

School of Information Management  
**BBIS 401 CASE STUDIES IN INFORMATION TECHNOLOGY**

Trimester One 2011

**COURSE OUTLINE**

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**Names and Contact Details**

Coordinator: Beverley Hope  
Room: RH 404 (Rutherford House, 4<sup>th</sup> floor)  
Telephone: 463-5528  
Email: Beverley.Hope@vuw.ac.nz  
Office Hours: Tuesday Mornings by appointment; Wednesdays 1.00-2.00 pm

**Trimester Dates**

Monday, 28 February - Friday, 3 June 2011

**Withdrawal from Course**

1. Your fees will be refunded if you withdraw from this course on or before 11 March 2011.
2. The standard last date for withdrawal from this course is 14 May 2011. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an *'Application for Associate Dean's Permission to Withdraw Late'* including supporting documentation.

The application form is available from the Faculty's Student Customer Service Desks.

**Class Times and Room Numbers**

Seminar: Wednesdays, 10.30 am to 12.30 pm  
Room: RWW 127 (Railway West Wing)

**Course Content**

This course uses the study of industry case studies to provide an understanding of the role of information technology and systems in organisation. Specific issues examined may include (among others): managing IT-related organisational change, help desk operations and management, IT planning, working in an outsourcing environment, and working with IT professionals. A detailed schedule of planned course topics by week is included at the end of this course outline.

## Course Learning Objectives

At the end of this course students should be able to:

1. Appropriately use analytic tools from the information systems literature in the analysis of business and information systems cases. (All assessments)  
[Contributes to Information Systems Major Attributes 1, 2, & 3.]
2. Identify and explain the role of information technology and systems in organisations, articulate any problems, and suggest potential improvements. (All assessments)  
[Contributes to Information Systems Major Attributes 4, 6 & 7.]
3. Write a coherent and focussed business report using professional style, structure and language. (All Assessments)  
[Contributes to Information Systems Major Attribute 5.]

## Information Systems Major Attributes

Upon graduation Information Systems Majors will be able to:

- M1 Understand and manage the interplay between people, technologies and organizations that underlies information systems
- M2 Demonstrate a sound understanding of IT and related organisational processes
- M3 Analyse, design, develop, test, implement, and maintain information, strategies, systems, processes and applications for organisations
- M4 Exploit opportunities created by technology innovations
- M5 Communicate the technical and managerial aspects of information systems
- M6 Understand, manage and control IT risks and security
- M7 Explain the impact of IT on either social, economic, legal or ethical issues in organisations and society.

## Course Delivery

There is little up-front academic lecturing in this course. Rather, learning is achieved through students' active participation in the analysis of practice-oriented case histories. Each 2-hour class will consist of:

1. An analysis of a paper-based, real-life case study from which we draw lessons. Student participation in the discussion will provide the main educational value. For this reason preparation of the case to be discussed is essential and forms the main part of the assessment in this course. (approximately 85 minutes)
2. A mixture of questions and answers, discussion and presentation designed to provide some background to the case to be discussed the following week. (approximately 20 minutes)

## Expected Workload

To succeed in this paper requires continuous substantial effort. For each week of the course participants should plan to spend at least:

- Two hours in class
- Three hours reading, understanding, and internalising the assigned readings
- Three hours completing the case assessment and preparing for the class discussion.
- An additional six hours will need to be allocated to *each* of the two assignments; one due at mid-term the other at end-of-term.

While times required by individuals will vary, a student in this course should, therefore, expect to spend, on average 10 hours for every week of class.

## Readings

There is no required textbook for this course. The cases and recommended preparatory reading are contained in Appendix A and will be further detailed and discussed in the first class.

### Materials and Equipment

No special materials or equipment are required for this course.

### Assessment Requirements

This course is assessed entirely on course work. There is no mid-term or final examination.

The table below provides a summary of the assessment elements for this course. Full details of each assessment and their marking criteria will be introduced and discussed in the first session of the course and subsequently published on Blackboard.

Assessment	Mark %	Description	Learning Objective
<b>1. Weekly Case Analysis</b> 7% for each of 10 evaluations (Weeks 1 & 12 excluded)	70%	Typed analysis of each week's assigned case study. <b>Page limit: 2 pages</b> Due each Wednesday at the start of class (10:30 am)	1,2,3
<b>2. Quality of Participation in Class Discussion</b>	20%	Assesses the quality of participation in discussion over all class sessions in the course. This implies attendance, preparedness, and contribution. Students will meet individually with the course coordinator to discuss their participation in weeks 2, 7, & 11.	1, 2
<b>2. Learning Journal</b>	10%	A typed, single spaced summary of your journal-recorded reflections on learning experiences and the insights you have gained. <b>Page Expectation: 6-12 pages</b> Due Monday, 30 May 2011 (the last week of the semester)	1,2

**Page limits are based on** single spacing, 2 cm margins (top, bottom, left, and right), Times New Roman 12 pt font, and one blank line between paragraphs.

**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.

### Penalties

**Late Submission:** Failure to submit any assessment by the due date will result in zero marks for that piece of work unless a medical certificate is supplied or prior approval is given due to exceptional circumstances. At this level, you are expected to think ahead and plan your time.

**Exceeding designated page limits** Page limits are **guides** for students and refer to textual content, that is, space used for relevant diagrams do not count. However, work which is excessively over length without merit may result in the deduction of marks earned equal to the proportion by which the work is over the suggested limit, e.g., your paper is 1 page over the specified limit of 10 pages; you will lose 10% of the assessed mark.

### Mandatory Course Requirements

There are no mandatory requirements for this course.

### **Class Representative**

A class representative will be elected in the first class, and that person's name and contact details made available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

### **Communication of Additional Information**

Important information will be provided in class where it can be discussed. This is a senior level course and regular attendance is essential and expected. If you must miss a class due to illness or an emergency, ask others in your class about any information you missed. Key information is found in the course outline. Emails may be sent to the university email address of class members. If you do not check this email regularly be sure to forward email from you university email address to your personally preferred email.

### **Use of Turnitin**

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**

Find key dates, explanations of grades and other useful information at

[www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study).

Find out about academic progress and restricted enrolment at

[www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress).

The University's statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the Calendar webpage at

[www.victoria.ac.nz/home/study/calendar](http://www.victoria.ac.nz/home/study/calendar) (See Section C).

Further information about the University's academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at

[www.victoria.ac.nz/home/about\\_victoria/avcacademic/default.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/default.aspx)

#### **AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support**

[http://www.victoria.ac.nz/home/about\\_victoria/avcacademic/Publications.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx)

#### **Faculty of Commerce and Administration Offices**

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

#### **Manaaki Pihipihinga Programme**

[http://www.victoria.ac.nz/st\\_services/mentoring/](http://www.victoria.ac.nz/st_services/mentoring/)

## Appendix A: Schedule of Topics and Required Readings

<b>Week</b>	<b>Topic</b>	<b>Readings &amp; Case Studies</b>
1	Introduction and IS fundamentals	Carr, N.G. (2003). IT Doesn't Matter. Harvard Business Review, May, 41-49.
	<i>Demonstration Case</i>	<i>Troubleshooting Information Systems at the Royal Hotel</i>
2	Organizational Information Systems	Hammer, M. (2001). The Superefficient Company. Harvard Business Review, September, 82-91. Markus, M.L. (2000). Paradigm Shifts. E-Business and Business Systems Integration. CAIS (4:10)
	<i>Case</i>	<i>DSL: Redefining "Customer Service"</i>
3	E-Commerce: new ways for business	Rayport, J.F. & Jaworski, B.J. (2004). Best Face Forward. Harvard Business Review, December, 47-58 Porter, M. (2001). Strategy and the Internet. Harvard Business Review, March 62-78.
	<i>Case</i>	<i>Metro Stores</i>
4	Strategic Information Systems	Porter (1996). What is Strategy? Harvard Business Review, November-December, 61-78. Chan, Y.E. (2002). Why haven't we mastered alignment? The importance of the informal organization structure. MISQ Executive 1(2), 97-113.
	<i>Case</i>	<i>Outrigger Hotels and Resorts</i>
5	More Strategic Information Systems	Culnan, M.J., McHugh, P.J., & Zubillaga, J.I. (2010). How Large U.S. Companies Can Use Twitter and Other Social Media to Gain Business Value. MISQ Executive, 9(4), 243-259.
	<i>Case</i>	<i>Rice Epicurean: Online Shopping</i>
6	Value Creation using Information Systems	Piccoli, G. (2008). Chapter 9, Appropriating IT-Enabled Value Over Time, in "Information Systems for Managers". Hoboken, New Jersey: John Wiley & Sons.
	<i>Case</i>	<i>Canyon Ranch</i>
7	Appropriating value over time	Piccoli (2008) from Week 6 is applied to the Lands' End case. No additional articles are set for this week.
	<i>Case</i>	<i>Lands' End</i>
<b>Mid-Semester Break (16 April to 1 May)</b>		

**Schedule Continues on the next page →**

**Schedule of Required Readings (After mid-term break )**

<b>Week</b>	<b>Topic</b>	<b>Readings &amp; Case Studies</b>
8	Creating Information Systems	Rai, A., Venkatesh, Ball, H., & Lewis, M. (2010). MISQ Executive, 9(2), 83-94. Kettinger, W.J., Marchand, D.A., & Davis, J.M. (2010). MISQ Executive, 9(2), 95-113
	<i>Case</i>	<i>DatCor Management Services</i>
9	CRM and Customer Databases	Goodhue, D.L., Wixom, B.H., & Watson, H.J. (2002). MISQ Executive, 1(2), 79-94. Teo, T.S.H., and Ho, C.K. (2006). MIS Quarterly Executive, 5(3), 109-124
	<i>Case</i>	Carnival Cruise Lines
10	Databases and Data Mining / Outsourcing	Dillon, H., & Hope, G.G. (2000). Translating advances in data mining to business operations: The art of data mining in retailing. Proceedings of ECIS 2000, Vienna, Austria..
	<i>Case</i>	Continental Airlines
11	Information Systems, privacy and Ethics	Chapter 10, "Professional Ethics and Responsibilities", pp. 401-436, in Baase, S. (2003). A Gift of Fire. New York, Prentice Hall
	<i>Case</i>	A selection of <i>mini-cases</i> will be set
12	Course Review	The nature of information systems revisited. The use of IT/IS for gaining and sustaining competitive advantage. Summary of lessons learned – practices to follow (and some to avoid).
		No case study or readings are assigned for this week.