School of Information Management

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

Trimester 2 2014

COURSE OUTLINE

Names and Contact Details

Course Coordinator	Benoit A. Aubert
Room	Room 517, 5th Floor, Rutherford House, Pipitea Campus
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Office Hours	meetings by appointment

Tutor	TBA
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Senior Tutor	Weiwei Li
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Trimester Dates
Teaching Period: Monday 14th July – Friday 17th October 2014

Class Times and Room Numbers
Mondays at 15:40 – 17:30 in Rutherford House LT 1 (RHLT1)

Withdrawal from Course
1. Your fees will be refunded if you withdraw from this course on or before Friday 25th July 2014.

2. The standard last date for withdrawal from this course is Friday 26th September 2014. 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
The final schedule will be communicated in class on week 1. Please check Blackboard.

You are required sign-up with S-cubed for tutorials: https://signups.victoria.ac.nz. Instructions for sign-up will be communicated in class on week 1 and Blackboard. To maximize your learning experience, each tutorial group is limited to 25 students maximum and this limit will be strictly enforced. If you haven't signed-up for a tutorial by the deadline, you will be assigned randomly to one of the tutorial groups.

Once you have signed-up for a tutorial group, you are <u>not allowed</u> 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).

Prescription
A human, organisational, and environmental perspective of the impact of new or existing information systems/electronic commerce systems, including management of IT-induced change.

Course Content
The goal of this capstone course is to verify, consolidate and integrate the knowledge you acquired during your core coursework in the BCom programme in general and the ELCM/INFO majors in specific. This course will also foster your critical and 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 Implementation and Cloud Computing
> *Module 3:* IS and Business Transformation
> *Module 4:* Case 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. (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 and through Blackboard 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 is required to attend the tutorials. Such indications will be communicated in class and on Blackboard.

Week	Topic	Tutorial Activity (1h)	To Do *Before Lecture*
1. Jul 14	Introduction to cases.	No tutorial	
2. Jul 21	Reading and analysing business cases. Making a diagnostic.	Activity with case: (to be distributed in class)	- Required readings & case preparation assignment
3. Jul 28	Designing a solution and action plan	Activity with case: (to be distributed in class)	- Required readings & case preparation assignment
4. Aug 4	Identifying information requirements	Activity with case: *IT Strategy at Addison Bank (to be distributed)*	- Required readings & case preparation assignment
5. Aug 11	Case: *Breaking the Ice: organizational culture and the implementation of a student management system (SN#G)*	Case presentation Grillers and feedback	- Required readings & case preparation assignment - *Case essay
6. Aug 18	Case: *A Crisis at Hafford Furniture (SN#H)*	Case presentation Grillers and feedback	- Required readings & case preparation assignment - *Case essay
7. Sep 8	Case: *From theme park to resort: customer information management at Port Aventura (SN#I)*	Case presentation Grillers and feedback	- Required readings & case preparation assignment - *Case essay
8. Sep 15	Case: *When IT slows down the pace of change: upgrading business systems at Braebill Company (SN#J)*	Case presentation Grillers and feedback	- Required readings & case preparation assignment - *Case essay
9. Sep 22	Case: *Successfully navigating the turbulent skies of a large-scale ERP implementation (SN#K)*	Case presentation Grillers and feedback	- Required readings & case preparation assignment - *Case essay
10. Sep 29	Feedback on weeks 5-10 Lessons Learned	No tutorial	- Required readings
11. Oct 6	Your career in IT	Case competition (1st round)	- Case competition written report
12. Oct 13	Case competition: Finals	No tutorial	

*Only one individual case essay (worth 25%) has to be submitted in weeks **5 to 9**. You choose the week you want to submit a case essay for.

The final schedule of required readings will be found 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 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 nine 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 BCom degree (INFO101 of course, but also ACCY111, ECON130, FCOM111, MARK101, MGMT101, QUAN102 or relevant course substitutes). The BCom 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 BCom with ELCM/INFO majors in contrast to a software engineering or computer science degree. This course emphasises 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 *4th School of Information Management Case Competition* on Monday 13 October. You will have to analyse, diagnose and propose an actionable solution for a complex IT-related problem. The finalist teams will present their analysis and recommended action plan in front of a jury composed of representatives of the organization and local IS professionals, as well as a public audience consisting of business leaders from the local community and university staff members. In past years professionals from Deloitte, Mercury IT, and the Department of Internal Affairs have acted as jury. Finalist teams for the case competition will be identified based on the marks obtained on the final case competition written assignment and presentation due in week 11.

Team-based learning

This course will develop your leadership and your ability for team work. In particular, you will work through randomized, <u>permanent</u> teams to discuss, to conduct and to present your case analyses 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

This course requires you to read and prepare the assigned weekly case to make it a success (or interesting!). Without such reading, you will not be able to contribute to or follow the activities that are going to take place in class and in the tutorials. Class time will be dedicated to active learning

activities that will involve individual and team work. Further instructions regarding the activities to be conducted 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. In week 11, a panel consisting of information systems and electronic commerce professionals will be invited to class. Through a tool called 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 class and tutorial activities. 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 take place in class and during the tutorials. In the tutorials, you will be required to develop and prepare a team presentation of an analysis, diagnosis, and action plan 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. 2.2(b), p.8, of the University's "Assessment Handbook 2014" as published on https://intranet.victoria.ac.nz/academic/academic-office-documents/assessment-handbook-2013.pdf consists of the following assessment items:
- 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 <u>all</u> 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 50% from the total assignment mark 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 5-12).

Assessment Requirements		Due dates
Class participation	15%	All weeks, except w1
Individual case preparation assignment (6x 2%)	12%	*Before* the beginning of class of w2 to w9 (3pm).
Individual case essay (1x 25%).	25%	*Before* the beginning of class in chosen week (3pm).
Tutorial case presentations (1x 10%)	10%	1 of the tutorial sessions among w5 to 9.
Case presentations grillers & feedback (4x 2%)	8%	Tutorial sessions of w5 to w9.
Case competition written report & presentation	30%	Written report: **October 6** at 5pm. Presentation in tutorial session of w11.
Total	100%	

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

Class Participation (15%)
Your participation is a critical part of this course, which is based in active individual and team-based learning. Every week, you will be required to conduct class activities with regards to the week's case or required readings. These activities can take the form of quizzes, of class discussions, of Q&A sessions, of simultaneous report sessions, of gallery walks, and of "exit tickets." Further instructions regarding class participation will be communicated in class in w1.

Individual case preparation assignment (12%)
You are required to prepare 6 weekly case preparation assignments that will be posted on Blackboard for weeks 2 to 9. The assignment will usually take the form of one or more questions to answer regarding the weekly case. Your weekly case preparation assignment will need to be uploaded to Blackboard by Monday, 3pm before class. No extension will be allowed regarding this deadline.   In the week you will have chosen to do the individual case essay (see below), you do not have to submit a case preparation assignment. Further instructions will communicated in class and through Blackboard.

Individual case essay (25%)
This assignment requires you to write an essay containing an analysis, diagnostic, and action plan for **1** of the cases that will be discussed in class during the trimester in weeks 5 to 9. You *choose the week you want to submit a case essay for*, among weeks 5 to 9. Your case essay will need to be uploaded to Blackboard by Monday, 3pm of your chosen week. No extension will be allowed regarding this deadline. Further instructions and a detailed marking grid will be posted on Blackboard.

Tutorial case presentations (10%)
For one tutorial in the weeks 5 to 9, you are required to prepare one 20 minutes team presentation of a case. 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. 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 (8%)
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 that you would ask the presenting team that you must hand-in to the tutor at the end of the tutorial along with your written feedback. After the presentation, you will have the opportunity to ask those questions. In the given week that your team is presenting, you do not have to submit griller questions or feedback.

Case competition written assignment & presentation (30%)
The first part of this assignment requires you to write with your tutorial team a report of an analysis, diagnosis, and action plan for a case that will be made available through Blackboard on week 9. 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 uploaded to Blackboard by Wednesday, **October 6** at **5pm**. No extension will be allowed regarding this deadline.

The second part of this assignment requires you to prepare an 8 minute (maximum) team presentation of your analysis, diagnosis, and recommendations for the assigned case. The team presentation will take place in the tutorials of week 11. All team members will be required to speak during the presentation. Further instructions on how to prepare your written report and presentation will be communicated in class and on Blackboard.

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.

Mandatory Course Requirements
1. To pass the course, you must gain a weighted average of 50% across all assessments.

Penalties
1. If you miss a scheduled assessment without official justification (i.e. medical certificate sent to the course instructor **before** the date of the assessment), you will be assigned the mark of **0** for that assessment.
2. If you cannot complete an assignment, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

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.

Grading Standards
From Trimester 1, 2014, a revised Assessment Handbook will apply to all VUW courses: see http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf. In particular, there will be a new grade scheme, in which the A+ range will be 90-100% and 50-54% will be a C-.

Pass/Fail	Grade	Normal Range	Indicative Characterisation
Pass	A+	90%-100%	Outstanding performance
	A	85%-89%	Excellent performance
	A-	80%-84%	Excellent performance in most respects
	B+	75%-79%	Very good performance
	B	70%-74%	Good performance
	B-	65%-69%	Good performance overall, but some weaknesses
	C+	60%-64%	Satisfactory to good performance

	C	55%-59%	Satisfactory performance
	C-	50%-54%	Adequate evidence of learning
Fail	D	40%-49%	Poor performance overall, some evidence of learning
	E	0-39%	Well below the standard required

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 VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Class Representative
A class representative will be elected in the first class, and that person's name and contact details made 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.

Student feedback
An overview of the changes made to the course design and delivery following student feedback will be described in class during week 1. Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php

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.

Link to general information
For general information about course-related matters, go to
        http://www.victoria.ac.nz/vbs/studenthelp/general-course-information