

SEMESTER/ TERM	CREDITS (ECTS)	TYPE	MODE OF DELIVERY	LANGUAGE(S) OF INSTRUCTION
3 rd	4	Elective	Face-to-face / Remote Teaching	English
MODULE		Management		
SUBJECT		Information Systems Management		
CENTRE / FACULTY / SCHOOL RESPONSIBLE FOR THE PROGRAMME		International School for Postgraduate Studies (EIP)		
MASTER'S DEGREE		Economics		
FACULTY / SCHOOL		Business		
TEACHING STAFF ⁽¹⁾				
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OFFICE HOURS		https://organizacionempresas.ugr.es/informacion/directorio-personal/maria-las-nieves-perez-arostegui Please contact by e-mail to set an appointment: mnperez@ugr.es		
Vladimir Stantchev				
CONTACT DETAILS		https://www.srh-hochschule-berlin.de/en/ouruniversity/faculty-team/stantchev-vladimir/		
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GENERAL AND SPECIFIC COMPETENCES				

¹ Consulte posible actualización en Acceso Identificado > Aplicaciones > Ordenación Docente

(∞) Esta guía docente debe ser cumplimentada siguiendo la "Normativa de Evaluación y de Calificación de los estudiantes de la Universidad de Granada" (<http://secretariageneral.ugr.es/pages/normativa/fichasugr/ngc7121/>)

BASIC AND GENERAL COMPETENCES

GENERAL COMPETENCES

CG1 – That the student attain the ability for analysis and synthesis, which includes being capable of defining, distinguishing and relating both the basic concepts and the premises upon which the exposition of any argument is built, as well as stating and basing its content in a concise and critical way, in the context – scientific, political, economic, organizational or whatever the type may be – in which it is presented.

BASIC COMPETENCES

CB6 – To possess and understand knowledge that gives a basis or opportunity to be original in the development and/or application of ideas, often in a research context.

CB7 – That the students know how to apply the knowledge acquired and their ability to solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to their area of study.

CB8 – That the students are able to integrate knowledge and handle the complexity of formulating judgements from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements.

CB9 – That the students know how to communicate their conclusions and the knowledge and underlying reasons that sustain them to specialist and non-specialist audiences in a clear and unambiguous way.

CB10 – That the students possess the learning skills to enable them to continue studying in a way that will necessarily be largely self-managed and autonomous.

SPECIFIC COMPETENCES

CE3 – Understand the relevant existing theories, tendencies and debates

OBJECTIVES OR LEARNING OUTCOMES (ACCORDING TO THE MASTER'S PROGRAMME VALIDATION REPORT)

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.

BRIEF DESCRIPTION OF THE COURSE CONTENT (ACCORDING TO THE MASTER'S PROGRAMME VALIDATION REPORT)

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



SYLLABUS

THEORY SYLLABUS:

1. Management Information Systems: Importance & Strategic View
2. Achieving Competitive Advantage with Information Systems
3. IT Infrastructure: Hardware and Software
4. Foundations of Business Intelligence
 - 4.1. Enterprise Resource Planning (ERP)
 - 4.2. Decision Support Systems (DSS) and Big Data
5. Recent research trends in Information Systems Management

PRACTICAL SYLLABUS

The resolution of exercises, papers and case studies.

REQUIRED AND RECOMMENDED READING

Main textbook:

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.

REQUIRED READING:

Carr, N.G. (2003): IT Doesn't Matter. Harvard Business Review, 81, 41-49.

TARAFDART et al. (2015): The Dark Side of Information Technology: MIT SLOAN MANAGEMENT REVIEW, 61.

Marchand, D., Peppard, J. (2013): Why IT fumbles analytics? Harvard Business Review, 91, 104–112.

RECOMMENDED READING:

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.

USEFUL LINKS (OPTIONAL)

TEACHING METHODOLOGY

The methodology will be based on three different aspects:



- Master lessons, to introduce the students the main topics.
- Discussion session, after reading the recommended papers, to get a deep knowledge of theories and research lines.
- Practical and case solving methodology, to apply the concepts and topics to real business cases.

ASSESSMENT (EVALUATION INSTRUMENTS, EVALUATION CRITERIA, PERCENTAGE OF FINAL MARK, ETC)

ORDINARY ASSESSMENT SESSION

Article 17 of the UGR Assessment Policy and Regulations establishes that the ordinary assessment session (*convocatoria ordinaria*) will preferably be based on the continuous assessment of students, except for those who have been granted the right to a single final assessment (*evaluación única final*), which is an assessment method that only takes a final exam into account.

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.

EXTRAORDINARY ASSESSMENT SESSION

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.

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%)

DESCRIPTION OF THE EXAMS/TESTS THAT WILL FORM PART OF THE SINGLE FINAL ASSESSMENT "EVALUACIÓN ÚNICA FINAL" (AN ASSESSMENT METHOD THAT ONLY TAKES A FINAL EXAM INTO ACCOUNT) AS ESTABLISHED IN THE UGR ASSESSMENT POLICY AND REGULATIONS)

Article 8 of the UGR Assessment Policy and Regulations establishes that students who are unable to follow continuous assessment methods due to justifiable reasons shall have recourse to a single final assessment (*evaluación única final*), which is an assessment method that only takes a final exam into account.

In order to opt for a single final assessment (*evaluación única final*), students must send a request, using the



corresponding online procedure, to the coordinator of the master's programme, in the first two weeks of the course or in the two weeks following their enrolment (if the enrolment has taken place after the classes have already begun). The coordinator will communicate this information to the relevant teaching staff members, citing and verifying the reasons why the student is unable to follow the continuous assessment system.

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.

SCENARIO A (ON-CAMPUS AND REMOTE TEACHING AND LEARNING COMBINED)

TUTORIALS

TIMETABLE (According to Official Academic Organization Plan)	TOOLS FOR TUTORIALS (Indicate which digital tools will be used for tutorials)
(1) María Nieves Pérez Aróstegui (Coord.) https://organizacionempresas.ugr.es/docencia/profesorado 2) Vladimir Stanchev	<ul style="list-style-type: none"> • Office Hours: B211 office, Business Faculty • Email María Nieves Pérez Aróstegui: mnperez@ugr.es Vladimir Stanchev: vladimir.stantchev@srh.de

MEASURES TAKEN TO ADAPT TEACHING METHODOLOGY

Several measures are adopted to adapt teaching to the health measures derived from the COVID 19 pandemic approved by the University of Granada: <https://www.ugr.es/universidad/noticias/adaptacion-ensenanza-curso-academico-20-21-exigencias-covid19>

MEASURES TAKEN TO ADAPT ASSESSMENT (Instruments, criteria and percentage of final overall mark)

Ordinary assessment session

Please, you can read the evaluation instruments, criteria... in the previous section (Assessment)

Extraordinary assessment session

Please, you can read the evaluation instruments, criteria... in the previous section (Assessment)

Single final assessment

Please, you can read the evaluation instruments, criteria... in the previous section (Assessment)

SCENARIO B (ONCAMPUS ACTIVITY SUSPENDED)

TIMETABLE (According to Official Academic Organization Plan)	TOOLS FOR TUTORIALS (Indicate which digital tools will be used for tutorials)
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<p>(1) María Nieves Pérez Aróstegui (Coord.) https://organizacionempresas.ugr.es/docencia/profesorado</p> <p>2) Vladimir Stanchev</p>	<p>Please contact by e-mail to set an appointment (if necessary) for Google Meet.</p> <p>María Nieves Pérez Aróstegui: mnperez@ugr.es Vladimir Stanchev: vladimir.stantchev@srh.de</p>
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MEASURES TAKEN TO ADAPT TEACHING METHODOLOGY

- Synchronous Teaching according to the Timetable approved by the Academic Committee by **Google Meet** (<https://masteres.ugr.es/ugrme>)
- Virtual Discussion sessions, after reading the recommended papers or case studies, to get a deep knowledge of theories and research lines, by Google Meet.
- The resolution of exercises, papers and case studies by **PRADO** (Tasks).
- Online Office Hour Scheduling: Students can schedule an appointment with the professors by email and have virtual office hours by Skype or Google Meet and Forum for discussion in Prado.

MEASURES TAKEN TO ADAPT ASSESSMENT (Instruments, criteria and percentage of final overall mark)

Ordinary assessment session

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

- **Active participation** in virtual sessions by Google Meet and the degree of interest of the interventions: 10%
- **The resolution of exercises, presentations and case studies raised** (Practices are uploaded to PRADO as tasks): 50%

Oral online examination by Google Meet: 40%: consisting in 4 questions related to theoretical and practical issues developed in virtual sessions.

Extraordinary assessment session

Extraordinary assessment will consist of an online session in PRADO and Google Meet, and will take place in September. Date of the extraordinary assessment session will be fixed at least 15 days in advance and will be communicated in PRADO, along with a list of instructions for the development of the online session.

Percentages of overall mark (100%):

- Online oral examination by Google Meet with several objective questions referred to the theoretical content of the subject (60%).
- Online practical exam (in PRADO) with several practical questions about a case study or papers given by the professors in which apply the knowledge acquired (40%)

Single final assessment

- Online oral examination by Google Meet with several objective questions referred to the theoretical content of the subject (60%).
- Online practical exam (in PRADO) with several practical questions about a case study or papers given by the professors in which apply the knowledge acquired (40%)

