

School of Information Management

MMIM 520
E-business management and strategy

Trimester Three 2010/2011

COURSE OUTLINE

Names and Contact Details

Contact Details	
Paper Coordinator:	<p>Tony Hooper Room 427, Rutherford House, Bunny Street, Wellington Ph:- 463 5015 Email: tony.hooper@vuw.ac.nz</p> <p>Appointments:- If you would like to meet with me, the simplest approach is to arrange a time and place via email first. Use can also be made of Blackboard for communications with both me as well as other members of the class.</p>
Programme Administrator:	<p>Usha Varatharaju Room 520, Rutherford House, Bunny Street, Wellington Ph:- 463 5309 e-mail :- Usha.Varatharaju@vuw.ac.nz</p>
Dates:	<p>Monday 15 November to Friday 17th December 2010. Wednesday 5th January 2011 to Friday 11th February 2011</p>
Times:	Wednesdays – 17.40 – 19.30
Venue:	RWW 128

Withdrawal dates:

Information available via

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

Course Content

This course deals with the management tasks in an e-business: planning, managing teams, outsourcing, external relationships, work flows, security, business processes. It is intended to sensitize students to strategic and managerial issues that that impact on decision-making in a technology-driven information age. Modules will more or less equate to lectures, depending on progress made each week. The lecture schedule is shown in the table below:-

Week No.	Date of lecture	Topic	Written deliverable	Assessments Due
1	17 Nov	An overview of this course. The seven principles & ten questions		None
2	20 Nov	Workshop on assessments	See p 14 below	None
3	24Nov	What is e-business? Competitive advantage		SPA 1
4	1 Dec	Context & Scope		SPA 2
5	8 Dec	Players & Rules		SPA 3
6	15 Dec	Case study test	Open book case study	None
	23 Dec	Study Break		
	30 Dec	Study Break		
	5 Jan	Study Break	Lit. review	
7	12 Jan	Uncertainties & Scenarios		SPA 4
8	19 Jan	SWOT & Options		SPA 5
9	26 Jan	Decisions & Outcomes		SPA 6
10	2 Feb	Strategic decisions – open source	Final written essay	
11	9 Feb	Final class case study - Concluding remarks	Open book case study	None

Course Learning Objectives

1. To create an opportunity for students to explore strategic decision-making techniques and applying them to show how IT is driving competitive advantage and strategic decision-making. .
2. To encourage and assess creative thinking through the use of case studies illustrating how strategy and technology relate to one another.
3. To create awareness of the importance of environmental factors that impact on e-business management and electronic commerce.
4. To understand the role of national strategic factors in these business concerns.

Course Learning Outcomes

The primary focus of the course is to provide a general manager's and entrepreneur's perspective on the application of current information management thinking to business and to the not-for-profit sector. By the end of this course students should be able to:

1. Undertake library and Internet research and record their findings according to standard academic requirements.
2. Discuss some of the important principles upon which businesses are building their strategic response to information and communications technological in order to promote sustainable competitive advantage.
3. Effectively participate in management decision-making concerning the implementation of e-business strategies.

4. Locate managerially relevant information on a specific e-business technology from a variety of sources and make convincing strategic recommendations.
5. Evaluate the opportunities and constraints upon managers within New Zealand.
6. Demonstrate masters-level understanding of the subject through the ability to integrate technological developments and company strategies within a sound theoretical framework.

Course Delivery

The course will be delivered in the form of nine lectures and a three hour tutorial with class discussions during the lectures wherever appropriate. The sixth and twelfth classes will be allocated to in-class case study tests.

Note that there will be a mandatory tutorial on Saturday 20th November on finding and using information for academic assignment writing and the application of citation conventions. This tutorial will ensure that students are aware of the criteria by which their assignments will be marked and how to optimise their work plans and assignment submissions. This tutorial is probably the most valuable part of the course – according to feedback from students in previous courses. Students who miss this tutorial could have serious problems in preparing and delivering their course assignments according to specifications, with consequences for their final grades.

Instead of a final course examination, there are two Case Studies – one to be held in the 5th class on Wednesday 15th December 2010. The second Case Study will be dealt with in the final class on 9th February 2011. In both cases students will be given a case to read in preparation for the exercise and will be allowed to bring into the class their lecture notes and any other materials they consider they might need. These are open book assessments of student understanding of the material covered in class. The purpose is to make the case study assessments into learning opportunities so that they are not just exercises in remembering facts or theories presented in class, but rather opportunities to reflect on relevant issues and express creative analyses of those issues.

Textbook

There is no textbook for this course. Use will be made of current media reports and several case studies from a variety of sources.

Materials and Equipment

Networked mobile devices in any form may not be used in class or in class tests.

Expected Workload

Course participants are expected to pre-read Session Preparation Assignments (SPAs), attend lectures, and participate actively in class discussions during the lecture. It is further expected that assessment components are handed in on time, and that each student does their fair share in the group work. The extent and quality of participation will be assessed. In this course we will learn from one another - as a collective exercise. We will also learn from research, thinking and assignments. The focus will be on active learning through participation. With a more active approach, you will learn far more than a few theories and interesting case studies.

This is a 15 point course. One point should equate to 10 hours of work, which means a total of 150 hours for a 15-point course. Direct contact time in classes will amount to 25 hours, including the Saturday workshop. Preparation time for assessment items is expected to be as given in the table below, although allowance should be made for individual variations:-

Assessment item	For instructions see	Delivery date	%age of total grade	Expected time allocation
Session Preparation Ass'mts	Page 7 below	Weekly as shown	24	16 hours
PeerWise participation	Page 8 below	Weekly as shown	6	24 hours
Literature review	Page 9 below	5 Jan 2011	10	20 hours
Written research assignment	Page 12 below	2 Feb 2011	20	40 hours
First Case study	Page 13 below	15 Dec 2010	20	5 hours
Final Case study	Page 13 below	9 Feb 2011	20	5 hours
Total			100	110 hours

This leaves an additional 15 hours for additional reading, study and class preparation.

Feedback on assessments

- All SPAs submitted will be assessed and returned to students at the following class.
- PeerWise calculation will be completed at the end of the course and will be based on the number of questions contributed, answered and evaluated.
- The literature review will be marked according to the marking rubrics indicated in this Course outline and returned to students within two weeks.
- The mid-trimester case study marks will be posted to the course Blackboard website by the 5th January 2011.
- The final written essay and the final case study will be marked and the grades made available by the end of February 2011.

Note: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

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 recognised that the distribution in a particular course, particularly with small enrolment, may differ markedly from the long-term distribution.

** The lecturer will make use of assessment rubrics developed by the Faculty of Commerce and Administration to define levels of performance in specific learning outcomes. These will be made available to students so that they are aware of the criteria against which their work will be assessed.

Examinations

- There is no final examination for this course. Course grades will be derived from the assessment items identified above.

Mandatory course requirements

- A minimum of 45% for both the mid-term and the final case studies

Penalties

All written assignment deadlines have been specified and will be assessed by the date and time recorded on the email to which the assignment was attached when submitted to the Course Convenor. Because meeting deadlines is a critical factor in the assessment of tenders, job applications and other business negotiations, applications for extensions of time for the completion of assignments will not be entertained. The decision to submit an assignment late can be made by the student concerned, bearing in mind that there will be a 5% per day penalty for late delivery to a maximum of 25%. Students submitting their assignment late will be considered to have made an executive decision to do so and accept the penalty consequences. Assignments delivered more than 5 days late will not be marked.

Communication of Additional Information

Additional course information will be conveyed to students in class, by email or by posting the information to the course Blackboard site. Please monitor your email and the course Blackboard regularly.

Use of Turnitin (if applicable)

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <<http://www.turnitin.com>> Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

For the following important information follow the links provided:

Academic Integrity and Plagiarism

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

General University Policies and Statutes

<http://www.victoria.ac.nz/home/about/policy/academic.aspx>

Faculty of Commerce and Administration Offices

<http://www.victoria.ac.nz/fca/studenthelp/Contactus.aspx>

Manaaki Pihipihinga Programme

http://www.victoria.ac.nz/st_services/mentoring/

School of Information Management

MMIM 520 - E-business management and strategy

Trimester Three 2010/2011

Assessment items

1. Session Preparation Assignments.

There will be eight Session Preparation Assignments – SPAs – during the course. The readings for each SPA will be posted to the BlackBoard website. Students will be expected to read the document and come to class prepared to discuss the issues presented. These SPAs are designed to give students practice with the analysis of texts and the identification of issues of relevance to lectures and class discussions. As such they prepare students for the mid-term and end-of-term case study tests. The SPAs are designed to assist the student develop their critical thinking skills and accordingly will be assessed using the rubric developed by the Faculty for that purpose.

MMIM 520 – E-business management and strategy

Student name.....Mark.....

Trait	Exemplary	Satisfactory	Unsatisfactory
Questions assumptions	Key assumptions of situation and disciplinary tools are identified and discussed in thorough and/or insightful fashion, validating, challenging, and/or revising as appropriate.	Key assumptions of disciplinary tools and situation are identified and clearly stated.	Assumptions are not identified, only tangentially discussed or implied rather than stated.
Draws valid conclusions	Draws thorough, appropriate conclusions demonstrating an ability to identify priority, significance and impact.	Draws appropriate, justifiable conclusions addressing major outcomes.	Conclusions do not follow from evidence and analysis, are far-fetched or trivial in scope.
Reflection	Comments in a structured and insightful way on: <ul style="list-style-type: none"> • Outcomes; • Process; • The initial situation; • The disciplinary tools used; • Their learning experience. 	Makes a substantive reflective statement addressing at least one of: <ul style="list-style-type: none"> • Outcomes; • Process; • The initial situation; • The disciplinary tools used. 	No attempt at reflection, or only superficial comments apparent.

2. PeerWise participation

PeerWise is a free software application that harnesses Web 2.0 technologies to engage students in reflecting on their work, contributing multiple choice questions (MCQs) to a course database and then contributing and receiving peer reviews of other student MCQ contributions. In the process, it enables students to identify the topics that they wish to focus on, while at the same time contributes a study resource that can be used to aid study and reflection and to give practice in the answering of MCQs prior to class tests. This approach is aligned with contemporary learning theory and has great potential for encouraging student learning, especially in large classes.

The PeerWise technology, developed in New Zealand, has been used elsewhere in New Zealand, Canada, Australia and the US. This is the first time it is being used in a MIM course.

Each student will be required to contribute one multiple choice question (MCQ) for each SPA that they complete - eight in total. Instructions on the use of PeerWise, the submission of questions and the evaluation of question quality will be given in the Workshop on Saturday 20th November. MCQs contributed are expected to indicate areas of student interest and therefore topics for class discussion. They are also expected to assist students with revision prior to the class case study tests.

A total of 6% of the final grade has been allocated to this activity. That mark will be based on contributions made to the PeerWise database. Each student will be expected to contribute one MCQ for each of the SPAs dealt with in the course and provide evaluations of other questions in the database as instructed. PeerWise is anonymous to students but the identity of question authors and their total scores are available to the Course Coordinator.

This is the first time that PeerWise is being used in the MIM. We are assured it is a useful tool for encouraging learning, so we wish to try it out. Bear in mind that it is still experimental, so we would appreciate your assistance in making it a success.

A point that needs to be made is that any questions submitted to Peerwise may be used in discussions, tests, exams, assessments or other forms of publication in the future by the course co-ordinator or SIM without identification or acknowledgement of the persons who submitted those questions. By using the software and submitting questions we are agreeing to such use.

3. Literature review – The national strategy and competitive advantage of New Zealand

(Faculty Learning Outcomes on writing and critical thinking and Course Learning Outcomes 2 and 3.)

The purpose of this assignment is to provide students with an opportunity to identify literature sources and analyze academic journal articles related to the main Individual Written Assignment. The literature review is an academic device intended to identify the boundaries of contemporary knowledge based on what has been published in the available literature. As such, you will use your literature review to identify what has been published, and therefore what we know, about the electronic commerce development strategy of New Zealand and how the nation is positioning itself for international competitive advantage. Part of the intention is for you to identify any gaps in our knowledge and to prepare yourself to address the 7 principles and 10 questions that make up the major content of our lectures.

It has been agreed by the Faculty that the APA convention is the Faculty standard, please use it for this assignment. Please note that the APA convention is different from other bibliographic conventions. The feedback is intended to identify any areas that need attention thereby ensuring the quality of the final submission. The assignment will be marked according to the attached marking schedule.

Date due for the paper version is in class on 5th January 2011 and in electronic form by midnight on 4th January 2011.

Literature review – The national strategy and competitive advantage of New Zealand

Marking schedule

Name of student.....

Marked by

Mark.....

Criteria	Unacceptable	Below Expectations	Meets Expectations	Above Expectations
Relevance	0	1	2	3
Writing	0	1	2	3
Vocabulary	0	1	2	3
Style	0	1	2	3
Meaning & cont.	0	1	2	3
APA convention	0	1	2	3
Acad. integrity	0	.5	1	2
Total				

Marking guide:-

Criteria	Below Expectations	Meets Expectations	Above Expectations
Relevance: The items selected are relevant to the assignment statement and relate to ethical and moral values	Selection of articles that don't relate to the topic; confusion of concepts; incomplete. Submission structure ignored and unsigned; Articles from original text used.	Correct number of articles selected; annotations relevant to topic were selected; Submission structure correct and signed	Annotations crisply presented; relevant and clear. Neat presentation. All requirements met
Writing skills: Spelling, capitalisation, punctuation, grammar, general proofreading; layout (?)	Consistent misspelling; non-existent or incorrect punctuation; grammatically poor; Very sloppy proofreading.	Occasional lapses in spelling, punctuation, grammar, but not enough to seriously distract the reader	Minimises spelling mistakes; correct punctuation, grammatically correct; neat presentation

Vocabulary: Originality, breadth, appropriateness, variety.	Excessively limited or inappropriate or repetitive vocabulary	Generally appropriate vocabulary; not overly repetitive	Highly appropriate, well chosen, broad and creative vocabulary
Style: Sentence construction, flow, appropriate to audience	Overly repetitive or simplistic sentence structure; consistently disjointed, lack of flow; style inappropriate for audience. Waffling. Sentence structure too complex	Not overly repetitive; some variety in sentence construction; generally flows well; some awareness of audience	Variety of sentence construction; logical flow; style highly appropriate for task and audience; avoids clichés.
Meaning and Content: Answers the question, succinct, appropriate complexity	Meaning confused/unclear; or overly complex	Meaning reasonably clear; occasionally wanders off track but answers the question; not over-elaborated or over-complicated	Meaning effectively and efficiently conveyed; highly focused on the question; easily understood
APA convention Applies the APA convention correctly to	Confusion about component elements of bibliographic entries; elements missing; spacing and punctuation poor; other omissions	Author, titles, dates and pagination correctly given. Any confusion limited to punctuation, spacing and font.	Correct use of APA, spacing, punctuation and font. Clear distinctions between different types of publication evident, especially electronic sources.
Academic Integrity: Appropriate use of referencing and avoidance of plagiarism	Signs of unattributed work from other sources. OR Does not attempt to use APA or accepted alternative referencing system.	Other sources acknowledged through quotes and references to others' work. No signs of plagiarism. Uses APA or accepted alternative referencing mostly consistently and correctly	Clearly acknowledges the work of others by appropriate referencing. No signs of plagiarism. Uses APA or accepted alternative referencing consistently and correctly

4. Individual Written Project – The national strategy and competitive advantage of New Zealand

Based on the literature review above, the final written submission will be a comprehensive analysis of the national electronic commerce strategy of New Zealand using the 7 principles and 10 questions that make up the major content of our lectures.

1. On the basis of your literature review findings, you will need to write a statement of your research methodology – how you plan to research the subject and why that is the most appropriate method to use.
2. The next section would be a discussion of your findings according to the 10 questions dealt with in class – **as they apply to New Zealand’s national electronic commerce strategy**. Identify features that are common or that are different from other countries with whom we compete. Interpret the meaning of these comparisons and their implications for businesses in New Zealand.
3. Finally you need to draw conclusions – not too long, about 300 words only based on the above discussion of findings.

There is no total word limit but it is suggested that 5000 to 6000 words should be sufficient to get your message across in your completed document.

Instructions for writing up your research can be found in the guidelines for academic writing that are provided on the Course Blackboard website. Pay specific attention to the structure, the literature review and the need to provide in-text citations and references according to APA convention. Note also the criteria by which your work will be marked in the Marking Schedule. The assignment should be submitted in paper form to the Course Coordinator in class on 2nd February 2011 with an electronic version delivered by midnight the previous night.

5. Case study tests

Case study tests are intended, in a readable way, to give students an opportunity to apply some of the principles emerging from lectures and class discussions in the MMIM 520 course.

In preparation for the class exercise, students will be given a document to read paying particular attention to the following:-

- The strategic and managerial decision issues emerging from the case;
- How these relate to the principles addressed in class discussions;
- What you think would be the best approach to resolving the problems or issues identified.

Please note that during the 5th and the 11th MMIM 520 class a questionnaire will be handed out with an answer book. Students will be required to answer the questions set and hand back the answer book before leaving the class. Full instructions will be given with the questionnaire. The time limit will be 90 minutes. Students may bring into the class any books or reference materials they may require. It is recommended that careful consideration be given to the resources brought into class. Experience reveals that too many resources are time consuming and burdensome to work with in a test of this length and nature.

Of particular importance to note is that this case study exercise is part of “Terms” and students must obtain a minimum mark of 45% in order to pass the MMIM 520 course. The mark obtained contributes 20% of the final overall course mark.

Any questions can be referred to me

- by phone (463 5015),
- email (Tony.Hooper@vuw.ac.nz)
- or in class.

6. Writing workshop – 20th November 2010

To assist all students to complete their assignments according to instructions and so to optimise their grades, a Writing workshop has been scheduled from 8.30am to 12.15pm on Saturday 20th November in RWW 102. To reduce the necessity of students attending two such workshops and to save the time of students, the workshop will combine both MMIM 503 and MMIM 520. Please note that this workshop constitutes “class contact time” making up the total class contact time to 25 hours for both MIM courses involved.

The agenda will be as follows:-

Time	Item	Presenter
8.30-9.00	MMIM 520 – SPAs & PeerWise	Tony H
9.00	Welcome and distribution of course notes	Tony H
9.15-9.45	Finding your information - Using Google Scholar	Jocelyn C
9.45-10.15	Finding your information – Database searches	Tony H
10.15-10.30	Tea break	
10.30-11.00	Writing your assignment	Tony H
11.00-11.45	APA and Using Endnote	Kamy Ooi
11.45-12.15	MMIM 503 – specific assignment requirements	Jocelyn C