TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

# VICTORIA
### UNIVERSITY OF WELLINGTON

School of Information Management

# BBIS 417
## ENTERPRISE SYSTEMS

Trimester Two 2012

## COURSE OUTLINE

**Names and Contact Details**

Course Coordinator        Jean-Grégoire Bernard
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Course Administrator      Kim Hann
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**Trimester Dates**

Teaching Period:     Monday 16 July – Friday 19 October
Study Period:        Monday 22 October – Thursday 25 October (Monday 22 October is a
                     public holiday, Labour Day)
Examination Period:  Friday 26 October – Saturday 17 November (inclusive)


**Withdrawal from Courses:**
Your fees will be refunded if you withdraw from this course on or before Friday 27 July 2012.

The last date for withdrawal from this course is the three-quarter point of the teaching period, i.e.
**Friday 28 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.


**Class Times and Room Numbers**
Thursday 13:40 – 15:30 in Railway West Wing (RWW) 128

## Course Content

This course focuses on the theory and practice of implementing and utilising enterprise-wide application systems in organizations. Few organizations attempt to build information systems on their own and many rely upon the marketplace to fulfil their information systems needs nowadays. Such a shift to the marketplace require novel skills on the behalf of IS professionals to evaluate and to manage vendors. Furthermore, the adoption of enterprise systems is usually done in the context of a larger organizational improvement and change initiative. Their adoption involves explicit redesign of IT architecture, business processes and other organizational structures (i.e. job design, compensation, reporting relationships). It is not surprising to observe costs overruns, schedule delays, and unfulfilled expectations following enterprise systems implementation projects. The adoption of enterprise systems is thus a venture fraught not only with significant potential rewards but also considerable risks. This course will provide you the skills and knowledge required to face the challenges related to the adoption and implementation of enterprise systems.

## Course Learning Objectives

By the end of the course, students should be able to (week # in parenthesis):
1. Describe and understand the function of enterprise systems in organizations (1).
2. Describe and understand the positioning strategies, product development practices, platform strategies, and distribution strategies of enterprise systems vendors (2, 3, 4, 5).
3. Evaluate and analyse the rationale for selecting enterprise systems as a component of an organization's IT architecture (7, 8).
4. Evaluate and analyse the technical and organizational challenges of implementing enterprise systems (9).
5. Understand and appreciate the application of enterprise systems to support supply chain management (10, 11).
6. Understand and appreciate the development of analytical capabilities from enterprise systems (12).
7. Identify key current trends that shape the enterprise systems marketplace (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 textbook for this course. I expect you to read the required readings before each class and to have done the informal exercises if any were assigned for the class. Extra readings to be discussed in class may be assigned and communicated in class during the trimester. All course readings will be made available via the 'Blackboard' system. Supplementary readings, videos and podcasts will also be provided on 'Blackboard' for your own curiosity.

| Class | Topic | Required readings and preparation (refer to Blackboard for final list) |
|---|---|---|
| Week 1 19/7 | Introduction<br>– Enterprise systems as products and the market-based perspective on IS development | – Cusumano, M. (2008). The changing software business: Moving from products to services. *IEEE Software, 41*(1), 20-27.<br>– Cusumano, M. (2003). Beware the lure of the horizontal. *Communications of the ACM, 46*(7), 15-17.<br>– Cusumano, M. (2007). The changing labyrinth of software pricing. *Communications of the ACM, 50*(7), 19-22. |
| Week 2 26/7 | Enterprise systems as products (part 2):<br>– The development life cycle of an enterprise system | – Case study (to be announced on Blackboard).<br>– Sawyer, S. (2001). A market-based perspective on information systems development. *Communications of the ACM, 44*(11), 97-102.<br>– Scott, J.E., Kaindl, L. (2000). Enhancing functionality in an enterprise software package. *Information & Management, 37*, 111-122.<br>– von Hippel, E., Katz, R. (2002). Shifting Innovation to Users via Toolkits. *Management Science, 48*(7), 821-833. |
| Week 3 2/8 | Enterprise systems as products (part 3):<br>– Ecosystems and platform strategy | – Farhoomand, A. (2007). Opening up of the software industry: The case of SAP. *Communications of the Association for Information Systems, 20*, 800-811.<br>– Popp, K.M. (2010). Goals of software vendors for partner ecosystems – a practitioner's view. *ICSOB 2010*. Springer-Verlag: Berlin, Germany.<br>– Cusumano, M., Gawer, A. (2002). The elements of platform leadership. *Sloan Management Review, 43*(3), 51-58. |
| Week 4 9/8 | Enterprise systems as products (part 4):<br>– Industry analysts & sales cycle | – Wybo, M. (2007). The IT sales cycle as a source of context in IS implementation theory. *Information & Management, 44*, 397-407.<br>– Bernard, J.G., Gallupe, R.B. (2012). Examining the IT analysis industry: How Gartner, Forrester and others shape IT fashion waves and mediate the market for IT innovations. Working paper.<br>– Skok, D. (2010). How sales complexity impacts your startup's viability. *For Entrepreneurs Blog*. http://www.forentrepreneurs.com/sales-complexity/<br>– Horowitz, B. (2010). Meet the new Enterprise Customer, He's a Lot like the Old Enterprise Customer. *Ben's Blog*. http://bhorowitz.com/2010/11/15/meet-the-new-enterprise-customer-he%E2%80%99s-a-lot-like-the-old-enterprise-customer/ |
| Week 5 16/8 | Enterprise systems & strategy<br>– Enterprise systems selection | – Case study (to be announced on Blackboard).<br>– Jadhav, A., Sonar, R.M. (2009). Evaluating and selecting software packages: A review. *Information and Software Technology, 51*, 555-563. |

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|---|---|---|
| Week 6 23/8 | **Class presentations of vendor reports.** | – No required readings. |
| Week 7 13/9 | Enterprise systems & strategy<br>– The alignment of enterprise systems with business strategy | – Wybo, M., Bernier, C. (2008). IT Governance at Oxford Industries: Information Architecture for Financial Data. *International Journal of Case Studies in Management, 6*(1), 1-14.<br>– Ross, J.W., Weill, P., Robertson, D.C. (2006). *Enterprise Architecture as Strategy* (chapters 2 & 3). |
| Week 8 20/9 | The implementation of enterprise systems (part 1)<br>– Software tailoring and configuration<br>– Change management<br>– Training<br>– Rollout | – Brown, C.V., Vessey, I. (2000). *Nibco's Big Bang*. Proceedings of the International Conference on Information Systems (ICIS 2000). pp.1-29.<br>– Aubert, B.A., Bourdeau, S., Walker, B. (2012). Successfully navigating the turbulent skies of a large-scale ERP implementation. *International Journal of Case Studies in Management, 10*(1), 1-29.<br>– Haines, M.N., Goodhue, D.L., Gattiker, T.F. (2006). Fit Between Strategy and IS Specialization: A Framework for Effective Choice and Customization of Information System Application Modules. *Information Resources Management Journal, 19*(3), 34-47. |
| Week 9 27/9 | The implementation of enterprise systems (part 2)<br>– Software tailoring and configuration<br>– Change management<br>– Training<br>– Rollout | – Case study (to be announced on Blackboard).<br>– Chapter 7 'Stage 4B: Solution: Social Design' (p.157-192) of Manganelli, R.L., Klein, M.M. (1996). *The reengineering handbook: A step-by-step guide to business transformation*. AMACOM. ISBN: 0814479235 |
| Week 10 4/10 | The application of enterprise systems to supply chain management (part 1)<br>– Supply chain simulation | – Davenport, T.H. (2004). Enterprise systems and the supply chain. *Journal of Enterprise Information Management, 17*(1), 8-19. |
| Week 11 11/10 | The application of enterprise systems to supply chain management (part 2)<br>– Inter-organizational enterprise systems<br>– Integration with RFID technology | – Lee, H.L., Padmanabhan, V., Whang, S. (1997). The bullwhip effect in supply chains. *MIT Sloan Management Review, 38*(3), 93-102.<br>– Thiesse, F., Al-Kassab, J., Fleisch, E. (2009). Understanding the value of integrated RFID systems: A case study from apparel retail. *European Journal of Information Systems, 18*(6), 592-614. |

| Week 12 18/10 | Developing an analytical capability from an ES<br>– Reporting<br>– Data warehousing<br>– Business intelligence<br>– Data quality | – Case study (to be announced on Blackboard).<br>– Davenport, T.H., Harris, J.G. (2007). The architecture of business intelligence. In *Competing on analytics: The new science of winning* (pp.153-173). Harvard Business School Press.<br>– Goodhue, D.L., Wixom, B.H., Watson, H.J. (2002). Realizing business benefits through CRM: Hitting the right target in the right way. *MIS Quarterly Executive, 1*(2), 79-94.<br><br>**Individual assignment (case study analysis) due before 3pm, Thursday, October 25.** |
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## Course Delivery

A series of lectures will act as the foundation for the course. However, in an attempt to provide a more interactive learning environment, you will be frequently involved in class exercises, discussions, and presentations. These class exercises and presentations will not contribute to course grades (except when specified otherwise). These activities will foster deeper involvement and understanding of the themes and concepts addressed in the lectures.

## 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 2 hours in class and about 6 hours preparing for class on average. Additional time will be required for completion of the course assignments.

## Group Work

All group work will occur in class. Five (5) team quizzes, worth 2% each, will take place during the trimester as part of the readiness assurance process for this course. Further details about the team quizzes are found in the *Assessment Requirements* section of this outlines. Any other group work which will occur in class will not contribute to the course grade.

## Materials and Equipment

You will make extensive use of the University Library print and electronic resources to elaborate your vendor report and case study analysis. As a starting point, among the relevant resources we find:

- SEC Edgar
- Proquest
- LexisNexis
- Factiva
- Business Source Complete
- RDS Business Suite
- Index New Zealand
- NewztextPlus
- Analysts web sites: Gartner, Forrester, Ovum, IDC.
- On the internet: CIO Magazine, ComputerWorld, InformationWeek, Baseline, Google Finance, and enterprise systems vendors' websites are good starters, but there are many others.

| Assessment Requirements | | Due date |
|---|---|---|
| 5 Quizzes – Individual (3% each) | 15% | 5 lectures chosen randomly between w2 and w12. |
| 5 Quizzes – Team (2% each) | 10% | 5 lectures chosen randomly between w2 and w12. |
| Class presentation of vendor report | 20% | August 23. |
| Assignment: Case study analysis | 25% | October 25, before 3pm. |
| End of term examination | 30% | Between October 26 & November 17, tbc. |
| Total | 100% | |

*Readiness Assurance Process Quizzes (individual and team)*
There will be 5 *random* quizzes during the trimester (week 2 to 12, except week 6). The quizzes will consist of 8 or less multiple-choice questions that will assess whether you have a sound understanding of the key concepts from the required readings for that week. The questions will focus on foundational concepts, not picky details, and are meant to assess your readiness to

discuss the week's topic. The quizzes will be completed in a two steps fashion. At the beginning of the class, the quizzes are completed individually. Once the individual quizzes are completed, you will retake the same quizzes, but this time as a team of 3 students and the team must reach agreement on the answers to each quiz question. The teams will be formed on a random basis at the beginning of each quiz sessions. The individual quizzes are worth 3% each and the team quizzes are worth 2% each. If you are absent without appropriate justification when the readiness assurance process takes place (e.g. official medical note sent to the lecturer <u>before</u> the beginning of class), you will obtain a mark of <u>0</u> for <u>both</u> the individual and the team quizzes in that given week.

*Individual assignment #1: Class presentation of a vendor report*
This assignment requires you to present to the class a description, synthesis, and analysis of a specific enterprise systems vendor product offerings. The 10 minutes presentation should address a detailed analysis of the vendor's history, product positioning strategy, product development strategy, platform strategy, and distribution strategy and service partners. Each student will work on a different vendor; the vendors will be allocated by the second day of class (July 26). Further instructions on how to prepare your presentation as well as a detailed marking grid will also be communicated on the second day of class (July 26).

*Individual assignment #2: Case study analysis*
For this case study, you assume the role of an expert consultant on enterprise systems. The analysis should identify the key issues and challenges faced by managers of an organization facing significant challenges in adopting and implementing an enterprise systems solution. The written report of the case analysis should be of no more than 5000 words, but no less than 3000 words (excluding figures and tables). Specific questions will guide your analysis of the cases. Further instructions on how to elaborate the case study analysis as well as a detailed marking grid will be communicated in class on September 20. An electronic copy of the case analysis is due on October 25 before 3pm, by email.

*End of term examination*
The examination is closed book 3-hour examination and no computers or electronic calculators will be allowed in the examination room. Both short and long essay style answers are expected. The topics covered in the examination include the required (not supplementary) readings and materials that will be distributed in class for all 12 weeks. Exceptions to the material examinable will be communicated explicitly through Blackboard and email if necessary. Further details regarding the examination will be communicated in class closer to the date. Students are obligated to be present at university until the end of the examination period. The final examination for this course will be scheduled at some time during the period
**Friday 22 October – Saturday 18th November 2012 (inclusive).**


**Mandatory Course Requirements**
An attendance register will not be kept and there is no penalty for non-attendance (except if non-attendance leads to missing a quiz). To pass the course, you must gain a weighted average of 50% across all assessments.

## 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 | 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 as soon as possible. If a word limit is imposed, the examiner will only mark the assignment up to the word limit.

## 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.

**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

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,
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

**AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support**
http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

**Faculty of Commerce Office**
http://www.victoria.ac.nz/vbs/studenthelp


**Te Putahi Atawhai**
**Maori and Pacific Mentoring Programme**
http://www.victoria.ac.nz/tpa/