

VICTORIA UNIVERSITY OF WELLINGTON  
*Te Whare Wananga o te Upoko o te Ika a Maui*



School of Information Management

MMIM 502

MANAGING IN THE INFORMATION AGE

Contact Details				
<b>Course Coordinator:</b>	<b>Name</b>	Val Hooper		
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<b>Programme Co-ordinator:</b>	<b>Name</b>	Mary Braun		
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<b>Dates:</b>	Mondays from 21 February – 23 May 2005, excluding mid-trimester break (12 lectures in total)			
<b>Times:</b>	17:40 - 19.30			
<b>Venue:</b>	RLWY 315			

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**Course Objectives:**

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You'll never find a business whose slogan is

"What you don't know can't hurt you"

Haag, Cummings & McCubbrey, 2004

Within the last few decades IT and IS have had an enormous impact on organizations and their ability to gain and maintain a competitive advantage. This impact has been most significantly felt at managerial level. Management in organizations is suffused with information resources.

Management is about ensuring the most effective and efficient use of resources in an organization to ensure the sustained existence, growth and competitiveness of that organization. Management is concerned with the optimal use of inputs, transformation and production of outputs, set against a multitude of influential environmental factors.

Management is about a portfolio of various activities – planning, leading, organizing, coordinating, communicating, controlling and reporting.

It is against this backdrop that we address the challenge of assessing the impact of IT and IS developments on the way in which organizations are, and can be managed, and the way in which organizations, in turn, direct the development of IT and IS. In addition, we examine how IT and IS impact on the other organizational resources and how maximum synergy can be achieved between the various inputs.

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**Learning Outcomes:**

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By the end of the course students should be able to demonstrate skills in understanding and analyzing the recursive influence of IT / IS and organizations upon one another.

They should be able to appreciate the key managerial issues and the way in which IS has, and can, impact upon them

They should be able to appreciate the multiple challenges facing managers in the information age and the way in which IT / IS can help address them

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**Course Content and schedule:**

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Class	Date	Topic	Preparation	Comments
1	21 February	Introduction, and Background to the information age	Ch 1; Ch 2	
2	28 February	Changing nature of organizations in the information age	Ch 10	
3	7 March	Changing business models	Ch 3	
4	14 March	Virtual organizations	Ch 5	
5	21 March	Managing people		Individual assignment 1 submission
6	11 April	Leadership	Ch 12	
7	18 April	Managing information assets		Case study analysis submission
8	25 April	Managing technology	Ch 4; Ch 6; Ch 7; Ch 8	
9	2 May	Strategy and information	Ch 4; Ch 7	
10	9 May	Managing change		Individual assignment 2 submission
11	16 May	Decision making		
12	23 May	Legal and ethical issues	Ch 9; Ch 10	Group project submission

- Additional readings will be distributed to the students as the course progresses.
- It is expected that there will occasionally be guest speakers.

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### **Course Resource Materials:**

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#### **Course textbook:**

Dickson, Gary W. & DeSanctis, Geraldine. *Information technology and the future enterprise: new models for managers*. Prentice-Hall, Upper Saddle River, New Jersey, 2001.

#### **Library resources**, especially but not exclusively:

- MIS Quarterly
- Journal of Information Systems Management
- Journal of Strategic Information Systems
- MIS New Zealand
- ComputerWorld (New Zealand)
- ComputerWorld (US)
- Information Strategy: The Executive's Journal
- Harvard Business Review

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### **Assessment:**

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Assessment will be as follows:

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|---------------------------|-----|
| ▪ Class participation     | 20% |
| ▪ Individual assignment 1 | 15% |
| ▪ Individual assignment 2 | 15% |
| ▪ Case study analysis     | 20% |
| ▪ Group project           |     |
| ○ Group component         | 15% |
| ○ Individual component    | 15% |

There will be no final exam in this course.

#### **Class participation**

Students are expected to attend every class. Where absenteeism is unavoidable, the lecturer should be informed in advance as far as possible.

As an important component of the course is the interaction and sharing of ideas and perspectives during the class sessions, participation in the class discussions will be monitored carefully. The emphasis will lie on the quality of contributions rather than on the frequency. Particularly valued will be:

- Effective starting of a discussion
- Injection of a unique perspective into a discussion
- Inter-relating of various perspectives
- Drawing together things learnt during the discussion
- Relating discussions on new topics to those already covered
- Researching and presenting information beyond the confines of the prescribed readings

Each class will contain a critical review of the readings assigned for that session. While everyone is expected to have prepared these readings, individual students will be assigned certain tasks per session:

- (a) Some will be required to provide a one-page critical review of a specific reading.
- (b) Some will be required to develop three insightful questions pertaining to a specific reading and to lead a short discussion.
- (c) Some will be required to source two additional readings, which relate meaningfully to the topic of that session and to provide a one-page critical review of each article.

Copies of the (a) critical reviews (b) questions and (c) additional readings plus critical reviews will be distributed to the class before the relevant lecture.

### **Individual assignments**

These two individual assignments will be announced at least two weeks in advance. They will be based primarily on secondary research with a strong emphasis on academic rigour.

More details regarding the topics and length of the assignments will be provided nearer the time.

### **Case study analysis**

The case study will be distributed at least two weeks in advance.

Apart from an executive summary, appendices, tables, etc., the body of the analysis should be no more than 3000 words in length.

The analysis should identify the key issues and challenges faced by the managers / decision makers in the case and should present a substantial argument for what they ought to do.

Guidelines for the analysis of case studies will be provided nearer the time.

### **Group project**

The group project is “the golden thread” which will weave its way through your course. The project will be constructed incrementally as the various lecture topics are dealt with, the completed project being submitted at the end of the course. The final project will consist of both a group and an individual component.

Progress will be monitored by means of various mechanisms such as randomly requested feedback to the class.

Specific details will be provided at the introductory class.

## Grading standards

Letter Grade	Number grade	Approx Dist'n *	Simple Description	More Complete Description**
A+	Over 84	4%	Outstanding	Far exceeds requirements, flawless, creative
A	80-84	10%	Excellent	Polished, original, demonstrating mastery
A-	75-79	14%	Very Good	Some originality, exceeds all requirements
B+	70-74	22%	Good	Exceeds requirements in some respects
B	65-69	26%	Satisfactory	Fulfills requirements in general
B-	60-64	18%	Acceptable	Only minor flaws. Unoriginal
C+	55-59	4%	Pass	Mistakes, recapitulation of course material
C	50-54	2%	Minimum pass	Serious mistakes or deficiencies
D	40-49	1%	Unacceptable	Little understanding, poor performance
E	00-39	1%	Fail	Below the minimum required

\* This is the hypothetical percentage of students that would attain the various levels of performance, over several repetitions of the course, under similar conditions. It is recognized that the distribution in a particular course, particularly with small enrolment, may differ markedly from the long-term distribution.

\*\* The lecturer will develop a more complete or specific description of the meaning of the various levels of performance based upon the specific nature of the assessment in a course. For example, performance may be determined by the qualities of a written report, a classroom presentation, or work in a group project. The words used to describe these kinds of assessments will obviously vary.

All individual work submitted for assessment should be substantially the student's own, although discussion of developing ideas with other students is encouraged.

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### Assignments:

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#### Format of assignments

Assignments must be submitted in hard copy to the Course Coordinator. They should be computer-formatted, 12pt font, 1.5 line spacing, single sided papers, to allow for written comments on the paper. Title page, table of contents, bibliography and appendix material do not count toward the required assignment length. Any academically accepted bibliographic standard may be used, although APA is preferred.

In addition, an electronic version of assignments should be forwarded to the Course Coordinator.

#### Penalties for Lateness & Excessive length

In keeping with standards of professionalism appropriate to this programme, it is expected that deadlines will be honoured. In fairness to students who complete work on time, work submitted after the due date/ time will incur penalties for lateness. The penalty is up to 5% of the report's grade per day (or part thereof) late. Unusual or unforeseeable circumstances (e.g. serious illness, family bereavement) may lead to a waiver of this penalty but need to be discussed with the Course Coordinator as soon as possible.

Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic.

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**General University Requirements:**

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Students should familiarize themselves with the University's requirements, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures, contained in the Statutes of the Calendar and read the requirements of this paper outline in that context.

**The University Statute on Student Conduct and Policy on Staff Conduct**

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at:

[http://aida.its.vuw.ac.nz/policy/policy/general\\_statute\\_statute\\_on\\_student\\_conduct.htm](http://aida.its.vuw.ac.nz/policy/policy/general_statute_statute_on_student_conduct.htm)

Policy on Staff Conduct can be found on the VUW website at:

[http://aida.its.vuw.ac.nz/policy/policy/policy\\_-\\_policy\\_on\\_staff\\_conduct.htm](http://aida.its.vuw.ac.nz/policy/policy/policy_-_policy_on_staff_conduct.htm)

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**Grievances:**

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If you have any academic problems with your paper, you should talk to the lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School, or the Associate Dean (Students) of your Faculty.

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**Plagiarism:**

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Plagiarism is not acceptable in any form. Plagiarism takes many forms and includes:

- deliberately copying another student's work,
- copying directly from text books and other sources without using quotations marks,
- not acknowledging the sources you have used in your work (i.e. you must cite all references),
- re-submitting an assignment from one course as an original piece of work for another.

Work that shows evidence of plagiarism will be penalized in line with the seriousness of the case. This may involve work being returned unmarked, and consequent failure of the course. In extreme cases, University academic disciplinary procedures may be invoked.

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