

School of Information Management

**ELCM395 CASE STUDIES IN E-COMMERCE**  
**INFO395 CASE STUDIES IN INFORMATION SYSTEMS**

Trimester Two 2011

**COURSE OUTLINE**

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**Names and Contact Details**

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**Trimester Dates**

**Teaching Period:** Monday 11<sup>th</sup> July – Friday 14<sup>th</sup> October 2011

**Study Period:** Monday 17<sup>th</sup> October – Thursday 20<sup>th</sup> October 2011

**Examination Period:** Friday 21<sup>st</sup> October – Saturday 12<sup>th</sup> November 2011 (inclusive)

**Class Times and Room Numbers**

Wednesdays at 14:40 – 15:30 in Rutherford House LT 1 (RHLT1)

\*Wednesday, October 12, 17:00 – 20:00 in Government Building LT 1 or 2 (GBLT1-2), tbc

*\*This is a special case competition event which you are strongly encouraged to attend as members from the local business community will be in attendance.*

## **Tutorials**

Thursdays at 8:00 – 9:50 in 77 Fairlie Terrace, Room 305

Fridays at 8:30 – 10:20 in Railway West Wing, Room 414

Fridays at 13:40 – 15:30 in Railway West Wing, Room 129

Fridays at 15:40 – 17:20 in Railway West Wing, Room 125

There will be 9 two hour tutorials throughout the course. The schedule for the tutorials is found in the section **Course Schedule and Readings** of this outline. You are required sign-up with S-cubed for tutorials by 12pm (noon) Friday of week 1: <https://signups.victoria.ac.nz>. To maximize your learning experience, each tutorial group is limited to 20 students maximum and this limit will be strictly enforced. If you haven't signed-up for a tutorial by that deadline, you will be assigned randomly to one of the tutorial groups.

***Important:*** Once you have signed-up for a tutorial group, you are not allowed to change your choice for the remaining of the trimester or to “hop” into another tutorial. You will have to attend the specific tutorial for which you have signed-up and no substitution/hopping will be allowed. Exceptions to this rule will be considered only for valid and documented exceptional circumstances (i.e. official medical certificate).

## **Course Content**

The goal of this capstone course is to verify, consolidate and integrate the knowledge you acquired during your core coursework in the BCA program in general and the ELCM/INFO majors in specific. This course will also foster your critical & creative thinking skills, persuasive communication skills, global & multicultural perspectives, and leadership skills, which are key learning objectives for BCA graduates of the FCA. The course's content is meant to address case studies about organizational applications of cutting edge IT to information systems and electronic commerce problems, and to focus specifically on the areas that are common to both topics. In specific, the course is organized in four learning modules:

*Module 1: Designing web-enabled business platforms*

*Module 2: Designing mobile business platforms*

*Module 3: Transforming business processes with IT*

*Module 4: Case study competition*

## Course Learning Objectives

By the end of the course, you should be able to (week # in parenthesis):

1. Think strategically about the role of cutting edge IT for an organization's competitive position and the means by which IT can improve its survival, effectiveness or capacity to innovate; (2, 3, 5, 6, 8, 9, 11, 12)
2. Integrate the knowledge of foundational functional areas of commerce and administration in order to develop a holistic perspective on the role of IT in organizations; (2, 3, 5, 6, 8, 9, 11, 12)
3. Select and apply appropriate models to analyse the role of IT in an organization; (2, 3, 5, 6, 8, 9, 11, 12)
4. Persuasively communicate orally and in writing the analytical results, strategic options and recommendations for successful IT-enabled solutions to organizational problems; (2, 3, 5, 6, 8, 9, 11, 12)
5. Work effectively as a team to propose IT-enabled solutions to organizational problems; (2, 3, 5, 6, 8, 9, 11, 12)
6. Develop a nascent, reflexive understanding of career paths and challenges as an information systems/e-commerce professional. (4, 7, 10, 12)

The course objectives include the Faculty learning objectives which are the development of critical and creative thinking, leadership, effective oral and written academic communication, and a global and multicultural perspective. Selected Faculty learning objectives will be assessed along with the following specific outcomes based on the statutory statement of course learning objectives above.

## Course Schedule and Readings

Please note that slight variations might be made to this schedule as the trimester progress. Changes will be communicated in class if necessary.

There is no required textbook for this course. However, you are required to:

- (1) Purchase the student notes available at VicBooks.
- (2) Download or read online any additional required readings which may be communicated in class during the trimester. Links to additional required readings will be made available via the 'Blackboard' system.

I expect you to read the required readings before each lecture. I also expect you to have prepared any work that was required to attend the tutorials. Such indications will be communicated in class and on Blackboard.

The course schedule is found on the following page.

## Class Schedule

<b>Module</b>	<b>Week</b>	<b>Session</b>	<b>Activity</b>	<b>To Read Before Lecture**</b>	<b>To Do Before Lecture</b>
<b>Introduction</b>	1. Jul 13	Lecture (1h)	Introduction to the course	(A) <i>An introductory note on the case method</i>	
<b>Module 1 - Designing web-enabled business platforms</b>	2. Jul 20	Lecture (1h)	RAP on case study B	(B) <i>MusicJuice.net</i>	Question in Google Moderator
		Tutorial (2h)	Cracking case B		*Case Study Brief
	3. Jul 27	Lecture (1h)	RAP on case study C	(C) <i>Facebook's Platforms</i>	Question in Google Moderator
Tutorial (2h)		Cracking case C	*Case Study Brief		
<b>Module 2 - Designing mobile business platforms</b>	4. Aug 3	Lecture (1h)	Panel #1		Question in Google Moderator
		No tutorial			
	5. Aug 10	Lecture (1h)	RAP on case study D		(D) <i>Developing an App for That</i>
Tutorial (2h)		Cracking case D	*Case Study Brief		
	6. Aug 17	Lecture (1h)	RAP on case study E	(E) <i>Binnj on the Apple iPad</i>	Question in Google Moderator
		Tutorial (2h)	Cracking case E		*Case Study Brief
	7. Sep 7	Lecture (1h)	Panel #2		Question in Google Moderator
<b>Module 3 - Transforming business processes</b>	8. Sep 14	Lecture (1h)	RAP on case study F	(F) <i>Alvalade XXI</i>	Question in Google Moderator
		Tutorial (2h)	Cracking case F		*Case Study Brief
	9. Sep 21	Lecture (1h)	RAP on case study G	(G) <i>Exeter Group</i>	Question in Google Moderator
		Tutorial (2h)	Cracking case G		*Case Study Brief
10. Sep 28	Lecture (1h)	Panel #3		Question in Google Moderator	
	Tutorial (2h)	Case competition preparation			
<b>Module 4 - Case competition</b>	11. Oct 5	Lecture (1h)	RAP on case competition		Question in Google Moderator
		Tutorial (2h)	Case competition presentations		Case Competition Report
	12. Oct 12	Lecture (1h)	Final debriefing		
		Evening 5-8pm	Official case competition, tbc		

\*Only one case study brief is to be submitted **per module (1, 2, 3)**.  
You choose the case study in each module you want to submit a brief for.  
Overall, you need to submit 3 case study briefs in the trimester.

\*\*Links to additional required readings not already in the student notes will be put on Blackboard.

## Course Delivery

The instructional design of each module consists of four key features: an in-class readiness assurance process, building your case study analysis skills and employing team-based learning as overall teaching philosophy in tutorials, and inviting panels of industry professionals to share their work experience with you.

### *Case study analysis skills*

This course will give you fundamental knowledge, skills and practice in preparing, presenting and writing up electronic commerce and information systems case studies for classes and the real world (and possibly case competitions). This course will explore ways that you can be better prepared for case studies including professor and tutor coaching, preparation and presentation feedback, debating, and inter-disciplinary work.

A series of six case studies will require you to review and integrate:

- The knowledge gained throughout the core courses of the ELCM/INFO majors (with a special emphasis on the *required* courses of both majors).
- The knowledge gained throughout the core courses of the BCA degree (INFO101 of course, but also ACCY111, ECON130, FCOM111, MARK101, MGMT101, QUAN102 or relevant course substitutes). The BCA program provides you with the knowledge and skills to become well-rounded business professionals and thus this capstone course will draw upon this core body of knowledge in addition to the one gained in the ELCM/INFO majors. The fusion of these two bodies of knowledge is a key distinctive feature of a BCA with ELCM/INFO majors in contrast to a software engineering or computer science degree. This course emphasizes that information systems and e-commerce are practical disciplines spanning and enabling innovations in these business functional areas.

The trimester culminates in a case competition: top teams from the tutorial groups will be selected to participate in the *1<sup>st</sup> School of Information Management Case Competition* on Wednesday, October 12 at the Government Building. The finalist teams will present their analysis and recommended solution in front of a public audience consisting of business leaders from the local community and university staff members. At the end of the evening, all of the finalists will be presented with a SIM Case Competition certificate in recognition for their outstanding achievement. The winning team will receive the SIM Case Competition trophy. Four finalist teams for the case competition will be identified based on the average marks obtained on the case competition written assignment and group presentations. The formal process of team selection will be communicated in class by September 21 (week 9).

### *Team-based learning*

This course will develop your leadership and your ability for team work. In particular, you will work through strategically formed, permanent teams to discuss, to conduct and to present your case analysis in the tutorials and the case competition. You will be accountable to your team members and will thus have to develop a rigorous work ethic.

### *Readiness assurance process (RAP)*

This course involves assiduous reading of the assigned weekly case study to make it a success. To ensure you understand the key concepts at play in the case to be “cracked” each week in the tutorial, lecture time in weeks 2, 3, 5, 6, 8, 9 will be devoted to a readiness assurance process.

Each week, the readiness assurance process requires you to:

1. Submit one question about the case study to Google Moderator before 5pm on Monday.
2. Vote on the questions submitted to Google Moderator you believe I (the lecturer) should answer during class time before 5pm on Tuesday.

In class, I will answer a selection of the most popular questions submitted to Google Moderator that week. In other words, this course will be truly interactive, as YOU will control the content of the lecture ultimately. During the lecture, clickers will be employed to assess your readiness to analyse the weekly case study. Further instructions about Google Moderator will be communicated in class and on Blackboard.

### *Panel of experienced business professionals*

This course also recognizes that you are now near the end of your studies at Victoria University, and it will thus serve as a stepping stone for the professional marketplace you are about to enter. At the end of each learning module (weeks 4, 7, 10), a panel consisting of information systems and electronic commerce professionals will be invited to class. Through Google Moderator, you will be required to ask panel members one question about module’s topic or about the career challenges they faced as information systems and electronic commerce professionals. This course thus provides you with a rare opportunity to access the wisdom of experienced IT professionals.

### **Norms**

I expect you to adhere to certain norms this trimester, so that the course is a success for all who will participate.

#### *Mutual respect*

Mutual respect is essential for a course like this where teamwork will be required in class. One of the biggest problems to arise when time becomes scarce and pressure rises, either in an academic context or in a business context, is the loss of consideration for others and indifference to our mutual obligations. It is important to treat each individual with respect at all times. Respecting others does not mean having the same opinions. It rather means to be polite to anyone at anytime and to take the perspective of others about our behaviour and to consider the consequences of our actions.

#### *Personal responsibility*

It is sometimes possible to influence the behaviour of others. However, if there is a person definitely possible to influence, it is our own self. We are responsible for our actions. For many courses, the student role is often passive, especially in regard for the responsibility for their own learning. As an adult, you are responsible for your learning and your results for this course.

#### *Autonomy*

Many students develop the idea that the teacher and the tutor are responsible for “making me learn”, and maybe to entertain at the same time. I don’t agree with these premises, simply

because the actions of teaching and learning are not the same thing. Learning is what the student does. Teaching is what the teacher and tutor do. My role as a teacher (and of the tutor as well) is to be your “personal coach”. I will do my best to provide you with the tools and context necessary to facilitate your learning and your success. But this means that learning remains your responsibility.

### *Fun*

Most of the businesses that have success and that are ranked among the best employers are also work environments where people have fun working together. Learning has to be pleasant and motivating; I hope this course will be both. By “fun”, I do not mean “easy” however. To have fun, it is important to be well organized, to respect deadlines and the schedule, and to contribute in class and in the tutorials.

### **Expected Workload**

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. You are expected to attend all course sessions, read assigned materials, and contribute to discussions. You are expected to spend 1 hour in class and about 6 hours preparing for class on average. Additional time will be required for completion of the course assignments.

### **Group Work**

Group work will mainly take place during the tutorials, where you will be required to develop and prepare a presentation of analysis and recommendations as a team. The team presentation in the tutorials will be evaluated on an individual basis. The only group work which will be marked as *Group Assessment* (in terms of par. 5.4, p.14, of the University’s “Assessment Handbook 2009” as published on [http://www.vuw.ac.nz/home/about\\_victoria/publications.html#assessment](http://www.vuw.ac.nz/home/about_victoria/publications.html#assessment)) consists of the following assessment items:

- The case competition group presentation in the tutorials of week 11 (15%)
  - All group members will obtain the same mark. If a group member is absent on the day of the presentation, he or she will obtain a mark of 0 for the presentation but with no penalty to the other group members.
- The case competition written assignment (15%)
  - The case competition assignment will have a header for specifying the contribution percentage for each group member as agreed by all group members. Omission of this contribution percentage will be an indication that the group wishes to award equal marks to all group members.

It is anticipated that participation in group work will not add more than 2 hours per assignment to the average workload, but may be particularly concentrated in the second half of the trimester (weeks 7-12).

### **Materials and Equipment**

You are strongly expected to make extensive use of the University Library print and electronic resources to elaborate your case study briefs, tutorial presentations and case competition written assignments and presentations. As a starting point, among the relevant resources we find:

- Proquest
- LexisNexis
- Factiva
- Gale Databases
- RDS Business Suite
- Index New Zealand, NewztextPlus
- On the internet: Google Finance, CIO Magazine, Wall Street Journal, InformationWeek, Techcrunch, The Economist, BusinessWeek, The New York Times, and SEC’s Edgar are good starters, but there are many others.

## Assessment Requirements

RAP questions to Google Moderator (10x 1%)	10%
Case study briefs (3x 15%).	45%
Tutorial case presentations (2x 7.5%)	15%
Case competition written assignment	15%
Case competition group presentation	<u>15%</u>
Total	100%

## Due dates

Mondays of weeks 2 to 11 at 5pm.  
Before the beginning of lecture (2:00pm) of chosen weeks.  
2 of the tutorial sessions among weeks 5 or 6, 8 or 9.  
October 5 at 2:00pm.  
Tutorials of October 6 & 7.

These assessment requirements apply to all students, independently of whether they are enrolled in INFO395 or ELCM395.

### *RAP questions to Google Moderator (10%)*

As part of the readiness assurance process (RAP), you are required to submit one question about the case study to Google Moderator before 5pm on Mondays of weeks 2 to 11. This question can be about any aspects of the weekly case study or background theory and models, as long as it is related to the week's topic to a certain extent. The quality of your question will not be assessed. Once the questions have been publicly released by the lecturer in Google Moderator, you are expected to vote for the questions you believe the lecturer should answer during class time before 5pm on Tuesday. This means that you need to carefully craft your question if you want it to have a chance to be answered during the lecture. If a question is judged as important and relevant but has not been voted as popular by the class, the lecturer may decide to answer it in class nevertheless. Each RAP question you submit will earn you 1%, provided that (1) it does not contain inappropriate content and (2) you have employed your real name to submit the question to Google Moderator (if you do not use your real name, the lecturer will not be able to give you the 1% mark).

### *Case study briefs (45%)*

This assignment requires you to provide a brief analysis and solution recommendations for 3 of the 6 case studies that will be discussed in class and in the tutorials during the trimester. Your reports will be of about 1500 words, which mean that it should be no longer than 3 pages, and no shorter than 2 pages. You need to provide a case study brief for 1 of the 2 cases in each module of trimester (1 brief for week 2 or 3; 1 brief for week 5 or 6; 1 brief for week 8 or 9). Your case study briefs will need to be uploaded to Blackboard by Wednesday, 2:00pm of your chosen weeks. No extension will be allowed regarding this deadline. To complete the briefs, you need to follow the guidelines of reading [A] of the student notes packet ("An introductory note on the case method"). A detailed marking grid will be posted on Blackboard following week 1's class.

### *Tutorial case presentations (15%)*

For each module, you are required to prepare one 20 minutes team presentation of the weekly case analysis during the tutorials of weeks 2 or 3, 5 or 6, 8 or 9. All team members will be required to speak during the presentation. The schedule of presentations will be communicated through Blackboard once the tutorial groups have been assigned after Friday, July 10. In the weeks your team is not presenting, you will be responsible to come up with "grillers" – challenging questions – to ask the other teams. The presentations of module 1 (weeks 2-3) will be assessed, but the marks will not count toward the final grade. Your individual mark for the presentations of weeks 2-3 will be provided only for personal feedback purposes. The presentations of modules 2 and 3 (weeks 5-6, 8-9) will be assessed on an individual basis and



will be worth 7.5% each. A detailed marking grid will be posted on Blackboard following week 1's class.

#### *Case competition written assignment (15%)*

This assignment requires you to write with your tutorial team a report of an analysis and recommended solution for a case study that will be made available through Blackboard on September 21 (week 9). Your report needs to contain about 3500 words, but no more than 4000 words. The case competition assignment will have a header for specifying the contribution percentage for each group member as agreed by all group members. Omission of this contribution percentage will be an indication that the group wishes to award equal marks to all group members. Your case competition report will need to be uploaded to Blackboard by Wednesday, October 5 at 2:00pm. No extension will be allowed regarding this deadline. To complete the case competition report, you need to follow the guidelines of reading (A) of the student notes packet ("An introductory note on the case method"). Further instructions on how to prepare your presentation as well as a detailed marking grid will also be communicated in class and on Blackboard on September 21<sup>st</sup> (week 9).

#### *Case competition group presentation (15%)*

This assignment requires you to prepare a 20 minutes team presentation of your analysis and recommendations for the assigned case study competition. The team presentation will take place in the tutorials of October 6 & 7 in week 11. All team members will be required to speak during the presentation. The presentation will be assessed on a group basis and will be worth 15% of your final grade. A detailed marking grid will be posted on Blackboard by September 21 (week 9).

### **Mandatory Course Requirements**

An attendance register will be kept, however there will be no penalty for non-attendance. If you miss a scheduled assessment without official justification (i.e. medical certificate sent before the date of the assessment), you will be assigned the mark of 0 for that assessment. To pass the course, you must gain a weighted average of 50% across all assessments.

### **Grading Standards**

<b>Letter Grade</b>	<b>Number grade</b>	<b>Approx Dist'n *</b>	<b>Simple Description</b>	<b>More Complete Description**</b>
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	Fulfils 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. To obtain a fair distribution of marks relative to assignment difficulty, scaling of marks may be employed on some or all assessments.

\*\* 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 an examination. The words used to describe these kinds of assessments will obviously vary.

#### *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.

#### **Penalties**

Assignments submitted after the due date and time will not be accepted and students will not receive any marks. 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 and validated by official documentation before the date of scheduled assessment. If a word limit is imposed, the examiner will only mark the assignment up to the word limit.

#### **Class Representative**

A class representative will be elected in the first class, and that person's name and contact details will be 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**

Additional information or changes will be conveyed by means of in-class announcements and e-mail. Please ensure that you check these communication channels regularly.

#### **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.

#### **Withdrawal from Courses:**

Your fees will be refunded if you withdraw from this course on or before **22 July 2011**

The last date for withdrawal from this course is the three-quarter point of the teaching period, i.e. **Friday 23 September**. 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 either of the Faculty's Student Customer Service Desks.

**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 <http://www.victoria.ac.nz/home/study/academic-progress.aspx>

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

### **Te Pūtahi Atawhai**

**Maori and Pacific Mentoring Programme**

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