Seattle Pacific University
School of Business, Government & Economics

BUS 6271 / ISM 6213 – Enterprise Analysis and Integration

3 Graduate Credits

Spring 2019

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Classroom:	McKenna 117
Class Time:	Wednesdays 6:00 – 8:50 p.m., March 27 – June 5, 2019
Texts:	Thank You for Being Late: An Optimist's Guide to Thriving in the Age of Accelerations, Thomas Friedman, 2016
	Enterprise Architecture as Strategy: Creating a Foundation for Business Execution, Jeanne W. Ross, Peter Weill, and David C. Robertson, 2006
	An Introduction to Enterprise Architecture, Scott A. Bernard, 2012
Popular Reading:	Nevertheless, She Persisted: True Stories of Women Leaders in Tech, Pratima Rao Gluckman, 2018.

Catalog Description

"*Explores enterprise systems which integrate and adapt changing technology into the business environment-with effective internal responsiveness and external global reach. Addresses the need for a new kind of cooperation between business leaders and technical experts to enable business to compete in new ways on a global scale.*" – SPU Graduate Catalog

Course Overview

When a company receives an order for a product, what are the processes by which this order reaches purchasing (to buy raw material), or manufacturing (to schedule the production of the project)? If the product needs custom changes, who prices and schedules these changes, and manages the costs? When a customer calls to ask the status of that order, who understands information about the status? These and a myriad of other issues about the internal workings of a company are captured in what is known as an enterprise system. This system, when functioning properly, allows a company to have standardized data and standardized processes, leading to cost reductions, flow time improvements, and customer satisfaction. But one of the biggest challenges comes when a company with disparate data and random processes begins this journey of standardization. Our goal is to understand the motivation for the enterprise system and the processes of implementing it.

Today, many (though not all) companies have implemented an enterprise system at least once. Some have done this multiple times as markets change and companies change (e.g., through mergers and acquisitions). Every change

brings difficult, though different, challenges to the company. By understanding both the need and the requirements for implementing such systems, you will be in a position to help your company in this vital task.

There are some significant implications for this work that we will also discuss. First, these enterprise systems come on the wave of a vast technological change in business that affects companies both large and small. Originally targeted at manufacturing companies, this same technology has application in the service sector, in health care, and many other areas. This change provides both opportunity and risk. We will look at where this could lead going forward.

The enterprise system also enables a company to offer new products and services to new customers. We will understand why this is the case and how to look for such opportunity. The downside comes when your competitor comes to such a place before your company does.

A final implication is more personal. In addition to the impact of technology on processes and data for the company, new technology opens many other doors of transformation for a company from robotics to other types of automation. These changes also lead to jobs going away. As companies get more streamlined and efficient, this means fewer opportunities for work. When done correctly, many jobs go away.

As a purely personal consideration, we examine what it takes to maintain a thriving career in light of these changes. If the company you work for is trying to produce more revenue with fewer people, what do you need to do to maintain your own career?

There are four broad goals for this class, which are interrelated.

- To gain insight into the technological transformation of business from automation to structure of the company to market reach to product and service offerings.
- To understand what an enterprise system is and how to implement or re-implement such a system.
- To understand how a company, efficient because of its enterprise system, can change the way it does business by accessing talent and selling specialized products globally.
- We also will consider what it takes for an employee to survive and thrive in this new world.

To achieve these objectives, we will start with the climate for business and the way technology is drastically changing this landscape. We will then move inside the business to understand what it takes to allow the information flow within that company to transform its processes, data, and organizational structures. We will then move back outside the business to its suppliers, partners, and customers and show how the foundation laid within the business becomes the basis for carrying out business in a different way. We will conclude with a discussion of what this means for the person wanting to thrive in a 21st century business career.

There was a time when “IT related things” could be handed off to the IT department with not much involvement from other leaders within the business. This provided the excuse for the rest of the leadership team to either ignore or complain about the challenges and costs of technology. No more. Every leader in a business must understand the implications of these changes to a level that they can drive the strategy and execution of the business.

For those of you who are ISM majors, it is vital that you understand the business context of this area of technology. Some of you are MBA students who would love to ignore technology. In the 21st century, this is not possible. Changes from technology affect every aspect of every business, and a level of understanding of these issues is a requirement for any position.

The textbooks do a good job of covering these issues at a high level. The class periods will have two objectives—to clarify the material from both the texts and the notes, and to support your understanding of the material through the application of it to your class project. We will use the class time to discuss the readings, provide perspectives on the material, and then work with the teams to clarify issues as the material gets applied in your projects.

Course Objectives
The overall objective is to provide you with strategic concepts, models and tools to enable you to use information technology to bring value to your business. Some specific things we will learn include:

- gain insight on the role of technological change for a business and its employees
- understand what an enterprise system is and what it takes to put one into a business or update such a system already in the business
- understand the changing nature of the corporation, the job market, and partnerships in light of technology and globalization
- develop and refine critical thinking skills
- gain a perspective on the role of faith in these issues
- Improve written, interpersonal, and oral presentation skills for a business audience, including using networks as a communication medium for teams.

Canvas
SPU has adopted the Canvas system for web-based educational support. We will use this system for posting PowerPoints, making announcements, posting grades, etc.

Course Grading

Chapter Review	100
Enterprise System Example	100
Individual Career Paper	100
New Technology Implication	100
Team Project	300
Final Exam	200
Engagement & Citizenship	100
TOTAL	1000

Doing a good job meeting the requirements of each assignment will generally result in a "B" grade. Work that goes "above and beyond" the stated requirements can earn an "A" grade. The scale used for this course is shown below:

A > 950	B+ > 867	C+ > 767	D+ > 667
A- > 900	B > 833	C > 733	D > 600
	B- > 800	C- > 700	E < 600

Late Assignments and Extra Credit
All late assignments will receive an automatic penalty of 20% per week that they are late. No assignments will be accepted after midnight, **June 5, 2019**. There are no options for extra credit.

Chapter Review
Each student gets to lead the discussion on one or two of the chapters of our text books. You are to write up one page (and submit it on Canvas before class) outlining the key points you gained from the reading, places where you might want to disagree with the author, and questions to start the class discussion.

Enterprise System Example
Each student will choose an enterprise (or enterprise resource planning – ERP) system for a particular business or industry (different from your Team Project below) and provide the class with a 7 minute presentation on the features, benefits, costs, disadvantages, etc. Submit your PowerPoint on Canvas.

New Technology Implication
Choose a new technology and write a 1000 word memo to the CEO of an organization suggesting an approach for integrating this new technology into the organization's enterprise. There will be opportunity to discuss your paper in class as well.

Individual Career Paper: In about 1500 words, you will develop the case for how you might need to develop in order to thrive in the new business environment. What changes will you need to make in your own career objectives, and your own development plan? How will you manage your continued learning? Use references discussed in this class. Due: May 29, 2019.

Team Project
The project will start with an existing business (preferably real) that creates and sells products. This means your company will need to have some manufacturing and must have at least two different locations. It should be big enough to have different departments under different vice presidents, but not as big as Boeing or Microsoft as complexity grows with the size of the company and this would exceed requirements for a reasonable class project.

Your project will involve transforming this company, following the outline of the class, to a business that has a solid platform for execution (a way to manage all of its information internally) so that it can operate efficiently and effectively. Then the company will be transformed through the way it works with its partners, suppliers, and customers. You will follow the steps we take in class to create a presentation on how this company changes over the course of the outlined transformation.

You will need to present a preliminary version of your case on May 1, and the final version of your case on May 22, 2019.

The presentation will be graded on how well it addresses all of the key points of the outline which I will provide. There will be one grade assigned to the presentation, but each team member will evaluate the contribution of other team members on a scale of 1-10. Individual grades will be scaled according to this assessment. No paper required.

Final Exam
The final exam will consist of several take home case questions that will be turned in by June 5.

Engagement & Citizenship
Good citizenship refers to class participation, preparation, and courtesy to fellow class members. Active engagement (i.e., asking questions and offering responses, interacting effectively in class, in group activities and in outside of class venues) is expected of all students and is reflected in the overall course grade. It should be noted that the quality, not quantity, of participation is the primary factor assessed. High-quality questions and comments are ones based on clear logic and that foster the analytical thinking and deeper learning of the class.

Students needing to miss a class must alert the instructor (and team members) in advance**. I realize you are a working professional – so if you must be absent, you can partially redeem yourself by writing a 1000 word paper on the topic related to the subject matter of the class.** Students missing 20% of class sessions may be asked by the instructor to withdraw from the course unless there is reason to believe that the learning objectives can still be achieved.

Engagement Rubric

Effective leadership in advancing thoughtful class discussion and promoting deep learning	A (90-100)
Frequent constructive contributions (obviously well-prepared for engagement; sharing and drawing out quality insights from others; advancing beyond points already made in readings, cases, or by others)	B (80-90)
Mere attendance	C (60-70)
Disengaged/distracting/unprofessional demeanor which includes off-point, verbosity, dominating discussions; interrupting, side conversations; side-tracking, disrespecting others; inappropriate use of electronic devices; absences)	E

Electronic Devices
Electronic devices including laptops and cell phones may be appropriate in some class contexts and not in others. When they are not being used in service of course objectives it is distracting to others, rude, and unprofessional. Electronic devices used outside of legitimate learning purposes will be penalized according to the discretion of the instructor.

Teamwork
Team members are responsible for "fair share" contributions, achieving a high quality result, for project management, for acting inclusively, and for resolving conflicts among group members. Allocating the earned grade on the team-based learning activity to team members will be informed by a peer assessment of contribution using the SBE teamwork rubric. The peer assessment ratings inform the instructor's evaluation of individual contribution to the team.

Writing
The quality of expression for all written work in the course is evaluated using the SBE writing rubric with 10% of the overall score depending on the organization, development, audience, style/tone, diction/economy rubric dimensions and 10% depending on writing mechanics.

Presentations
The quality of presentation is evaluated in addition to the quality of the content presented using the SBE presentation rubric with 10% of the overall score depending on presentation elements (i.e., delivery, audience interaction and media usage).

Academic Integrity
Integrity is an important hallmark of being an SPU student or graduate. As a university that promotes character as well as competence, SPU expects that graduates will embody personal and professional integrity by serving the public good in doing what is right and doing so with an awareness of consequences. SPU's Undergraduate Catalog describes the University's commitment to academic integrity, which is breached by academic dishonesty of various kinds. A breach of academic integrity occurs when a student receives academic benefits he or she did not earn through his or her own work by cheating or by plagiarism; such breaches will not be tolerated.

In its more blatant forms, academic dishonesty includes:

- copying another's work on an exam
- consulting notes or other sources during a closed book/closed notes exam
- turning in another person's work as one's own
- committing plagiarism (i.e., copying someone else's words or ideas without acknowledging their source; for more information see the tutorial available at: http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing.

It is not dishonest to summarize, paraphrase, or quote the words of others in a paper, presentation, or other academic work so long as the student acknowledges the sources with appropriate citations. It is not dishonest to discuss possible answers to an exam question as part of a study group, to discuss ideas for a paper with other members of the class, or to ask a friend to read a draft of a paper for suggestions to improve it. According to the SPU catalog, both students and the instructor have the obligation to report and prevent cheating, plagiarism, or other academic misconduct. At a minimum no credit will be given for the assignment on which the misconduct occurred. Grievous or recurrent misconduct will result in no credit for this course.

Disability statement: In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, students with specific disabilities that qualify for academic accommodations should contact Disabled Student Services (DSS) in the Center for Learning. DSS in turn will send a Disability Verification Letter to the course instructor indicating what accommodations have been approved.

Emergency procedure: Note the emergency procedures posted in the classroom or laboratory, and note the emergency exits. In case of an emergency (fire, earthquake, hazardous material spillage, bomb threat, etc.), the class

will evacuate the building and gather in the Ross Parking Lot. Please try to stay together so that we can check that everyone has made it safely out of the building.

Inclement Weather: The University maintains an Emergency Closure Hotline (206-281-2800). In the event of inclement weather or an emergency that might close the university, please call the Hotline for the most up-to-date closure information or check the SPU website. Please insure that you have updated your emergency information into Banner so that you can receive a text if other university emergencies arise.

Course Evaluation: I hope that you will participate in an online evaluation of this course and its instructor in a thoughtful and constructive manner. The evaluation data is used to make improvements in the course, and your feedback is considered when selecting textbooks, designing teaching methods and preparing assignments. Courses are evaluated using the Canvas Course Evaluation System. All answers are completely confidential - your name is not stored with your answers in any way. In addition, I will not see any results of the evaluation until after final grades are submitted to the University.

SEATTLE PACIFIC UNIVERSITY

Emergency Preparedness Information

Report an Emergency or Suspicious Activity
Call the Office of Safety and Security to report an emergency or suspicious activity by dialing 206-281-2911 or by pressing the call button on a campus emergency phone. SPU Security Officers are trained first responders and will be dispatched to your location. If needed, the SPU Dispatcher will contact local fire/police with the exact address of the location of the emergency.

SPU-Alert System
The SPU-Alert System is SPU's emergency notification system. It can send information via text message, email, electronic reader board, computer pop-ups (for SPU computers), loudspeaker, and recorded cell phone messages. Text messaging has generally proven to be the quickest way to receive an alert about a campus emergency. In order to receive text messages from SPU-Alert, you must provide SPU with your cell phone number through the Banner Information System on the web, https://www.spu.edu/banweb/. Select the Personal Menu then choose the Emergency Alert System tab. Contact the CIS Help Desk if you have questions about entering your personal contact information into the Banner Information System. Emergency announcements may also be made by SPU staff members serving as Building Emergency Coordinators ("BECs").

Lockdown / Shelter in Place – General Guidance
The University will lock down in response to threats of violence such as a bank robbery or armed intruder on campus. You can assume that all remaining classes and events will be temporarily suspended until the incident is over. Lockdown notifications are sent using the SPU-Alert System.

If you are in a building at the time of a lockdown:

- Stay inside and await instruction, unless you are in immediate visible danger.
- Move to a securable area (such as an office or classroom) and lock the doors.
- Close the window coverings then move away from the windows and get low on the floor.
- Remain in your secure area until further direction or the all clear is given (this notification will be sent via the SPU-Alert System).

If you are outside at the time of a lockdown:

- Leave the area and seek safe shelter off campus. Remaining in the area of the threat may expose you to danger.
- Return to campus after the all clear is given (this notification will be sent via the SPU-Alert System).

Evacuation – General Guidance
Students should evacuate a building if the fire alarm sounds or if a faculty member, a staff member, or the SPU-Alert System instructs building occupants to evacuate. In the event of an evacuation, gather your personal belongings quickly and proceed to the nearest exit. Most classrooms contain a wall plaque or poster on or next to the classroom door showing the evacuation route and the assembly site for the building. Do not use the elevator.

Once you have evacuated the building, proceed to the nearest evacuation assembly location. The "*Stop. Think. Act.*" booklet posted in each classroom contains a list of assembly sites for each building. Check in with your instructor or a BEC (they will be easily recognizable by their bright orange vests). During emergencies, give each BEC your full cooperation whenever they issue directions.

Additional Information
Additional information about emergency preparedness can be found on the SPU web page at http://www.spu.edu/info/emergency/index.asp or by calling the Office of Safety and Security at 206-281-2922.

Tentative Course Schedule

DATE	TOPICS	Popular Reading	Chapter Review	Due
March 27	Course Overview Introduction to Enterprise Architecture			
April 3	Foundations of Enterprise Systems		Friedman 2-9 Ross 1-2	
April 10	Strategy of Enterprise Systems		Ross 3-9	Enterprise Example
April 17	Technology and Enterprise Systems		Bernard 1-7	Enterprise Example
April 24	Practice: Large Enterprise: Dr. Al Erisman			
May 1	Practice: Impact of New Technologies			Team Project - Preliminary
May 8	AI & Enterprise Architecture			Enterprise Example New Technology Implication
May 15	Data Science: Lessons from the Future: Predictions in Finance, Sports and Medicine Dr. Rob Schumaker	1-19		Enterprise Example
May 22	Presentations			Team Project - Final Presentation
May 29	Future Systems, Personal Implications			Individual Career Path
June 5	Final Exam			Final Exam