TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Management

MMBA507 INFORMATION SYSTEMS FOR MANAGERS

Trimester 1, 2015

COURSE OUTLINE

Names and Contact Details

Course Co-ordinator

Name	Prof Benoit A. Aubert
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Contact hours	By appointment

Programme Administrator

Name	Nicky McInnes
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Trimester Dates
Teaching Period: 2nd March 2015 - 5th June 2015
Study Period: Monday 8th June – Thursday 11th June
Examination Period: Friday 12th June – Wednesday 1st July (inclusive)

Withdrawal from Course
1. Your fees will be refunded if you withdraw from this course on or before Friday 13th March 2015.

2. The standard last date for withdrawal from this course is Friday 15th 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 or online.

Class Times and Room Numbers
Lectures are held on Wednesday17:40 - 19:30Rutherford House RHLT3

The course will be delivered in class sessions with case discussions and lectures.

Group Work

Collaboration on assignments is <u>not </u>allowed beyond general discussion as to how one might interpret the nature of assignment questions. Please do not formulate shared responses to questions and do not loan out completed assignments or borrow them. VUW takes plagiarism seriously and electronic checks such as turnitin.com may be used to monitor across a class and against previous year's classes for rote copying.

Expected Workload

A total of 150 hours of work is expected from students in this course. That consists of approximately 24 hours of classes, approximately eight hours per week outside classes during teaching weeks spent reading, studying and writing assignments, and a further 30 hours revising during the mid-trimester break and study week.

Prescription

An introduction to information systems with an emphasis on understanding how computers can be used effectively in organisations. The course explores information technology, the organisational implications of technology, and the management of information systems.

Introduction

Within the last few decades information technology (IT) and information systems (IS) have had an enormous impact on organizations and their ability to gain and maintain a competitive advantage. Managers are expected to be able to contribute in an informed manner to information systems decisions affecting their area. Information technology has become an important change lever for reinventing the structure, operation and management of organizations. Managers must be able to integrate IT into their management plan. The questions that must be answered to leverage systems cannot be left to IT staff. While IT staff will contribute to the decision process, managers need to be responsible for IT strategic decisions.

This course provides an introduction to information systems. It is designed to improve the students' understanding of information technology, its role in sustainable organizational performance, and the many managerial issues that surround its adoption and use. The students will understand the relationship between the technology, the organisation structure, and the business models currently used.

No prior in-depth knowledge of information technology is presumed and while the course will examine some technologies, the emphasis will be on how these are implemented and used to meet organizational goals.

Course Content
The course content is given below:

Session dates, titles and required reading.

1. **Introduction: IT and the Firm (4/3/2015)**

Aubert, B., Reich, B., Extracting Value from Information Technologies, Burgundy reports (CIRANO) 2009RB-04 (www.cirano.qc.ca/pdf/publication/2009RB-04.pdf)

Part 1 – Transforming organisations

2. E-business and new business models (11/3/2015)

CASE: Abraham, T. (2013). Launching and steering a green IT company: the case of GreenField software. *Journal of Information Technology Teaching Cases*, *3*(1), 9-15.

Teece, David J. "Business models, business strategy and innovation." *Long range planning* 43.2 (2010): 172-194.

Background material : Aubert, B.A., Cohendet, P., Le Roux, R., Montreuil, B., Peccatte, C., Rougès, J. –F., Understanding Innovation Associated with Information and Communication Technology, Center for Productivity and Prosperity, 2011, 26 pages.

3. IT governance (18/3/2015)

CASE: Vaia, G., & Carmel, E. (2013). Reshaping the IT governance in Octo Telematics to gain IT–business alignment. *Journal of Information Technology Teaching Cases*, *3*(2), 88-95..

Ross, Jeanne W., and Peter Weill. "A matrixed approach to designing it governance." *MIT Sloan Management Review* 46.2 (2005): 26-34.

4. BYOD (25/3/2015)

CASE: Weiß, F., & Leimeister, J. M. (2014). Why can't I use my iPhone at work?: managing consumerization of IT at a multi-national organization. *Journal of Information Technology Teaching Cases*, *4*(1), 11-19..

Gatewood, B. (2012). The nuts and bolts of making BYOD work. *Information Management*, *46*(6).

Harris, M. A., Patten, K., & Regan, E. (2013). The Need for BYOD Mobile Device Security Awareness and Training. Proceedings of the Nineteenth Americas Conference on Information Systems, Chicago, Illinois, August 15-17, 2013.

5. Outsourcing and Offshoring (1/4/2015)

CASE: Tsuja, P. Y., Rees, G. H., Tuesta, J. Q., Marengo, J. C., Escobar, K. L., & Aquije, J. G. (2014). Pegaso Peru: an overdue project (A) and (B). Journal of Information Technology Teaching Cases, 4(1), 27-33.

Soft approach: Aubert, B.A Patry, M., Rivard, S., 2003.A Tale of Two Contracts, An Agency-Theoretical Perspective, Wirtschaftsinformatik, (45) 2, 181-190.

Or

Approach if you prefer equations: Aubert, B. A., Houde, J. F., Patry, M., & Rivard, S. (2012). A multi-level investigation of information technology outsourcing. *The Journal of Strategic Information Systems*, *21*(3), 233-244.

Part 2 - Managing information resources

6. IS and Business Alignment (22/4/2015)

CASE: Karimi-Alaghehband, F., & Rivard, S. (2014). Air Canada: flying high with information technology. *International Journal of Case Studies in Management*,*12*(2).

Luftman, J., & Kempaiah, R. (2007). An update on business-IT alignment:"A line" has been drawn. *MIS Quarterly Executive*, *6*(3), 165-177.

7. Architecture (6/5/2015)

CASE: Basten, D., Joosten, D., Mellis, W., & Wallmueller, C. (2014). Keep IT simple–the challenge of interlaced IT architecture at Gothaer Systems. *Journal of Information Technology Teaching Cases*, *4*(1), 34-40.

Tamm, T., Seddon, P. B., Shanks, G., & Reynolds, P. (2011). How does enterprise architecture add value to organisations. *Communications of the Association for Information Systems*, *28*(1), 141-168.

8. Data outside the firm (29/4/2015)

CASE: Kevin W. Sproule and C Jason Woodard. "Circos: Tapping into Social Media (A)" Case Collection (2012). Available at: http://works.bepress.com/cjwoodard/22

Kietzmann, Jan H., et al. "Social media? Get serious! Understanding the functional building blocks of social media." *Business Horizons* 54.3 (2011): 241-251.

Lange, D., Lee, P. M., & Dai, Y. (2011). Organizational reputation: a review. Journal of Management, 37(1), 153-184.

9. Ethical use of IT resources (13/5/2015)

CASE: Elder, V. Student attacks uni porn ban, Otago Daily Times, 30 sept 2014 (http://www.odt.co.nz/campus/university-otago/317593/student-attacks-uni-porn-ban) and McKay, W. Support for university's porn ban, Stuff.co.nz, 30-9-2014 (http://www.stuff.co.nz/national/education/10562573/Support-for-universitys-porn-ban)

Peterson, Dane K. "Computer ethics: the influence of guidelines and universal moral beliefs." *Information Technology & People* 15.4 (2002): 346-361.

Part 3 - Understanding IT projects

10. Managing large projects (20/5/2015)

CASE: New Zealand Government, *Report of the Ministerial Inquiry into the Novopay Project, Chapter two: The Project Lifecycle,* June 2013 pages 32-51.

Aubert, Benoit A., et al. "A multi-level, multi-theory perspective of information technology implementation." *Information Systems Journal* 18.1 (2008): 45-72.

11. Transforming the organization (27/5/2015)

CASE: Viaene, S., & Broeckx, S. (2013). How IT enables business model innovation at the VDAB. *Journal of Information Technology Teaching Cases*, *3*(2), 78-87.

Seddon, P. B., Calvert, C., & Yang, S. (2010). A multi-project model of key factors affecting organizational benefits from enterprise systems. *MIS Quarterly*, *34*(2), 305-328.

12. Resistance and Implementation (3/6/2015)

CASE: Aubert, B.A., 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.

Short version: Lapointe, L., & Rivard, S. (2006). Getting physicians to accept new information technology: insights from case studies. *Canadian Medical Association Journal*, *174*(11), 1573-1578.

Or

Detailed version: Lapointe, L., & Rivard, S. (2005). A multilevel model of resistance to information technology implementation. *MIS Quarterly*, 461-491.

Course Learning Objectives

At the end of this course students should be able to:
1. Appropriately use analytic concepts from the information systems literature in the analysis of business and information systems issues. (All assessments) *[Contributes to MBA LG1, LG2(a)]*
2. Identify and explain the role of information technology and systems in organisations, articulate any problems, and suggest potential improvements. (All assessments) *[Contributes to MBA LG1, LG2(a), LG4, LG5(a) and LG6.]*
3. Write a coherent and focussed business report using professional style, structure and language. (All Assessments) *[Contributes to MBA LG3, LG5.]*

MBA Learning Goals and Objectives

Learning Goals	Learning Objectives
LG1 Creative Thinking Our graduates will be innovative and creative thinkers	(a) graduates will display innovative and entrepreneurial thinking (b) graduates will display creative thinking when proposing solutions to real business issues/problems
LG2 Critical Thinking Our graduates will apply critical and analytical thinking skills to business problems	(a) graduates will appraise and compare business problems using a case- and real-world scenarios (b) graduates will support business decisions using appropriate quantitative and qualitative techniques
LG3 Communication Our graduates will be effective communicators	(a) graduates will convey key business concepts concisely in an appropriate written format (b) graduates will display articulate oral communication skills (c) graduates will be able to present their points of view in class to effectively present business information
LG4 Global Perspective Our graduates will have a global perspective	(a) graduates will extend their knowledge of local and national business environments and construct business strategies from a global perspective
LG5 Leadership Our graduates will recognise, support and display leadership	(a) graduates will recognise, support and display leadership in group settings (b) graduates will recognise ethical dilemmas in business and diagnose appropriate courses of action
LG6 Management-specific skills Our graduates will acquire, integrate and utilise advanced knowledge of organisations, management and the business environment	(a) graduates will display a holistic appreciation of interrelationships and interdependencies of managerial and organisational functions

Readings

There is no required textbook in this course. Readings are supplied on Blackboard. Readings for the first half of the course will be uploaded before the first lecture. The remainder will be uploaded in the last lecture before the Mid-trimester break. In addition relevant articles, cases and other material will/may be supplied to the class throughout the course.

Assessment

Assessment Requirements

There will be three different assessments:

Assessment	Weight	Type	Date
Case analysis 1 *Note: Analysis 1 has to be delivered 1-4-15 at the latest*	**20%**	Individual assessment	Before 17h40:00 on the day the case is discussed.

Case analysis 2 *Note: Analysis 2 has to be delivered 13-5-15 at the latest*	**20%**		Before 17h40:00 on the day the case is discussed.
Case analysis 3 *Note: Analysis 3 has to be delivered 3-6-15 at the latest*	**20%**		Before 17h40:00 on the day the case is discussed.
Final examination	**40%**	Individual	TBA

Case Analysis

Three individual case analysis have to be completed during the semester. The student decides on which week the analysis will be handed-in, as long as there is one completed for each part of the course.

The analysis has to be on the case discussed on the week it is submitted. The analysis has to use the academic paper(s) provided in the reading list for that week.

The case analysis seeks to explain a situation or provide guidelines for actions using the theory. These assignments demand the production of original knowledge. Summarizing concepts covered in the paper or summarizing the case is not acceptable and will be given a score of zero.

Submissions can only be done electronically, using Blackboard.

Submissions have to be uploaded on Blackboard before the beginning of class, the week the case is discussed. No late assignment will be accepted and no extension will be given.

Each case analysis cannot be longer than 1500 words. Only the first 1500 words will be considered for marking.

All submissions have to be uploaded in a Word compatible format (.doc .docx .rtf)

The Assessment Handbook is available at http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf.

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

Penalties
In fairness to other students, work submitted after the deadline will not be accepted and a "zero" mark will be applied. In the event of unusual, unforeseen circumstances (e.g., serious illness, family bereavement), students should discuss arrangements with the Course Coordinator.

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.

Examinations *(40%)*
(Addresses course learning objectives 1, 2, 3)
Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period.

An open-book 2-hour final examination for this course will be scheduled at some time during the Examination Period, i.e. between Friday 12 June and Wednesday 1 July 2015 (inclusive). Detailed modalities will be communicated during the semester.

If you cannot complete an assignment or sit a test or examination, refer to
www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Expectations and Mandatory Course Requirements
Students are expected to attend all lectures, read assigned material and contribute to class discussions. To meet mandatory requirements students have to:

      i) Submit **all** assignments **by the due dates**

      ii) Obtain **at least 40%** (out of 100% or 16/40) in the exam.

Failure to meet mandatory requirements does not prevent a student completing other pieces of assessment, including any final examination. (See section 2 of the Assessment Handbook).

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

Communication of Additional Information - Blackboard
Additional information or information on changes will be announced in class, posted on Blackboard and/or e-mailed to students, depending on the situation. It is imperative that students monitor Blackboard regularly as well as their student e-mail accounts.

Referencing

There are many different styles of referencing and the Faculty of Commerce & Administration at VUW has decided to make APA (American Psychological Association) referencing style the common standard across the Faculty. The Commerce and Central Libraries hold the APA Style

Guide. You can also access the information from the online VUW library site (http://www.vuw.ac.nz/library/research/reference/referencingguides.aspx).

<u>Student feedback</u>

Student feedback on University courses may be found at
www.cad.vuw.ac.nz/feedback/feedback_display.php

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 Student

Please note that 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.

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