TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Information Management

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

Trimester Two 2012

COURSE OUTLINE

Names and Contact Details

Course Coordinator Jean-Grégoire Bernard
Room Room 409, 4th Floor, Rutherford House, Pipitea Campus
Phone 4 463-9742
Email jean-gregoire.bernard@vuw.ac.nz
Office Hours meetings by appointment

Tutor Nicole Braun
Room 405, 4th Floor, Rutherford House, Pipitea Campus
Phone 4 463-5025
Email nicole.braun@vuw.ac.nz

Tutor Balsam Al-Dabbagh
Room 406, 4th Floor, Rutherford House, Pipitea Campus
Phone 4 463-8993
Email balsam.aldabbagh@vuw.ac.nz

Course Administrator Kim Hann
Room Room 521, 5th Floor, Rutherford House, Pipitea Campus
Phone 4 463 5457
Email kim.hann@vuw.ac.nz

Trimester Dates

Teaching Period: Monday 16th July – Friday 19th October 2011

Class Times and Room Numbers
Wednesdays at 10:30 – 12:20 in Rutherford House LT 2 (RHLT2)

Withdrawal from Courses:
Your fees will be refunded if you withdraw from this course on or before **27 July 2011**

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.

Tutorials

Weeks 2 to 6 and weeks 8, 9 & 11.
Thursdays at 8:30 – 9:20 in RWW125
Thursdays at 9:30 – 10:20 in RWW127
Thursdays at 14:40 – 15:30 in RWW126
Thursdays at 15:40 – 16:30 in RWW126
Fridays at 9:30 – 10:20 in RWW126
Fridays at 11:30 – 12:20 in RWW125

Important: In order to pass the course you must attend all 8 tutorials and submit the required work for these.

You are required sign-up with S-cubed for tutorials by 12pm (noon) on Thursday of week 1 (July 19): 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.

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:* Analysing and preparing business cases
> *Module 2:* IS management
> *Module 3:* Digital business models & ethics
> *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 to 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 to 12)
3. Select and apply appropriate models to analyse the role of IT in an organization; (2 to 12)
4. Persuasively communicate orally and in writing the analytical results, strategic options and recommendations for successful IT-enabled solutions to organizational problems; (2 to 12)
5. Work effectively as a team to propose IT-enabled solutions to organizational problems; (2 to 12)
6. Develop a nascent, reflexive understanding of career paths and challenges as an information systems/e-commerce professional. (4 & 10)

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.

Required readings for each week will indicated via the 'Blackboard' system. There is no required textbook for this course but required readings are found in two sources: the student notes and online. You are thus required to:

    (1) Purchase the student notes available at VicBooks.
    (2) Download on your computer/tablet the online readings 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

Week	Topic	Lecture Activity (2h)	Tutorial Activity (1h)	To Do *Before Lecture*
1. Jul 18	Introduction		No tutorial	
2. Jul 25	Reading and analysing business cases	Quiz on req. readings	Activity with case: *1-888-Junk-Van* (SN#D)	Required readings
3. Aug 1	Designing and proposing a solution and action plan	Quiz on req. readings	Activity with case: *1-888-Junk-Van* (SN#D)	Required readings
4. Aug 8	Business cases from a consultant's perspective	Quiz on req. readings	Activity with case: *IT Strategy at Addison Bank* (SN#E)	Required readings
5. Aug 15	Case: *Saskatchewan Provincial Park* (SN#F)	Quiz on req. readings	Case presentation Grillers and feedback	Required readings Question in Google Moderator* Case Brief**
6. Aug 22	Case: *Vermont Teddy Bear* (SN#G)	Quiz on req. readings	Case presentation Grillers and feedback	Required readings Question in Google Moderator* Case Brief**
		Mid-Semester Break		
7. Sep 12	Feedback on weeks 5 & 6	Panel of IT professionals	No tutorial	Required readings Question in Google Moderator* Case Brief**
8. Sep 19	Case: *foursquare* (SN#H)	Quiz on req. readings	Case presentation Grillers and feedback	Required readings Question in Google Moderator* Case Brief**
9. Sep 26	Case: *Google in China* (SN#I)	Quiz on req. readings	Case presentation Grillers and feedback	Required readings Question in Google Moderator* Case Brief**
10. Oct 3	Feedback on weeks 8 & 9	Panel of IT professionals	No tutorial	Required readings Question in Google Moderator*
11. Oct 10	Careers in IT		Case competition presentations (1st round)	Case Competition Report Question in Google Moderator*
12. Oct 17	Case competition: Finals	Finalist teams presentations	No tutorial	

* You choose the weeks you submit a question to Google Moderator (weeks 5 to 10). Overall, you need to submit 4 questions in the trimester.

One case brief has to be submitted for weeks **5 or 6 <u>AND</u> one case brief for weeks **8 or 9**. You choose the weeks you want to submit a brief for. Overall, you need to submit 2 case study briefs in the trimester.

Course Delivery

The instructional design of each module consists of four key features: an in-class readiness assurance process (quiz), 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 analyses for classes and the real world (and possibly case competitions). This course will explore ways that you can be better prepared for analysing and diagnosing complex situations 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 *2nd School of Information Management Case Competition* on Wednesday, October 17. You will have to analyse, diagnose and solve a *real* complex IT-related problem from a *real* local organization of the Wellington area. The finalist teams will present their analysis and recommended action plan in front of a jury composed of representatives of the organization and Deloitte consultants, as well as a public audience consisting of business leaders from the local community and university staff members. Finalist teams for the case competition will be identified based on the average marks obtained on the case competition written assignment and group presentations.

Team-based learning

This course will develop your leadership and your ability for team work. In particular, you will work through randomized, 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 (Google Moderator and Quizzes)

This course involves assiduous reading of the assigned weekly case and required texts 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 2-6, 8-9 will be devoted to a readiness assurance process. <u>The readiness assurance process has 3 parts and requires you to</u>:

1. <u>Answer individual and team quizzes</u>. Further details are provided in the assignment section.
2. <u>Submit one question</u> about the case study to Google Moderator <u>before noon on Monday</u>.
3. <u>Vote on the questions</u> submitted to Google Moderator you believe I (the lecturer) should answer during class time <u>before noon on Tuesday</u>.

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 in some way the content of the lecture ultimately. You need to submit a total of 4 questions during the trimester between weeks 5 to 10. 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 weeks 7 and 10 a panel consisting of information systems and electronic commerce professionals will be invited to class. Through Google Moderator, you will be able 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. You are also accountable to accomplish the work agreed with your teammates in a timely and high-quality manner.

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 3 hours in class and about 7 hours preparing for class on average (additional time of about 30 hours spread over the trimester 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 team presentation of analysis and recommendations for a case. 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*) consists of the following assessment items:

- The group quizzes of weeks 2-6, 8-9 (7%)
  - All group members will obtain the same mark. If a group member is absent on the day of the quiz, he or she will obtain a mark of 0 for the quiz but with no penalty to the other group members.
- The case competition written assignment and the case competition group presentation in the tutorials of week 11 (30%)
  - 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. If a group member is absent on the day of the presentation, he or she will occur a penalty of 15% but no penalty to the other 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).

Assessment Requirements		Due dates
RAP Quizzes – Individual (7x 2%)	14%	Weeks 2-6, 8-9.
RAP Quizzes – Team (7x 1%)	7%	Weeks 2-6, 8-9.
Questions to Google Moderator (4x 1%)	4%	Mondays of weeks 5 to 10 at noon.
Individual case study briefs (2x 10%).	20%	Before the beginning of lecture (2:00pm) of chosen weeks.
Tutorial case presentations (1x 10%)	10%	1 of the tutorial sessions among weeks 5 or 6, 8 or 9.
Case presentations grillers & feedback (4x 3.75%)	15%	Tutorial sessions of w5, 6, 8, and 9 and lecture of w11.
Case competition written report & presentation	30%	Written report: October 10 at 10am. Presentation: Tutorial of week 11.
Total	100%	

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

Readiness Assurance Process Quizzes (individual 14% and group 7%)
There will be 7 quizzes during the trimester (week 2-6, 8-9). 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 case. 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 with your tutorial team and the team must reach agreement on the answers to each quiz question. The individual quizzes are worth 2% each and the team quizzes are worth 1% each. If you are absent without appropriate justification when the quiz takes place (e.g. official medical note sent to the lecturer before the beginning of class), you will obtain a mark of 0 for both the individual and the team quizzes in that given week.

Questions to Google Moderator (4%)
As part of the readiness assurance process (RAP), you are required to submit one question about the week's lecture to Google Moderator before noon on Mondays of weeks 5 to 10. This question can be about any aspects of the weekly case study topic or background theory and models, as long as it is related to the week's topic to a certain extent. Obviously, do not ask for the answer to the case as I will not answer such questions! Once the questions have been submitted in Google Moderator, you are expected to vote for the questions you believe the lecturer should answer during class time before noon 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 and to be judged as relevant by your peers. 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 question you submit will earn you 1% (up to a total of 4%), provided that (1) it does not contain inappropriate content and (2) you have employed your student number to submit the question to Google Moderator (if you do not use your student number, I will not be able to give you the 1% mark!).

Individual case study briefs (20%)
This assignment requires you to provide a brief analysis and solution recommendations for 2 of the 4 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 4 pages, and no shorter than 3 pages. You need to provide 1 brief for week 5 or 6; and 1 brief for week 8 or 9. Your case study briefs will need to be <u>uploaded to Blackboard by Wednesday, 9:00am</u> of your chosen weeks. No extension will be allowed regarding this deadline. A detailed marking grid will be posted on Blackboard.

Tutorial case presentations (10%)
For one tutorial during the trimester, you are required to prepare one 25 minutes team presentation of the case in the weeks 5 <u>or</u> 6 <u>or</u> 8 <u>or</u> 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 20. The presentation will be assessed on an individual basis and will be worth 10%. A detailed marking grid will be posted on Blackboard.

Case presentations griller questions and feedback (15%)
An important component of the course is the griller and feedback process during tutorials. In the weeks your team is not presenting in your tutorials and the case competition finals, you will be responsible to provide feedback about the other teams' case presentations. This feedback will not count toward your peers' mark but will be useful for them to learn about how to present. This written feedback must be submitted at the end of the tutorial.

You will also need to come up with "griller questions" – challenging questions – to ask the other teams. You must find between 2 and 3 griller questions about the case that you must hand-in to the tutor <u>at the beginning</u> of the tutorial session. After the presentation, you will have the opportunity to question the presenting team.

Case competition written assignment and presentation (30%)
The first part of 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 26 (week 9) at the latest. Your report needs to contain about 6000 words, but no more than 7000 words. A form will be provided to specify the contribution percentage for each group member as agreed by all group members. Your case competition report will need to be <u>uploaded to Blackboard by Wednesday, October 10 at 9:00am</u>. No extension will be allowed regarding this deadline. Further instructions on how to prepare your presentation will also be communicated in class and on Blackboard on September 26 (week 9).

The second part of this assignment requires you to prepare a 10 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 11 & 12 in week 11. All team members will be required to speak during the presentation.

Mandatory Course Requirements

1. To pass the course, you must gain a weighted average of 50% across all assessments.
2. To pass the course, you must attend **all** 8 tutorials (weeks 2, 3, 4, 5, 6, 8, 9 & 11) and **submit** the required work for these at the end of the tutorial.
3. If you miss a scheduled assessment without official justification (i.e. medical certificate sent <u>before</u> the date of the assessment), you will be assigned the mark of <u>0</u> for that assessment.

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 and <u>validated by official documentation</u> before the date of scheduled assessment. If a word limit is imposed, the examiner will only mark the assignment up to the word limit.

Materials and Equipment

You are <u>strongly expected</u> 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, The Economist, BusinessWeek, The New York Times, and SEC's Edgar are good starters, but there are many others.

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/