory-based multiple-choice exam questions and application-based exam questions		Implementation of a database system	Use of an e-procurement systems
<b>Describe how organizations analyze, develop, acquire and implement information systems;</b>	Theory-based multiple-choice exam questions and application-based exam questions	Business process modelling and notation	Design and implementation of a database system	
<b>Discuss issues related to computer crime and security, and information systems ethics.</b>	Theory-based multiple-choice exam questions and application-based exam questions			

## Clicker FAQ's:

- **Why do we use clickers?** research on learning reports the following:
  - When you actively participate in learning, you retain the knowledge longer than you would if you passively listened to the lecture.
  - When you answer questions, you remember the answers better than if you were just told the answers to the questions.
  - You will remember the answers even more when you discuss it with other students before answering. This “peer instruction” has been found to improve in-class learning.
- **How do we use clickers in class?** In each class, typically the following steps are repeated:
  - Professor explains a topic
  - A multiple choice question is displayed
  - You read the question and answer it using your clicker
- **What are some other benefits of “clicker exercise”?**
  - It provides immediate feedback to you about your level of knowledge of the topic of the question compared to the other students in the class.
  - It provides feedback to the professor by alerting her to topics that were not clearly understood by the majority of the students in the class. The professor immediately responds by providing further clarifications.
  - It is an objective way of giving credit for your class preparation and participation
  - It is fun! (several students from various universities, reported this – I agree as well)
- **What do I need to do to benefit from this interactive learning activity?** You will need to prepare for each class by familiarizing yourself with the topic before class. Without preparation, this learning activity can easily deteriorate into a “mindless clicking” exercise which defeats its purpose. A more detailed guideline on preparing for class is provided below.
- **What are former students who have used clickers in another course I have taught saying about it?** Below are some comments from former students:
  - “i-clickers are a good way to keep the class interesting and helps us stay up to date.”
  - “The clicker questions are very effective”
  - “I-clicker is a very good idea since it forces students to go to class and participate.”
  - “I find the clicker questions a good way to get participation marks.”
  - “I really liked the clicker questions, and we went over everything in great detail.”
  - “I really like the concept of working with clickers because it makes you think on your feet and reflect on the material that has just been covered.”
  - “I also like the concept of clickers as it really evaluates students’ understanding of the theories.”
  - “She should keep using clicker questions to help students understand what they are reading in the textbook”
- **How do I register my i-Clicker?**
  1. Log in to the MyConcordia Portal at <http://www.myconcordia.ca>
  2. In the MyConcordia menu, select "Student Services".
  3. Select " i-Clicker Registration".
  4. Enter your i-Clicker ID (the number on the back of the i-Clicker remote) and click "Enter".
  5. To get full iClicker marks you must register your iClicker by the end of **Friday September 25th**. If not, you will be penalized 10% of the clicker grades for each week of late registration.

## Academic Integrity

The most common offense under the Academic Code of Conduct is plagiarism, which the Code defines as “the presentation of the work of another person as one’s own or without proper acknowledgement.”

This could be material copied word for word from books, journals, internet sites, professor’s course notes, etc. It could be material that is paraphrased but closely resembles the original source. It could be the work of a fellow student, for example, an answer on data for a lab report, a paper or assignment completed by another student. It might be a paper purchased through one of the many available sources. Plagiarism does not refer to words alone - it can also refer to copying images, graphs, tables, and ideas. “Presentation” is not limited to written work. It also includes oral presentations, computer assignments and artistic works. Finally, if you translate the work of another person into French or English and do not cite the source, this is also plagiarism.

### **Clickers:**

Bringing someone else’s clicker to class and answering for them constitutes cheating. It will be dealt with in the same manner as cheating.

### **In Simple Words:**

**DO NOT COPY, PARAPHRASE OR TRANSLATE ANYTHING FROM ANYWHERE WITHOUT SAYING FROM WHERE YOU OBTAINED IT!**

(Source: The Academic Integrity Website: <http://www.concordia.ca/students/academic-integrity/plagiarism.html>)

## Support Services

Concordia University offers many on-campus support services that are available to students free of charge. The web link <http://www.concordia.ca/students/help4u.html> is a useful facility that guides students to a specific support service that can provide appropriate assistance.