

Guía docente de la asignatura

Fecha de aprobación por la Comisión
Académica: 19/07/2024**Dirección de los Sistemas de
Información (MA9/56/6/49)****Máster**Máster Doble: Máster Universitario en Ingeniería de Caminos,
Canales y Puertos + Máster Universitario en Economía / Economics**MÓDULO**

Asignaturas del Máster Economía/Economics

RAMA

Ingeniería y Arquitectura

**CENTRO RESPONSABLE
DEL TÍTULO**

Escuela Internacional de Posgrado

Semestre	Segundo	Créditos	4	Tipo	Obligatorio	Tipo de enseñanza	Presencial
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PRERREQUISITOS Y/O RECOMENDACIONES

Basic knowledge and skills in Strategic Management.
It is recommended to the graduates that access the master with degrees different from
Economics or Business management that they attend all the subjects of the first trimester except
Economic Analysis Techniques.

BREVE DESCRIPCIÓN DE CONTENIDOS (Según memoria de verificación del Máster)

- Information Technology and Information Systems: main concepts and types.
- Information Technology under a resource-based view perspective.
- IT-enabled organizational resources.
- Key e-commerce issues.

COMPETENCIAS**COMPETENCIAS BÁSICAS**

- CB6 – Poseer y comprender conocimientos que aporten una base u oportunidad de ser



originales en desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación.

- CB7 - Que los estudiantes sepan aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio.
- CB8 - Que los estudiantes sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
- CB9 - Que los estudiantes sepan comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades.
- CB10 - Que los estudiantes posean las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.

COMPETENCIAS GENERALES

- CG01 - Que al alumno obtenga capacidad de análisis y síntesis, lo cual implica ser capaz de definir, distinguir y relacionar tanto los conceptos básicos como las premisas sobre las que se construye la exposición de cualquier argumento, así como de enunciar y fundamentar su contenido de forma sintética y crítica, en el contexto científico, político, económico, organizacional o del tipo que sea- en el que se presentan.

COMPETENCIAS ESPECÍFICAS

- CE03 - Comprender las teorías, tendencias y debates relevantes existentes

RESULTADOS DE APRENDIZAJE (Objetivos)

Student will be able to:

- Acquire bibliographic information about the current state of the art.
- Apply and extend existing theories to solve real problems.
- Plan and organize empirical studies.
- Program in specific software for the analysis of the data.
- Solve technical and practical problems related to the design of empirical studies.
- Solve technical and practical problems related to the organization, presentation and analysis of the data obtained from a study.
- Assist as support staff in research projects.
- Assist as support staff in consulting projects.
- Draw up scientific articles.
- Public presentation and defense of own work.

PROGRAMA DE CONTENIDOS TEÓRICOS Y PRÁCTICOS

TEÓRICO

- Management Information Systems: Importance & Strategic View



- Achieving Competitive Advantage with Information Systems
- IT Infrastructure: Hardware and Software. Private and Public Cloud
- Foundations of Business Intelligence: Enterprise Resource Planning (ERP). Decision Support Systems (DSS) and Big Data
- Recent research trends in Information Systems Management

PRÁCTICO

Seminars, articles, and case studies related with the theory.

BIBLIOGRAFÍA

BIBLIOGRAFÍA FUNDAMENTAL

- Laudon, K. and Laudon, J. (2017): Management Information Systems: Managing the Digital Firm, 16th Edition, Pearson.
- Marakas and O'Brian (2013): Introduction to Information Systems, McGraw-Hill Education.

BIBLIOGRAFÍA COMPLEMENTARIA

- Albadvi, A., Keramati, A. and Razmi, J. (2007), "Assessing the impact of information technology on firm performance considering the role of intervening variables: organizational infrastructures and business processes reengineering", International Journal of Production Research, Vol. 45, No. 12, pp. 2697-2734.
- Ang, C. L., Davies, M. and Finlay, P. N. (2001), "An empirical study of the use of information technology to support total quality management", Total Quality Management, Vol. 12, No. 2, pp. 145-157.
- Barney, J.B. (2001), "Is the Resource-Based "View" a Useful Perspective for Strategic Management Research? Yes", Academy of Management Review, Vol. 26. No. 1, pp. 41-59.
- Benitez-Amado, J., Llorens-Montes, J. and Perez-Arostegui, M.N. (2010a), "Information Technology-enabled entrepreneurship culture and firm performance", Industrial Management & Data Systems, Vol. 110, No. 4, pp. 550-566.
- Benitez-Amado, J., Perez-Arostegui, M.N. and Tamayo-Torres, J. (2010b), "Information technology-enabled innovativeness and green capabilities", Journal of Computer Information Systems, Vol. 51, No. 2, pp. 87-96.
- Bharadwaj, A. S. (2000), "A Resource-Based Perspective on Information Technology Capability and Firm Performance: An Empirical Investigation", MIS Quarterly, Vol. 24, No. 1, pp. 169-196.
- Ke, W. and Wei, K.K. (2008), "Organizational culture and leadership in ERP implementation", Decision Support Systems, Vol. 45, No. 1, pp. 208-218.
- Lee, S.M., Kim, k., Paulson, P. and Park, H. (2008), "Developing a socio-technical framework for business-IT alignment", Industrial Management & Data Systems, Vol. 108, No. 9, pp. 1167-1181.
- Li, L., Su, Q. and Chen, X. (2011), "Ensuring supply chain quality performance through



- applying the SCOR model”, International Journal of Production Research, Vol. 49, No. 1, pp. 33-57.
- Mata, F. J., Fuerst, W. L. and Barney, J. B. (1995), “Information Technology and Sustained Competitive Advantage: A Resource-Based Analysis”, MIS Quarterly, Vol. 19, No. 4, pp. 487-505.
 - Melville, N., Kraemer, K. and Gurbaxani, V. (2004), “Review: Information technology and organizational performance: an integrative model of IT business value”, MIS Quarterly, Vol. 28, No. 2, pp. 283-322.
 - Perez-Arostegui, M.N., Benitez-Amado, J. and Tamayo, J. (2012), “Information technology- enabled quality performance: an exploratory study”, Industrial Management & Data Systems, Vol. 112, No. 3.
 - Pavlou, P. A. and El Sawy, O. A. (2006), “From IT leveraging competence to competitive advantage in turbulent environments: The case of new product development”, Information Systems Research, Vol. 17, No. 3, pp. 198-227.
 - Powell, T. C. and Dent-Micallef, A. (1997), “Information Technology as Competitive Advantage: The Role of Human, Business, and Technology Resources”, Strategic Management Journal, Vol. 18, No. 5, pp. 375-405.
 - Ray, G., Muhanna, W. and Barney, J.B. (2005), “Information Technology and the performance of the customer service process: A resource-based analysis”, MIS Quarterly, Vol. 29, No. 4, pp. 625- 652.
 - Wade, M. and Hulland, J. (2004), “The Resource-based view and Information Systems Research: Review, Extension, and Suggestions for Future Research”, MIS Quarterly, Vol. 23, No. 1, pp. 107- 142.

METODOLOGÍA DOCENTE

- MD01 Lección magistral/expositiva
- MD02 Sesiones de discusión y debate
- MD03 Resolución de problemas y estudio de casos prácticos
- MD07 Análisis de fuentes y documentos
- MD08 Realización de trabajos en grupo
- MD09 Realización de trabajos individuales

EVALUACIÓN (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final)

EVALUACIÓN ORDINARIA

According to the Rules of assessment and grading of the students of the University of Granada (latest modification approved by the Governing Board on 26th October 2016), the assessment of students' academic performance will reflect public, objective and impartial criteria, and will preferably be continuous and ongoing.

It will be conducted an ongoing evaluation of student training in order to assess:

- Active participation in discussion sessions and the degree of interest of the interventions: 10%
- The resolution of exercises, presentations and case studies raised: 50%
- Final written Exam: 40%: consisting in 4 questions related to theoretical and practical issues developed in lecturers.



- Attendance to subject' seminars is compulsory.

EVALUACIÓN EXTRAORDINARIA

Article 19 of the UGR Assessment Policy and Regulations establishes that students who have not passed a course in the ordinary assessment session (convocatoria ordinaria) will have access to an extraordinary assessment session (convocatoria extraordinaria). All students may take part in this extraordinary assessment session, regardless of whether or not they have followed continuous assessment activities. In this way, students who have not carried out continuous assessment activities will have the opportunity to obtain 100% of their mark by means of an exam and/or assignment.

Students who failed or do not realise the assessment of the first call (ongoing evaluation or single final assessment) may realise a special exam. Date of the special exam will be fixed at least 15 days before the exam.

100% of the grade will correspond to that obtained in a final assessment of the following type:

- Written exam consisting in 6-10 shorts questions about the papers used during the classes (60%)
- To solve a case study given by the professors about one topic related to the subject (40%)

EVALUACIÓN ÚNICA FINAL

Article 8 of the current Rules for Assessment provides for the taking of a single final assessment, which students may apply for in the first two weeks of teaching of the subject (or two weeks following change of matriculation). Application is to be made through the electronic system to the coordinator of the master: https://sede.ugr.es/sede/catalogo-de-procedimientos/gestion-academica-solicitud-evaluacion-unica-final.html?id_session=867525898526DDFA6A0D825F021B5A17&iniciar=1

The student should cite and accredit the reasons for not being able to undergo the system of continuous assessment (reasons of employment, health, disability or any other correctly justified cause), with the understanding that this assessment is undertaken in a single, academic act in order to accredit that the student has acquired in full the competencies described.

The single final assessment is obtained as 100% of the grade through an assessment of the same type as the special exam described in the previous section.

INFORMACIÓN ADICIONAL

INCLUSION and DIVERSITY. In the case of students with disabilities or other specific educational support needs (NEAE), the tutoring system will be adapted to these needs, following the recommendations of the inclusion area at the University of Granada. Departments and centers will establish appropriate measures to ensure that tutorials take place in accessible locations. Additionally, at the request of faculty, support can be requested from the competent unit at UGR for special methodological adaptations.

Información de interés para estudiantado con discapacidad y/o Necesidades Específicas de Apoyo





Educativo (NEAE): [Gestión de servicios y apoyos](https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad) (https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad).

