

## (C) ITM 707: Strategy, Management and Acquisition

### COURSE OUTLINE FOR 2025-2026

Prerequisite(s): ITM706 or in the 2-year Business Technology Management Public Ontario College Diploma

Antirequisite(s): None

### Instructor Information

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- **Instructor Name:**
- **Office Location:**
- **Office Hours:**
- **Phone:** (416) 979 – 5000, ext.
- **Course Website:** my.torontomu.ca (for courses using D2L)
- **Email Address:** youremail@torontomu.ca

### Email Policy

Students are expected to monitor and retrieve messages and information sent through D2L and TMU email on a frequent and consistent basis. In accordance with the Policy on TMU Student E-mail Accounts ([Policy 157](#)), Toronto Metropolitan University (TMU) requires that any electronic communication by students to TMU faculty or staff be sent from their official university email account. Communications sent from other accounts may be disregarded.

### Course Description

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This course explores the issues and approaches in managing the information systems function in organizations and how the IS function integrates, supports, and enables various types of organizational capabilities. It takes a senior management perspective in exploring the acquisition, development and implementation of plans, policies, and IT strategies to achieve efficient and effective information systems. The course addresses issues relating to defining the demand side, the supply side and, the control of IT and the systems that support the operational, administrative and strategic needs of the organization. The remainder of the course is focused on developing a framework that will allow IT leaders of organizations to critically assess existing IT strategy and its alignment with the business strategy. The ideas developed and cultivated in this course are intended to provide an enduring perspective that can help IT leaders make sense of an increasingly globalized and technology intensive business environment.

## Course Details

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### Teaching Methods

Classes will be taught by using lectures and in-class case discussions. In-class case discussions are the most important component of this class. Case discussions will be facilitated by the presenter groups of the week and the course instructor. Students are required to meticulously study for each case and be prepared to participate in each case discussion. Active participation is expected and will be evaluated. There may be up to two online sessions over Zoom throughout the semester.

If you are registered in an in-person or a virtual classroom, pre-recorded lectures will be offered, and instruction will take place at scheduled hours, following the approach outlined in D2L Brightspace. If you are registered in a Chang School Distance Education course, please follow the schedule, course outline and learning modules as outlined in D2L Brightspace.

**Note:** All assessments in this course, regardless of its delivery format, will be held in-person on campus. This applies to in-person, virtual, and online courses, including those delivered through the Chang School.

### Course Materials

**Textbook:** Managing and Using Information Systems: A Strategic Approach (8<sup>th</sup> Ed.)

**Authors:** Kari Pearlson, Carol Saunders and Dennis Galletta

**Publisher:** Wiley

**ISBN:** 978-1-394-21549-2

**Price:** \$177.95 (Paperback), \$119.95 (E-Book), \$50.00 (E-Book Rental)

**Other Readings:** Cases from renowned case publishing sources (e.g., Harvard Business School/Review, MIT Sloan, Ivey Publishing) will be used. Students will purchase their individual case copies through [Ivey Publishing](#).

### Course Learning Outcomes

This course exposes students with various current and emergent issues faced by today's organizations in managing information technologies through a development of an IT strategy framework. Through the case teaching method, the course not only enables students to synthesize their knowledge of management of information technologies gained in the rest of the program, but also challenges students to critically analyze how an information technology strategy can be applied to develop/enhance organizational capabilities and empower business strategies. The objectives of the course are to enable students to develop and improve skills in:

- identifying strategic business issues
- analyzing external and internal business environment

- assessing the alignment level between business and IT, and
- developing IT strategies for acquisition, development, control and implementation of an information technology solutions.

Upon completion of the course, it is expected that the student will be able to:

- demonstrate comprehensive knowledge of IT management concepts and frameworks
- integrate key concepts from management and information technology in analyzing diverse business contexts
- apply theoretical frameworks to analyze current challenges/issues in IT management and identify sound solutions to address these challenges/issues
- identify and analyze issues related in the process of creating business values of IT
- demonstrate an understanding of current issues and trends in IT management
- develop strong analytical/critical thinking and presentation skills

## **Academic Integrity**

Academic integrity is integral to your learning, the credibility of your degree or certification, and the integrity of the university as a whole. [Senate Policy 60: Academic Integrity](#) defines academic misconduct, provides a non-exhaustive list of examples of behaviours that may be considered as academic misconduct, and explains how academic misconduct concerns are evaluated and decided. The entirety of the policy applies in this course. As well, please note that submitting work created in whole or in part by artificial intelligence tools unless expressly permitted by the Faculty/Contract Lecturer, is considered a violation of Policy 60.

## **Generative AI Course Policy, Plagiarism Detection, and Virtual Proctoring**

### **Generative AI Course Policy**

The use of Generative AI (e.g., ChatGPT, Quillbot, Grammarly, Perplexity, Google Translate) is prohibited and will be considered a breach of Policy 60: Academic Integrity.

### **Turnitin or another originality detection software**

Turnitin is a plagiarism prevention and detection service to which TMU subscribes. It is a tool to assist instructors in determining the similarity between students' work and the work of other students who have submitted papers to the site (at any university), internet sources, and a wide range of books, journals and other publications. While it does not contain all possible sources, it gives instructors some assurance that students' work is their own. No decisions are made by the service; it generates an "originality report," which instructors must evaluate to judge if something is plagiarized.

Students agree by taking this course that their written work will be subject to submission for textual similarity review to Turnitin. Instructors can opt to have student's papers

included in the Turnitin database or not. Use of the Turnitin service is subject to the terms-of-use agreement posted on the Turnitin website. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with their instructor to make alternate arrangements. Students who choose not to have their papers screened for textual similarity review by turnitin may be required to submit additional work with their research essay. For example:

- an annotated bibliography of each source used in your paper; and/or
- the first few pages of each cited source used in your paper

Even when an instructor has not indicated that a plagiarism detection service will be used, or when a student has opted out of the plagiarism detection service, if the instructor has reason to suspect that an individual piece of work has been plagiarized, the instructor is permitted to submit that work in a non-identifying way to any plagiarism detection service.

### **Virtual Proctoring Information**

Online exam(s) within this course use a virtual proctoring system. Please note that your completion of the exam will be recorded via the virtual platform and subsequently reviewed by your instructor. The virtual proctoring system provides recording of flags where possible indications of suspicious behaviour are identified only. Recordings will be held for a limited period of time in order to ensure academic integrity is maintained.

TMU supports Respondus Lockdown Browser with Monitor. Access to a computer that can support remote recording is your responsibility as a student. The computer should have the latest operating system, at a minimum Windows (11 and 10 or Mac (OS X 10.15 to 14.0+) and web browser Google Chrome or Mozilla Firefox. You will need to ensure that you can complete the exam using a reliable computer with a webcam and microphone available, as well as a high-speed internet connection. Please note that you will be required to show your TMU OneCard prior to beginning to write the exam. Should a student not have a OneCard, government issued ID can be displayed to the camera, showing only the picture and name (all other information can be covered by the student). A [virtual proctoring web page](#) that addresses privacy concerns and includes a FAQ is available for students.

Information will be provided prior to the exam date by your instructor who may provide an opportunity to test your set-up or provide additional information about online proctoring. Since videos of you and your environment will be recorded while writing the exam, please consider preparing the background (room/walls) so that personal details are not visible, or move to a room that you are comfortable showing on camera.

## Copyright

The course materials provided to you are copyrighted, and may not be shared without my express written permission. Do not share these materials (e.g. course outline, lecture slides, assignment instructions) with others and do not post them on the internet during the course, or at any time after. If you do so, Policy 60 will apply.

## Academic Integrity Resources

To learn more about Policy 60 and how to avoid academic misconduct, please review and take advantage of these resources:

- Policy 60: Academic Integrity: [www.torontomu.ca/senate/policies/academic-integrity-policy-60/](http://www.torontomu.ca/senate/policies/academic-integrity-policy-60/)
- Academic Integrity Office website: [www.torontomu.ca/academicintegrity](http://www.torontomu.ca/academicintegrity)
- “Academic Integrity in Space” game: <https://games.de.torontomu.ca/aio/#/>
- “Academic Integrity in Cyberspace!” game: <https://www.torontomu.ca/aic/#/>
- Student Life and Learning Support: [www.torontomu.ca/student-life-and-learning/learning-support](http://www.torontomu.ca/student-life-and-learning/learning-support)

## Topics and Course Schedule

W	Topic	Learning Outcomes	Readings	Activities & Due Dates
1	Introduction to case study and case analysis I	<ul style="list-style-type: none"> <li>Understand the value of the case method</li> <li>Understand the steps involved in analyzing a case</li> </ul>	Handout on case analysis method	Watch Videos before class. No submission. <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=wudRjl1TQoI">https://www.youtube.com/watch?v=wudRjl1TQoI</a></li> <li><a href="https://www.youtube.com/watch?v=eA5R41F7d9Q">https://www.youtube.com/watch?v=eA5R41F7d9Q</a></li> </ul>
2	Introduction to case study and case analysis II	<ul style="list-style-type: none"> <li>Get familiarized with the method for analyzing business cases</li> <li>Analyze a business case on Digital Innovation and Entrepreneurship</li> </ul>	<b>Short cases: Sample</b>	Read the cases before class. No submission.
3	The Information Systems Strategy Triangle	<ul style="list-style-type: none"> <li>Explain IT strategy framework as the demand side, control side and supply side</li> <li>Define and explain the Information Systems Strategy Triangle</li> <li>Understand the alignment between the different types of strategies</li> <li>Identify and define the various business strategy frameworks</li> <li>Delivering IT strategy for business value</li> </ul>	Chapter 1 <b>Practice Case</b>	No submission needed.
4	Strategic Use of Information Resources	<ul style="list-style-type: none"> <li>Explain how information resources are used strategically</li> <li>Apply the Porter's Five Forces model and the Value Chain model</li> <li>Developing and delivering on the IT value</li> </ul>	Chapter 2 <b>Case #1</b>	<b>Reflection (Indv.)</b>  <b>Presentations: Groups 1 &amp; 2</b>
5	Organizational Strategy and Information Systems	<ul style="list-style-type: none"> <li>Understand how the use of information technology impacts an organization</li> <li>Understand and apply the Managerial Levers framework</li> </ul>	Chapter 3 <b>Case #2</b>	<b>Reflection (Indv.)</b>  <b>Presentations: Groups 3 &amp; 4</b>
6	IS and Digital Transformation + Midterm Review	<ul style="list-style-type: none"> <li>Midterm review of IT strategy concepts and frameworks</li> <li>Discussion of individual case submission</li> </ul>	Chapter 5 <b>Case #3</b>	<b>Reflection (Indv.)</b>  <b>Group Presentations: Groups 5 &amp; 6</b>
<b>Study Week</b>				
7	Architecture and Infrastructure	<ul style="list-style-type: none"> <li>Understand how strategy drives architecture, which then drives infrastructure</li> <li>Identify configurations for IT architecture</li> <li>Understand different options for IS sourcing</li> </ul>	Chapter 6 <b>Individual Case</b>	<b>Individual Case Report Submission (20%)</b>

W	Topic	Learning Outcomes	Readings	Activities & Due Dates
8	Security	<ul style="list-style-type: none"> <li>• Identify major information security threats and mitigation mechanisms</li> <li>• Understand and apply the IT Security Decision Framework</li> <li>• Understand the cost of breaches for organizations</li> </ul>	Chapter 7 <b>Case #4</b>	<b>Reflection (Indv.)</b>  <b>Group Presentations:</b> <b>Groups 7 &amp; 8</b>
9	Governance of the IS Organization	<ul style="list-style-type: none"> <li>• Understand governance structures and how decisions are made in organizations</li> <li>• Discuss four models of governance</li> </ul>	Chapter 9 <b>Case #5</b>	<b>Reflection (Indv.)</b>  <b>Group Presentations:</b> <b>Groups 9 and 10</b>
10	Business Intelligence, Knowledge Management, and Analytics	<ul style="list-style-type: none"> <li>• Understand the main concepts relating to KM, BI, and BA</li> <li>• Describe the different levels of maturity of analytical capabilities</li> <li>• Developing IT capabilities</li> </ul>	Chapter 12 <b>Case #6</b>	<b>Reflection (Indv.)</b>  <b>Group Presentations:</b> <b>Groups 11 and 12</b>
11	Privacy and Ethical Considerations in Information Management	<ul style="list-style-type: none"> <li>• Discuss corporate social responsibility</li> <li>• Understand and apply PAPA and the Normative Theories of Business Ethics</li> </ul>	Chapter 13 <b>Case #7</b>	<b>Reflection (Indv.)</b>  <b>Group Presentations:</b> <b>Groups 13 and 14</b>
12	End-of-Semester Review	<ul style="list-style-type: none"> <li>• Review strategic frameworks and concepts</li> <li>• Discuss exam format</li> </ul>		

## Evaluation, Assessment and Feedback

The grade for this course is composed of the mark received for each of the following components:

Evaluation Component	Percentage of Final Grade	Anticipated Return Date
Group Case Analysis	20%	Within three weeks
Group Presentation	10%	Within three weeks
Individual Case Analysis	20%	Week 9
Individual Case Reflections	15% (6 * 2.5%)	Within three weeks
Individual Class Participation	5%	End of the semester
Final Exam (individual)	30%	TBD
<b>Total:</b>	100%	
<b>Note:</b> Students must achieve a course grade of at least 50% to pass this course. At least 20% of the grade based on individual work will be returned to students prior to the last date to drop a course in good academic standing. For Fall 2025, this is Friday November 14, 2025. For Winter 2026, this is Friday March 27, 2026.		

**Case Analysis:** Each student will submit one case analysis **as a group** (20%) and one case analysis **as an individual** (20%). We will discuss a total of 9 HBS cases during the semester (in addition to several short cases). The cases will be selected from *Harvard Business School (HBS)* collection or [Ivey Publishing](#). The links to cases will be available on D2L two weeks prior to case discussions. The submitted case analysis should follow the case analysis protocol studied in class and be a maximum of 3 pages, 1.5-spaced, font 12 for group submissions. Both the **individual and group case analysis** submissions are due right before the start of a lecture. The **group case analysis** will be submitted **only** by the presenter group. The due dates and submission links are available on D2L.

**Participation:** Participation will be evaluated on students' presence and engagement in class discussions and activities. As part of this evaluation: **(1) Case Reflections:** Students will submit individual reflections for **6 out of 8** cases (*one page, font size 12, 1.5-spaced report due before the class*). Students **should NOT submit** an individual reflection report for the week that their group is presenting. **(2) Participation:** Students will participate in class and express their opinions in small and large group discussions during class hours and valuable contributions to the discussion will be rewarded. Each case reflection is 2.5 points ( $2.5 * 6 = \text{Total of } 15\%$ ) + 5% for participation = Total of 20%.



**Group Presentation:** Students will form 4-5-member groups. Each group will present an assigned business case based on the question provided and assist with facilitating the class discussion. A presentation could take up to 30 minutes, with the first 10 minutes summarizing the group's case analysis, and the remaining 20 on discussing the questions in the class. The presenter group will submit their group case analysis report on D2L. Group presentation is 10% of the overall grade based on presentation style and ability to run the discussion in class.

**Final Exam:** The final exam will consist of a comprehensive case analysis connected to the strategic frameworks and cases discussed during the class discussions. The final exam will be completed during the exam period. Final exam is 30% of the overall grade.

## University Policies

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You are reminded that you are required to adhere to all relevant university policies found in their online course shell in D2L and/or on [the Senate website](#). Please refer to the [Course Outline Appendix](#) for more detail.

## Important Resources Available at Toronto Metropolitan University

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- [The University Libraries](#) provide research [workshops](#) and individual consultation appointments. There is a drop-in Research Help desk on the second floor of the library, and students can use the [Library's virtual research help service](#) to speak with a librarian, or [book an appointment](#) to meet in person or online.
- [Student Life and Learning Support](#) offers group-based and individual help with writing, math, study skills, and transition support, as well as [resources and checklists to support students as online learners](#).
- You can submit an [Academic Consideration Request](#) when an extenuating circumstance has occurred that has significantly impacted your ability to fulfill an academic requirement. You may always visit the [Senate website](#) and select the blue radio button on the top right hand side entitled: Academic Consideration Request (ACR) to submit this request.

For Extenuating Circumstances, Policy 167: Academic Consideration allows for a once per semester ACR request without supporting documentation if the absence is less than 3 days in duration and is not for a final exam/final assessment. Absences more than 3 days in duration and those that involve a final exam/final assessment, always require documentation. Students must notify their instructor once a request for academic consideration is submitted. See Senate [Policy 167: Academic Consideration](#).

- If taking a remote course, familiarize yourself with the tools you will need to use for remote learning. The [Remote Learning Guide](#) for students includes guides to completing quizzes or exams in D2L Brightspace, with or without [Respondus](#)

[LockDown Browser and Monitor](#), [using D2L Brightspace](#), joining online meetings or lectures, and collaborating with the Google Suite.

- Information on Copyright for [Faculty](#) and [students](#).
- Information on Academic Integrity for [Faculty](#) and [students](#).

## Accessibility

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- At Toronto Metropolitan University, we are committed to ensuring that all courses are accessible to everyone and to removing barriers that may prevent some individuals from enrolling in courses.
- All technologies and tools used in this course are accessible.
- Students who discover an accessibility barrier with any of the course materials or technologies should contact their instructor.
- As outlined in [Policy 159: Academic Accommodation of Students with Disabilities](#), students are required to proactively consult with AAS, the faculty/instructor, Department or Faculty, as soon as feasible, including prior to enrolling in a course or program, on any concerns they may have about their ability to meet the essential academic requirements of a course/program.

## Academic Accommodation Support

Academic Accommodation Support (AAS) is the university's disability services office. AAS works directly with incoming and returning students looking for help with their academic accommodations. AAS works with any student who requires academic accommodation regardless of program or course load.

- Learn more about [Academic Accommodation Support](#).
- Learn [how to register with AAS](#).
- Learn about [Policy 159: Academic Accommodation of Students with Disabilities](#)

Academic Accommodations (for students with disabilities) and Academic Consideration (for students faced with extenuating circumstances that can include short-term health issues) are governed by two different university policies. Learn more about [Academic Accommodations versus Academic Consideration](#) and how to access each.

## Wellbeing Support

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At Toronto Metropolitan University, we recognize that things can come up throughout the term that may interfere with a student's ability to succeed in their coursework. These circumstances are outside of one's control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis.

If you are experiencing a mental health crisis, please call 911 and go to the nearest hospital emergency room. You can also access these outside resources at anytime:

- Distress Line: 24/7 line for if you are in crisis, feeling suicidal or in need of emotional support (phone: 416–408–4357)
- [Good2Talk](#): 24/7-hour line for postsecondary students (phone: 1-866-925-5454)
- [Keep.meSAFE](#): 24/7 access to confidential support through counsellors via [My SSP app](#) or 1-844-451-9700

If non-crisis support is needed, you can access these campus resources:

- [Centre for Student Development and Counselling](#): 416-979-5195 or email [csdc@torontomu.ca](mailto:csdc@torontomu.ca)
- [Consent Comes First – Office of Sexual Violence Support and Education](#): 416-919-5000 ext 3596 or email [osvse@torontomu.ca](mailto:osvse@torontomu.ca)
- [Medical Centre](#): call (416) 979-5070 to book an appointment

We encourage all Toronto Metropolitan University community members to access available resources to ensure support is reachable. You can find more resources available through the [Toronto Metropolitan University Mental Health and Wellbeing](#) website.