

MBA과정에서 경영정보시스템전공의 커리큘럼에 관한 연구

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요약

경영대학원의 경영정보시스템의 연구 분야는 경영학 중심에 정보기술을 더한 것만이 아닌 정보시스템기술을 함축적으로 실현할 수 있는 교과과정의 연구 및 편성이 필요하다. 경영정보시스템 분야에서는 졸업생들이 더 좋은 정보기술을 활용한 리더로서의 역할을 하도록 돕는 계획으로써 정보기술과 경영 전략사이의 균형을 유지하는 것이 필요하다. 제한된 시간을 적절히 배분할 수 있는 방법이 필요하다. 현장에서의 연구가 활발하지 못한 이유가 거기에 있다. 구체적인 교육과정 연구를 통해 새로운 방향을 제시한다. 본 논문에서는 이러한 민감한 부분을 비교 분석, 요약 정리하여 모델을 제시하였다.

A Study on Management Information Systems Curriculum in MBA

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ABSTRACT

In MBA program, Majoring MIS is not added Information Technology but mixed Information Technology with Management. Information Technology and Management Strategy have to be balanced. Subjects of Management are more than Information Technologies in curriculum. Now it has to be changed. Through concrete research of curriculum, I propose new Model. Universities have been constantly challenged to develop and maintain an MBA curriculum which adequately prepares student to succeed in a business environment. In particular, academia has struggled to identify and incorporate the ideal balance of technology and strategy into the Management Information Systems course. This paper examines the literature and summarizes the most critical content that should be included in the core MIS course of an MBA program.

Key Words : MIS, MBA Curriculum, MIS Course content, Information Systems, MIS Core Content.

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1. Introduction

What balance of technical exposure, hands on experience and information strategy will leave an MBA candidate with the knowledge needed to succeed in today's business environment? Sirias (2004) identified a twofold challenge, "Teaching MIS entails covering a relatively large, ever changing subject, as well as addressing an audience with different levels of knowledge" (p. 153). Benamati, Serva, Galletta, et al (2006) discussed the critical importance of IT. "It is hard to imagine running an organization of any substance without information technology as a key enabler of business processes and strategic initiatives. Successful organizations rely on IT for everyday tasks, embrace rapid IT change, and use IT for competitive advantage" (p. 658). Although the authors grant the importance of Information Technology in the business environment, they expressed concern that the teaching of this discipline often demonstrates "a lack of relevance in course content and research" (p. 657). I will show you some case of studies.

1.1 Benbaset and Dexter (1978)

Thirty years ago, Benbaset and Dexter (1978) identified the need for graduate programs to develop a single course whose objective would be to make every MBA graduate able to function in an environment in which computers play an increasingly important role. He must be able to recognize opportunities to use the computer in his managerial activities, to know what to expect from it, and to know how to communicate effectively with computer specialists so that computerized projects

will be properly handled from a technical, as well as a managerial, point of view (p. 283). The key topics the authors suggested should be covered in this course are listed in [Table 1].

표 1. Benbaset and Dexter (1978) p. 284
Table 1. Benbaset and Dexter (1978) p. 284

	Topic
1	The role of information in the organization
2	Impact of MIS on the organization
3	Role of the functional manager as user
4	Management applications of computers
5	Alternatives for acquiring computer resources
6	Capabilities/limitations of computerized systems present and future)
7	Social issues of computerization

1.2 Gupta and Seeborg (1989)

Gupta and Seeborg (1989) surveyed American Assembly of Collegiate Schools of Business (AACSB) institutions that offer graduate programs. They found the MIS course to be an introductory course in about half the schools, similar in content to the undergraduate course. The topics most often covered in a graduate level MIS course were:

- 1) Systems analysis and design
- 2) Database management systems
- 3) Systems life cycle
- 4) Computer hardware
- 5) IS organizations

1.3 Stephens & O'Hara (2001)

A review of the core Information Technology course at AACSB accredited schools by Stephens & O'Hara (2001) revealed that an MIS course is not universally required as part of the core curriculum.

Common topics covered included. IS development

process, Strategic information systems, Telecommunications fundamentals, Electronic commerce, and Data management fundamentals. The most critical topics ranked by faculty respondents were:

- 1) Strategic implications of IT
- 2) Electronic commerce
- 3) Information Age organization- information technology infrastructure, design, and management

1.4 Ives, Valacich, Watson et al(2002)

In 2002, Ives, Valacich, Watson et al compiled a list of concepts the authors believed “to be the core information systems knowledge that all business school students should be familiar with” (p.467). Specifically, the authors contend students should be taught concepts that would enable them to answer the following questions:

- 1) What are Information Systems?
- 2) How do information systems influence organizational competitiveness?
- 3) Why have databases become so important to modern organization?
- 4) Why are technology infrastructures so important to modern organizations?
- 5) What is the role of the internet and networking technology in modern organizations?

6) What are the unique economics of information and information systems?

7) How do information systems enable organizational processes?

8) How do organizations develop, acquire, and implement information systems?

9) What is the nature of IS management?

10) What ethical, criminal and security issues do organizations face when using information systems

II. Analyses and Findings

2.1 Theory and Technology

Many studies show that MIS courses, whether taught as a separate course or integrated into marketing, management, or finance courses often lack a focus of including technological advances and emerging trends (Gandhi and Bodkin (1996); Stephens and O’Hara (2001); Liu, Liu, Koong, and Lu (2003); Andrews and Wynekoop; Lomerson, Jones, and Schwager (2004 2005))

The challenge for colleges and universities is determine if the core information technology course taught as a part of the MBA curriculum should be taught from an IT or a business perspective. Stephens and O’Hara (2001) noted that the syllabi reviewed in their study tended to be designed either with a focus on technology fundamentals or with a focus on strategy, not both. Belzer, Williams, Kronebusch, and Gupta (1975) found that “theory

and structure courses are replacing application types” (p.18). The ability to apply the theory of technology to the realities of business processes helps meld theory and practice. Heim, Meile, Tease, et al (2005) propose enhancing technology based education through projects that simulate actual activities performed by technologists. These projects “expose students to the ever changing nature of IT, motivate them to improve their technical understanding, and challenge them to improve their communication skills through written deliverables and live business presentations.” (p. 428). As Benamati, Serva, Galletta, et al (2006) observed, “The key fact here is the integration. We do not study the technical issues at the expense of management issues and we do not study management issues at the expense of technical issues” (p. 663). Chand (2004) suggested that the knowledge gained in core courses in IT, such as Data Management, IS Policy and Strategy, Analysis, Modeling, and Design and Data Communications and Networking, must be integrated together to support the business enterprise. Specifically, schools must teach the use of these technologies to support emerging business models, such as e business, e commerce, and m commerce. The importance of these topics is becoming evident as an increasing number of schools offer a Master of Science degree in e commerce/e business (Williamson, Brookshire, and Wright (2002); Lomerson, Jones, and Schwager (2004 2005); Rezaee, Lambert, and Harmon (2006)). Liu, Liu, Koong, and Lu (2003) have credited the gap between the technology needs of students and the curricula offered as caused by the rapidly changing IT skill set required by the marketplace, lack of real world

technology understanding by educators, and limited technology course options.

Nilsen and Purao found “there is greater demand from students and businesses alike for state of the art education in emerging information technologies that will allow them to participate more effectively in the new information economy” (p. 282). The lack of qualified personnel to exploit this technology is “leading to increasing demands on academia to execute students” (p. 281).

2.2 Main issues

A single core MIS course taught as part of an MBA curriculum cannot satisfy all of the requirements identified in the literature review. However, there are critical elements of the course content that most agree upon. Students completing the course should be able to:

- 1) Explain the components and importance of enterprise systems - Enterprise Resource Management, Supply Chain Management, and Customer Relationship Management
- 2) Describe the ways MIS can help an organization achieve or maintain a competitive advantage. Explain the ways IT strategy is developed to support the business strategy
- 3) Understand the concepts of e commerce and the advantages and disadvantages of e commerce from both the business and consumers’ perspectives
- 4) Understand the role of the knowledge worker in the global economy

5) Describe social, ethical, and security issues associated with information systems

6) Understand the components and emerging trends related to IT infrastructure hardware, software, networks, and telecommunications

7) Describe the major reasons IT development projects fail and the risk mitigation strategies that can be implemented to improve the chances of success.

8) Learn how to find, extract, and evaluate information from the internet

III. Conclusion

While there is little doubt that providing students with a solid theoretical base of knowledge is important, at the most fundamental level, the MBA student needs to understand how to use Management Information Systems to make better decisions, drive innovation, and improve operational efficiency to enable business to achieve competitive advantages. Therefore, it is important for a student to understand the phases of a systems development lifecycle, but it is more important for a student to understand why IT projects fail and what can be done to mitigate the risk of failure. Likewise, it is important for a student to understand the basics of infrastructure and networking, but it is critical for a student to understand how to use the internet to redefine a business model or create a competitive advantage.

The goal of the course should be to prepare students to understand how to be more effective

business leaders. Effective business leaders must understand the opportunities and challenges that an increasingly high tech business environment generates. The key to teaching an effective MIS class is to have a goal, not of turning a non technical student into an IT professional, but of teaching a business person how to effectively use information technology to make his or her organization more competitive.

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