

School of Information Management

MMIM 582
SPECIAL TOPIC: ENTERPRISE SYSTEMS
& SUPPLY CHAIN MANAGEMENT

Trimester 3, 2012

COURSE OUTLINE

Names and Contact Details

Course Co-ordinator and Lecturer: Pedro Antunes

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Office – RH526

Office hours – Meetings by appointment

Trimester Dates

Monday 19 November – Friday 15 February (mid trimester break 24 December-4 January)

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before 30 November.
2. The standard last date for withdrawal from this course is 25 January.

After the last date stated in #2, 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

Lectures

Thursdays: 17:40 - 19:30 - Government Building, Room G05

Course Delivery

A series of seminars will act as the foundation for the course and source for debate. In an attempt to increase participation and involvement, the students will be responsible for delivering the final seminars. The seminars lectured by students will contribute to course grades. These activities will foster an approximation of the themes and concepts addressed by the course with the concrete organisational contexts faced by the students.

Group Work

All group work will occur in class and will not contribute to the course grade.

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. Students are expected to attend all course sessions, read assigned materials, and contribute to discussions. Students 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.

Course Learning Objectives

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

1. Understand the context and current challenges faced by enterprise systems (1);
2. Develop a systemic view of enterprise systems (2, 3);
3. Describe the main views, practices and challenges of enterprise architecture (4, 5, 6);
4. Understand the major models and methods of enterprise engineering (7);
5. Realise how to govern, manage and evaluate enterprise engineering activities (8);
6. Understand the organizational benefits of several key enterprise technologies (9, 10, 11).

The Faculty learning objectives are included in the course objectives mentioned above.

Course Content

<i>Class</i>	<i>Topics</i>	<i>Readings</i>
Week 1	Product view <ul style="list-style-type: none"> – History (1) – The product (2) – Benefits & drawbacks (2) 	(1) Jacobs & Weston. Enterprise Resource Planning (ERP) – A brief history. <i>J. of Operations Manage.</i> , 25, 2007. (2) Markus & Tanis. The enterprise systems experience-from adoption to success. Framing the domains of it research: Glimpsing the future through the past. Pinnaflex. 2000.
Week 2	Success & failure <ul style="list-style-type: none"> – Dream & reality (1,2) – Cultural challenges (1) – Managerial challenges (3) – Case: Diebold (4) – Case: Sahana (5) – Moving forward 	(1) Land et al. Enterprise Architecture, Chapter 2, 2009. (2) Themistocleous et al. ERP problems and application integration issues: an empirical survey. <i>Proc. of HICSS 2001</i> . (3) Lengnick-Halla et al. The role of social and intellectual capital in achieving competitive advantage through enterprise resource planning (ERP) systems. <i>J. Eng. Technol. Manage.</i> 21. 2004. (4) Friedman. Diebold Elections Systems Is No More. http://www.scoop.co.nz , 2007. (5) Currión et al. Open Source Software for Disaster Management. <i>Comm. of the ACM</i> , 50, 2007.
Week 3	Business view <ul style="list-style-type: none"> – The decision (1) – The implementation (2) – The cost – The impact 	(1) Poston & Grabski. Financial impacts of enterprise resource planning implementations. <i>Int. J. of Accounting Information Systems</i> , 2. 2001. (2) Everdingen et al. ERP Adoption by European Midsize Companies. <i>Comm. of the ACM</i> , 43(4), 2000.
Week 4	Enterprise architecture <ul style="list-style-type: none"> – Architecture governance (1) – The enterprise architect (1) – Enterprise architecting (2) – Architecture frameworks (2) – Communication strategy (3) 	(1) Land et al. Enterprise Architecture, Chapter 3, 2009. (2) Land et al. Enterprise Architecture, Chapter 4, 2009. (3) Lankhorst et al., Enterprise Architecture at Work, Chapter 3, 2009.
Week 5	Enterprise engineering <ul style="list-style-type: none"> – Organisation modelling (1) – Organisation ontology (1,2) 	(1) Hoogervorst. Enterprise Governance and Enterprise Engineering, Chapter 7. 2009. (2) Dietz & Hoogervorst. Enterprise ontology in enterprise engineering, <i>Proc. of the 2008 ACM Symp. on Applied computing</i> , 2008.
Week 6	Management view <ul style="list-style-type: none"> – Enterprise governance (1) – Enterprise development (2) – Enterprise alignment (2) 	(1) Hoogervorst. Enterprise Governance and Enterprise Engineering, Chapter 1. 2009. (2) Hoogervorst. Enterprise Governance and Enterprise Engineering, Chapter 3. 2009.

	– Paradigm shifts (2)	
Week 7	Systemic view – Systems – Properties of complex systems (1) – Coping with complexity – Case: Heathrow T5 (3) – Organisational resilience (2)	(1) Vicente, K. Cognitive Work Analysis. Chapter 1. 1999. (2) Riolli, L. & Savicki, V. Information system organizational resilience. Omega 31(3), 2003. (3) What did go wrong at Terminal 5? http://news.bbc.co.uk , 2008.
Week 8	Reflective view – Sensemaking (1,2) – Intellectual bandwidth (3) – Articulation work (4) – People-centric organisations (5) – Dynamic virtual organisations (6) – Crowd organisations (7)	(1) Snowden & Boone. A Leader's Framework for Decision Making. Harvard Business Review, Nov. 2007. (2) Weick et al. Organizing and the Process of Sensemaking. Organization Science, 16(4), 2005. (3) Qureshi et al. Value Creation from Intellectual Capital: Convergence of Knowledge Management and Collaboration in the Intellectual Bandwidth Model. Group Decision and Negotiation, 15, 2006. (4) Hampson & Junor. Invisible work, invisible skills: interactive customer service as articulation work. New Technology, Work and Employment 20(2), 2005. (5) Magalhaes, R. Organizational Knowledge and Technology, Chapter 4, 2004. (6) Land et al. Enterprise Architecture, Chapter 6, 2009. (7) Brabham. Crowdsourcing as a Model for Problem Solving: An Introduction and Cases, Convergence, 14(75), 2008.
Week 9	Enterprise technology - students' presentations – BPM systems - bureaucracy versus flexibility – BPM systems - virtual organisations and cross organisational workflows	
Week 10	Enterprise technology - students' presentations – ERP systems - the complexity of getting it right – CRM systems - re-structuring organisations around customer relationships	
Week 11	Enterprise technology - students' presentations – Collaborative systems - infrastructure versus human strategy – Community systems - Managing the knowledge organisation	

NOTE: Small adjustments to the topics and readings may be accomplished to reflect the course dynamics. Such changes will be published on Blackboard.

Readings

There is no textbook for this course. The course is based on a collection of readings, including articles published in journals, conferences and book chapters. These readings will be made available on Blackboard. The specific readings and their relationships with lectures are listed in the Course Contents presented above. Please note that slight variations might be made to this schedule during the trimester. Changes will be communicated in class if necessary. Students are

expected to read the materials before each class. In the course table, when two groups of readings are presented, the second group concerns optional readings.

Materials and Equipment

Extensive use of the University Library print and electronic resources may be necessary to accomplish the assignments. As a starting point, Google Scholar provides a good entry point for obtaining relevant resources.

Assessment

Item	Weight	Description	Due
State-of-the-art report	40%	A report (with approximately 5 pages, 11-pt, single-spaced, not including references) describing in some depth a particular type of enterprise technology, taken from the list shown in the Course Contents, weeks 9 to 11.	Selection: In Week 2, at the end of class. Submission: Monday immediately before the presentation; sent by email.
Presentation	30%	A presentation, done during the class, summarising the major findings elaborated in the state-of-the-art report.	Weeks 9 to 11, during lecture time, according with the schedule defined in the Course Contents.
2 short essays	15% (each)	Short essays (with approximately 2 pages each, 11-pt, single-spaced, not including references) relating the course topics with problems and experiences faced by the students in their professional life.	Weeks 4 and 7, no later than Sunday; sent by email.
TOTAL	100%		

State-of-the-art report

The state-of-the-art report should overview the current knowledge about the selected enterprise technology. The main characteristics, problems, challenges, theory, and practices related with the selected technology should be summarised. Furthermore, the goal is to go beyond a simplistic summary of selected readings and bring in a more personal point of view. In particular, the technology should be related with personal work experience and professional context (successes/failures, adopted methods, visions, future goals).

Presentation

The main goal is to present the state-of-the-art report to the course's audience and raise significant discussion. A 20-minutes presentation should be elaborated. 15 additional minutes will be allocated for the discussion, which should be promoted and supported by the presenter.

Short essays

This assignment provides the opportunity to write short essays that explore the weekly topics discussed in lectures and that are considered of particular interest to the students. Again, the goal is to go beyond repeating the discussion held in lectures, bringing instead a more personal point of view, such as reflecting on contemporary events or specific professional experiences. Do not simply summarize facts or arguments in the readings, but rather appropriate and elaborate on the frameworks and arguments in the readings. Essays may be sent back to students for further clarification and development.

Grading Standards

Letter grade	Number grade	Approximate distribution *	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.

Penalties

Assignments submitted after the due date 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 or page limit is imposed, the examiner will only mark the assignment up to 150% the limit.

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 submitted to Turnitin. A copy of submitted materials will be retained 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.

Examinations

This course does not involve examinations.

Mandatory Course Requirements

There will be no penalty for non-attendance to common lectures. However, to pass the course, you must:

- 1) Accomplish the presentation in the assigned day and time; and
- 2) Obtain a weighted average of 50% across all assessments.

In case of *force majeure*, which must be thoroughly justified, the presentation may be substituted by a second state-of-the-art report.

Communication of Additional Information

Additional information will be communicated via Blackboard.

Link to general information

For general information about course-related matters, go to

<http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

Note to Students

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 academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.