TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI
VICTORIA
UNIVERSITY OF WELLINGTON

School of Information Management

INFO 405

IT AND THE NEW ORGANISATION

Trimester 1 2014

COURSE OUTLINE

Contact Details

Course Coordinator	Benoit A. Aubert
Office	RH 525
Telephone	+64 4 463-5421
Email	benoit.aubert@vuw.ac.nz
Office hours	meetings by appointment

Trimester Dates

Monday 3rd March – Friday 6th June

Withdrawal from Courses:

1. Your fees will be refunded if you withdraw from this course on or before Friday 14th March 2014.
2. The standard last date for withdrawal from this course is *Friday 16th May.* 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

Class dates	(Tuesday) 4 March – 15 April and 6 May – 3 June
Class time	9.30am-12.20am
Venue	Railway RWW 221
Tutorials	None

Course Content

A manager's job in the 21st century organization is not easy. Not only does he or she have to cope with the barrage of changes raining down like shrapnel, today's manager must also lead his or her organization through this uncharted territory all the while trying to carry on the business of the firm. The 21st century manager lives in a world where he or she is told to abandon the tried and true assumptions about business and the tools and practices which have been developed carefully over time. At the same time, new fads are coming and going at the speed of light. The media, vendors and consultants hype ideas and technologies before they are fully developed. Often, it is unclear just why all this is happening and how it all fits together. Thus, many managers today must feel like they are facing a table full of jigsaw puzzle pieces with no idea of the size, shape, or outline of what they are

supposed to accomplish. Somehow, they must put together a coherent picture of what their particular organization will look like but with so many pieces, and no picture to guide them, the task seems Herculean.

The traditional models of developing IT strategy are deemed inadequate to meet the challenges of the information age. IT can be used to transform the organization, increase coordination, and enable collaboration. All these capabilities have to be clearly understood and managers have to understand that the challenge is not in implementing the technology itself, but in devising how IT can be used to rethink how business is conducted. This is changing drastically the structure of the organizations. It has changed to virtual, network, organic, etc. No single form is better than the others. Again, understanding the particularities of each is essential to predict the best fit between environment, technology, strategy and structure.

Course Learning Objectives

By the end of this course students will able to (Week # in parenthesis):

1. Describe and understand the context in which organizations operate (1). LG2
2. Understand the relationship between innovation, organizational structure and information technology (2, 9, 10). LG1
3. Better understand the key technologies changing the current business structures (2, 3, 6). LG3
4. Understand how information technology can be used to transform the organizations and their competitive environment (4, 5). LG3
5. Understand how to apply tools, IT, and governance modes in order to change the organization (7, 8). LG2
6. Define the various forms of organization currently observed in the business environment and explain how each type can be adapted to its competitive environment (all). LG2, LG3
7. Understand the trade-offs between various management options (10). LG2
8. Write concise analysis documents in a structured manner (3, 5, 8, 10). LG4

Course Delivery

Students are expected to have read the material carefully and be ready to discuss it. The discussion will be centred on the clarification of the concepts and their application to real-live situations.

Classes will be delivered in an interactive, seminar style. Students will be required to do preparatory work for each class and participate in class discussions and presentations.

Expected Workload

Students are expected to work on average 150 hours for this course. The following breakdown reflects the course structure:

- Attending lectures and test: 36 hours
- Preparing for lectures (reading the material and preparing notes): 64 hours
- Writing assignments (4): 40 hours
- Studying for test: 10 hours

Prescription

Information technology assumes new and even greater importance as organisations de-layer, downsize, re-engineer, focus on their core competencies, and outsource some of their components. Widespread adoption of team structures internally, and new inter-organisational relationships externally, create even greater challenges for the effective application of information technology within and across firms. This course examines the role and function of IT within the context of such new organisational arrangements.

Group Work

There will be no group work although students will often be required to discuss topics or work in groups.

Readings

There is no textbook for this course but students are expected to download the following readings and prepare them for class discussion on a weekly basis.

Course Content/Readings

Wk	Date	Topic/Reading
1	4/3	IT and the New Economy Roberts, J. (2009). The global knowledge economy in question, Critical Perspectives on International Business, 5(4) 285-303. Rivard S., Aubert, B. A., Paré, Guy, Patry, M., Smith, Heather, (2004) Information technology and organizational transformation: The management puzzle. Butterworth-Heinemann, Part I - The Puzzle Frame, The puzzle edges 1-40 Background material: Aubert B. and Reich, B., (2009), Extracting Value from Information Technologies, Burgundy Report, CIRANO, 38 pages. (http://www.cirano.qc.ca/pdf/publication/2009RB-04.pdf)
2	12/3	The Organization Puzzle – Changing the Internal Organization Rivard S., Aubert, B. A., Paré, Guy, Patry, M., Smith, Heather, (2004) Information technology and organizational transformation: The management puzzle, Butterworth-Heinemann. • Structure, pp. 58-92 • Historical Case: Oticon, pp. 165-193 Tushman, M., Smith, W., Wood, R., Westerman, G., & O'Reilly, C. (2010). Organizational designs and innovation streams. Industrial and Corporate Change, 19(5), 1331.
3	18/3	Understanding and leveraging information technology Rivard S., Aubert, B. A., Paré, Guy, Patry, M., Smith, Heather, (2004) Information technology and organizational transformation: The management puzzle, Butterworth-Heinemann, Chapter 4 – IT, 93-122 Aubert, B.A., Cohendet, P., Le Roux, R., Montreuil, B., Peccatte, C., Rougès, J. –F., Understanding Innovation Associated with Information and Communication Technology, Published Simultaneously by the Center for Productivity and Prosperity and the CEFRIO, 2011, 26 pages. http://www.youtube.com/watch?v=9_YY6z-_rsw&feature=related Historical case: The Titanic

4	25/3	<u>Organization Redesign – Going Global</u> Aubert, B., Bourdeau, S., Walker, B. 2012. Successfully Navigating the Turbulent Skies of a Large-Scale ERP Implementation, International Journal of Case Studies, 10 (1) 29 pages. Baker, E. W., & Niederman, F. (2013). Integrating the IS functions after mergers and acquisitions: Analyzing business-IT alignment. The Journal of Strategic Information Systems.
5	1/4	<u>IT and New Org. Structures – External Boundaries</u> Ahrne, G., Brunsson, N. (2011). Organization outside organizations: the significance of partial organization. Organization, 18(1), 83. Kapoor, R., & Lee, J. M. (2013). Coordinating and competing in ecosystems: How organizational forms shape new technology investments. Strategic Management Journal, 34(3), 274-296. Case: Rivard S., Aubert, B. A., Paré, Guy, Patry, M., Smith, Heather (2004) Information technology and organizational transformation: The management puzzle, Butterworth-Heinemann, Li and Fung, 194-226
6	8/4	<u>Expanding the organization toward the individuals using IT</u> Hoffman, D. L., & Fodor, M. (2010). Can you measure the ROI of your social media marketing. MIT Sloan Management Review, 52(1), 41-49. Pierskalla, J. H., & Hollenbach, F. M. (2013). Technology and collective action: The effect of cell phone coverage on political violence in Africa. American Political Science Review, 107(2), 207-224. Background material: Hanna, R., Rohm, A., & Crittenden, V. (2011). We're all connected: The power of the social media ecosystem. Business Horizons, 54(3), 265. Case: Freeman, M., 2011. Fire, wind and water: social networks in natural disasters, Journal of Cases on Information Technology. 13(2), 69-79.
7	15/4	<u>The Reputation of the Firm and its Network</u> Lange, D., Lee, P. M., & Dai, Y. (2011). Organizational reputation: a review. Journal of Management, 37(1), 153-184. Rokka, J., Karlsson, K., & Tienari, J. (2013). Balancing acts: Managing employees and reputation in social media. Journal of Marketing Management, (ahead-of-print), 1-26. Case: Maple Leaf Foods
8	6/5	<u>Exploring external boundaries: IT Outsourcing</u> Aubert, B.A., Houde, J.F., Patry, M., Rivard, S., 2012. A Multilevel Analysis of Information Technology Outsourcing, Journal of Strategic Information System, 21 (3), 233-244. Aubert, Benoit A., Patry, Michel, Rivard, Suzanne (2003), A Tale of Two Contracts, An Agency-Theoretical Perspective, Wirtschaftsinformatik, (45:2), 181-190. Case: J-Trading Additional case for background material: Platt, R., Carper, W., McCool, M. 2010. Outsourcing a High Speed Internet Access Project: An Information Technology Class Case Study in Three Parts, Journal of Information Systems Education, 21(1), 15-25.

9	13/5	Exploring external boundaries: Offshoring Alan S. Blinder (2006) Foreign Affairs. Offshoring: The Next Industrial Revolution? (85:2) 113-118. Drezner Daniel (2004), The Outsourcing Bogeyman, Foreign Affairs (83:3) 22-28. Aubert, B., Rivard, S., Templier, M., 2011. Information Technology and Distance-induced Effort to Manage Offshore Activities, IEEE Transactions on Engineering Management, 58 (4), 758-771. White, J.B. What is an American Car? Wall Street Journal, 26 Jan. 2009, http://online.wsj.com/article/SB123265601944607285.html. Case: the Ipad Background Material: OECD, Offshoring and Employment: Trends and Impacts. Introduction (downloadable from the OECD website) 2007.
10	20/5	IT and the structure of public services Millard, J., 2011. Are You Being Served? Transforming E-Government through Service Personalisation, International Journal of Electronic Government Research, 7(4), 1-18. Stamati, T., Karantjias, A. 2011. Inter-Sector Practices Reform for e-Government Integration Efficacy, Journal of Cases on Information Technology, 13(3). Case: The Government of New Zealand
11	27/5	Implications for the workforce/Managing the IT Department Indira R Guzman, & Jeffrey M Stanton. (2009). IT occupational culture: the cultural fit and commitment of new information technologists. Information Technology & People, 22(2), 157-187. McGregor, J., Tweed, D., Pech, R., Human capital in the new economy: devil's bargain? Journal of Intellectual Capital, 5, 1, 2004, 153-164 Tamim,Haitham, Croteau, Anne-Marie, Aubert, Benoit, An Empirical Investigation of Information Systems Departments' Configurations, International Conference on Information Systems (ICIS), Orlando, USA, December 2012 ICIS-0224-2012.
12	3/6	End term test

Although we intend to follow the schedule as closely as possible, variations may be necessary. Any changes will be communicated via the normal channels.

Materials and Equipment

Recommended textbook: Rivard S., Aubert, B. A., Paré, Guy, Patry, M., Smith, Heather, Information Technology and Organizational Transformation: The Management Puzzle, Butterworth-Heinemann, 2004, 320 pgs.

Readings: The detailed list of readings is outlined in the course content. All the papers listed are available through the Library electronic databases.

Literature: You will make extensive use of the University Library print and electronic media and limited use of Internet resources.

Assessment Requirements		Due Date
Individual papers (4) 15% each	60%	18/3, 1/4, 6/5 and 20/5
End term test	40%	3/6
Total	100%	

Individual papers: Each week specific topics will be discussed and articles will be provided to the students. In their individual papers, students should make special efforts to apply these concepts to real organizations. The goal of the paper is to show understanding of the theoretical concepts. This requires integration or application. 1000 words/paper. Note: only the first 1000 words will be considered.

Examples:

- Find a case in real life, for example, in the newspaper or on a web site, and explain the situation using the concepts introduced in class
- Take two concepts introduced in class and integrate them to create a new theoretical model and explain what types of real-life situation this model would be able to explain
- Take two concepts introduced in class and contrast them to show under which circumstances each one would be suitable to explain real-life situations

These assignments demand the production of original knowledge. Summarizing concepts covered in class is not acceptable and will be given a score of zero.

It is mandatory to validate the choice of topic (case/real-life situation and structure of the paper) for the assignment with the instructor. It is highly recommended to submit a full draft for comments before the due date.

Assignments are to be submitted by e-mail (.doc/.docx format) by 9:30:00am on the due date. No hard copy will be considered.

If student wish, one of the assignment can be replaced by a presentation done in class. Details of the presentation format are available on demand.

End-Term Test

Further details regarding the test will be advised in class closer to the date. Students are obliged to be present at university until the end of the examination period. An example of past exam will be provided.

Quality Assurance 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 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.

Penalties

Assessment submitted after the due date will not be accepted and students will not receive any marks. The examiner will only mark the assessment up to the word limit.

Mandatory Course Requirements

An attendance register will be kept, however, there will be no penalty for non-attendance other than knowledge deprivation.

Communication of Additional Information

Notices relating to this course will be announced in class or distributed via blackboard. Please do not forget to indicate your preferred email address.

Grading Standards

Pass/fail	Grade	Normal range	Midpoint	Indicative characterisation
Pass	A+	90%–100%	95	Outstanding performance
	A	85%–89%	87	Excellent performance
	A-	80%–84%	82	Excellent performance in most respects
	B+	75%–79%	77	Very good performance
	B	70%–74%	72	Good performance
	B-	65%–69%	67	Good performance overall, but some weaknesses
	C+	60%–64%	62	Satisfactory to good performance
	C	55%–59%	57	Satisfactory performance
	C-	50%–54%	52	Adequate evidence of learning
Fail	D	40%–49%	45	Poor performance overall, some evidence of learning
	E	0–39%	20	Well below the standard required
	K	Fail due to not satisfying mandatory course requirements, even though the student's numerical course mark reached the level specified for a pass, usually 50%. A student whose course mark is below 50 should be given a D (40–49) or E (0–39), regardless of whether they met the mandatory course requirements.		

Please refer to the Assessment Handbook for greater details:

http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf

Use of Turnitin

Student work provided for assessment in this course may be checked for academic intergrity 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

Student feedback

Student feedback on University courses may be found at:

www.cad.vuw.ac.nz/feedback/feedback_display.phpGeneral University Policies and Statutes

Link to general information

For general information about course-related matters, go to

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