



## School of Information Management

**MMIM 590 – CASE STUDY**

Trimesters 1 &amp; 2, 2015

**COURSE OUTLINE**Names and Contact Details

<b>Course Coordinator:</b>	<b>Jocelyn Cranefield</b> RH 430, Rutherford House, Lambton Quay, Wellington Ph: 463 6887 Email: <a href="mailto:jocelyn.cranefield@vuw.ac.nz">jocelyn.cranefield@vuw.ac.nz</a> <b>If you would like to meet with me, please arrange a time and place via email.</b>
<b>Lecturer:</b>	<b>Tony Hooper</b> RH 511, Rutherford House, Lambton Quay, Wellington Ph: 463 5015 Email: <a href="mailto:tony.hooper@vuw.ac.nz">tony.hooper@vuw.ac.nz</a>
<b>Programme Administrator:</b>	Usha Varatharaju Room RH 521, Rutherford House, Lambton Quay, Wellington Ph: 463 5309 Email: <a href="mailto:usha.varatharaju@vuw.ac.nz">usha.varatharaju@vuw.ac.nz</a>
<b>Dates:</b>	<b>5 March –16 October 2015</b>
<b>Times:</b>	<b>Thursdays 5.40 -7.30pm</b>
<b>Venue:</b>	<b>RH MZ05 (Rutherford House, Mezzanine Floor)</b>

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 13 March 2015.
2. The standard last date for withdrawal from this course is Friday 21 August 2015. 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](#).

Course Description

This course provides an opportunity for students to complete a Case Study project on an approved topic in information management. It is intended that through this process, the student will demonstrate not only mastery of the theoretical basis of the topic chosen, but also an ability to undertake independent research at an appropriate academic level.

## Course Delivery

The course will be delivered in the form of seminars run by the course coordinator who will also fulfil the role of supervisor. Subject advisors will attend two of these seminars, providing more specialised guidance on specific research themes areas for students who have elected these themes (see below).

The first of these sessions will focus on planning and the second, in trimester 2, will focus on the analysis of data. To optimise the peer-learning process, there will be class discussions during the seminars to answer student queries and problems arising from the case study research. While the emphasis is on the delivery of an individual report, students will work in study groups based around common topics and/or organisations, and in some cases may build and share common datasets.

There may be additional scheduled face-to-face meetings as needed during the second trimester, as well as contact via telephone or email. Tony Hooper will run the seminars on 7 May, 14 May and 4 June.

## Course Content

Three research themes will be introduced in the first seminar: (1) managing IT-related change, (2) acquiring knowledge in software development, and (3) business process management. Students will be invited to form study groups and base their case studies around these topics.

Each study group will meet with a subject expert/research advisor twice during the course of the project: David Johnstone (managing IT-related change), Yi-Te Chiu (acquiring knowledge in software development) and Pedro Antunes (BPM). It is possible to select a different theme for the case study, provided it is approved by the course co-ordinator. The plan for the seminars is as follows:

Week	Date	Topic	Class deliverables to be agreed
1	05 Mar	Overview of this course and support mechanisms. Structure of the final report. Introduction to themes, form study groups.  What makes a good case? (1) Case description, interweaving data, gaining the reader's interest.  How to undertake the literature search; APA bibliographic and citation convention	Topic approval form to be presented and discussed.
2	19 Mar	<b>Meet advisors.</b> Selecting your topic, differentiating within groups. Candidate models/frameworks.  Presenting your work situation and interests to selected academics and IS managers.	Written introduction and signed approval for case study research.
3	2 April	What makes a good case? (2) Using prior literature to position the topic, using frameworks, presenting analysis, justifying claims  Submission of the Topic Approval Form. Obtaining written approval. Student Learning Support Services.	1. Initial literature review and bibliography 2. Methodology & project plan 3. Initial human ethics application
Easter			
4	23 Apr	What makes a good case? (3) Recommendations; Human Ethics considerations	<b>Project outline and rationale due (worth 5% of final mark)</b>
5	7 May	Literature review, finalisation of methodology, field equipment	Human ethics submission
6	21 May	Arranging the data gathering process	
7	4 Jun	Data gathering/transcription 1	
Study Break			

8	16 July	Data gathering /transcription 2 – report on progress to date	
9	30 July	Coding, analysis, write up and arranging of data	Write up of data
10	13 Aug	<b>Meet advisors: review analysis and findings</b>	
11	10 Sep	Recap on analysis. Recommendations and conclusion	Submission of findings, discussion and conclusions
12	24 Sept	Final draft submission for feedback	<b>Presentations (10% of final mark)</b>
13	8 Oct	Presentation of findings & discussion of feedback	<b>Presentations contd.</b>
	16 Oct	Final Case Study submission (see specification)	<b>Case Study Report due (85% of final mark)</b>

### Expected Workload

This is a 30 point course which runs over two trimesters. One point should equate to 10 hours of work, which means a total of 300 hours for a 30-point course. With 13 two-hour seminars a total of 24 hours class time will be required. The remaining time will be spread over the 24 teaching weeks and the mid-trimester and between trimester breaks. Students should, however, expect a large proportion of this time to be spent in the data gathering, analysis and write-up stages of the project.

### Readings

There is no set textbook for this course. Readings will be obtained from the internet and academic sources - some may be handed out in class.

### Group Work

Group work may occur in class and may extend to field work, but will not contribute per se to course grades.

### Course Learning Objectives

Students who pass this course should be able to:

1. identify, clarify and investigate a research problem in information management,
2. locate, analyse, and integrate relevant literature,
3. gather and analyse additional data where appropriate, and
4. present a coherent, well-organised argument (written and oral) based on the above using standard academic writing and bibliographic conventions.

### Assessment

Item [course learning objectives]	Value	Due date
Project outline and rationale [1,2]	5%	23 April
Presentation on emerging findings [1-4]	10%	24 September/8 October (tbc)
Case Study Report [1-4]	85%	15 October

Note: In addition to assessed items, signoff from the course co-ordinator is required for the topic proposal prior to proceeding with the project. Human ethics requirements (including informed consent of participating individuals and organisations) must also be fulfilled and formally approved prior to data gathering.

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

### **Project Outline and rationale [1000 words] – 5% contribution to course grade**

A description of the problem being investigated and its organisational setting, justification of the significance of this issue (drawing on key research literature and contextual events), a brief outline of the method to be used in the study, and an outline of candidate analytical framework or model that may be used in analysis.

**Individual Presentation [10 minutes]- 10% contribution to course grade**

A ten-minute oral presentation on the study outlining the key emerging findings and using visuals, followed by 5 minutes of questions/discussion. (See rubric).

**Case Study Report [8,500-9,000 words] – 85% contribution to final grade**

The majority of the assessment (90%) for the course will be based on a written Case Study, an investigative report guided by academic research and based in a practical context, similar to a consultant's report. This is due by 15<sup>th</sup> October 2015. It will include the following components:

**(a) Executive Summary** [1-2 pages] A high level outline of the project (explaining the motivating issue and its significance, how the issue was investigated, a summary of the research setting, and the key findings and recommendations [excluded from Word Count]

**(b) Case Description** [3000 words] A detailed description of the case context and situation, combining the author's framing narrative with rich information and empirical data gathered in the study (illustrative quotes, summary tables etc.)

**(c) Introduction to analysis** [1500 words] An outline of the significance of the topic or issue being investigated, with a synthesis of the key guiding research literature and justification for the author's selection of the analytical framework(s) or lens applied in the analysis.

**(d) Analysis** [3000 words]: An outline of the analysis approach (the methods used to gather and analyse data) followed by a clearly structured, in-depth analysis of the situation outlined in (b), applying at least one appropriate theoretical framework or lens to arrive at a clear set of findings.

**(e) Recommendations and conclusion** [1200 words] A set of recommendations for the relevant organisation, explicitly linked with the findings/issues identified in the analysis.

**(f) References** at least 20 academic references [excluded from Word Count]. Attention should be paid to both the quantity and quality of references, and the strength of their relevance to the topic.

**(g) Appendices** – exhibits as required, including signed Human Ethics paperwork [excluded from Word Count]

To achieve the above deliverables, iterative submissions will be made over the full period of the two-trimester course, leading to the final presentation and bound case study project submission.

The template for the Title page of the case study is to be found at Appendix 2 (p7 below), and the Evaluation form that will be used can be found at Appendix 3 (p8 & 9 below).

**Penalties**

All assignment deadlines are specified and will be assessed by the date and time recorded on the email to which the assignment was attached when submitted to the Course Convenor. Because meeting deadlines is a critical factor in the assessment of tenders, job applications and other business negotiations, applications for extensions of time for the completion of assignments will not be entertained. There will be a 5% per day penalty for late delivery of assignments to a maximum of 25%. Students submitting their assignment late will be considered to have made an executive decision to do so and accept the penalty consequences. Assignments delivered more than 5 days late will not be marked.

## Grades

<b>Letter Grade</b>	<b>% achieved</b>	<b>Mid-point</b>	<b>Description</b>
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
D	40–49	45	Poor performance overall, some evidence of learning
E	0–39	20	Well below the standard required

The Assessment Handbook will apply to all VUW courses: see  
<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 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.

### Communication of Additional Information

Additional course information will be conveyed to students in class, by email or by posting the information to the course Blackboard site. Please monitor your email and the course Blackboard regularly.

### Link to general information

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

### Student feedback

Student feedback on University courses may be found at  
[www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php)

### 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.

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**FORMAT FOR TITLE PAGE**

**Notes**

1. Replace relevant italicised text with your title, name, year, etc.
2. You are free to use illustrations, backgrounds and colour to enhance the title page.
3. The declaration can be placed on a separate page.

*MY TOPIC*

A Case Study presented to the  
**School of Information Management**  
**Victoria University of Wellington**  
by

*NAME*

in partial fulfilment of the requirements for the MMIM 590 course.

*Due date*

**Declaration**

1. I know that plagiarism is wrong. Plagiarism is to use another's work and pretend that it is one's own.
2. I have used the APA convention for citation and referencing. Each contribution to, and quotation in, this ..... entitled ..... from the work(s) of other people has been attributed, and has been cited and referenced.
3. This paper is my own work.
4. I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as his or her own work
5. I acknowledge that copying someone else's assignment, essay or paper, or part of it, is wrong, and declare that this is my own work.

Signature(s) .....

Date .../.../.....

Case Study Report marking guide/EVALUATION FORM      Appendix 3

**Case Study Title .....**

**Student.....**

**Marker** ..... **Date** .....

**Total Mark .....**

Item							SCORE
<b>Depth and breadth of treatment</b>							/25
Coverage of subject	0	2	4	6	8	10	
Conciseness	0	1	2	3	4	5	
Focus of topic	0	1	2	3	4	5	
Contribution	0	1	2	3	4	5	
<b>Analytical handling</b>							/15
Objectivity	0	1	2	3	4	5	
Logical development	0	1	2	3	4	5	
Integration	0	1	2	3	4	5	
<b>Structure</b>							/25
Quality of Layout	0	1	2	3	4	5	
Introduction	0	1	2	3	4	5	
Conclusion / Summary	0	1	2	3	4	5	
Abstract & Contents	0	2	4	6	8	10	
<b>Style</b>							/20
Readability	0	1	2	3	4	5	
Flow of ideas	0	1	2	3	4	5	
Maturity of treatment	0	1	2	3	4	5	
Spelling & Grammar	0	1	2	3	4	5	
<b>Referencing</b>							/15
Readings – quality	0	1	2	3	4	5	
Readings – extent	0	1	2	3	4	5	
Citation and listing of sources	0	1	2	3	4	5	
Late penalty							
<b>TOTAL</b>							/100

## How marks will be allocated

For each paper a paper evaluation form, as shown in the previous section of this document, will be completed. The marks will be allocated as set out in the following marking guide with each sub-item counting 5 marks. The description is that of an excellent piece of work.

<b>Depth and breadth of treatment</b>		<b>25</b>
Coverage of subject	The coverage of the subject should be sufficient to enable the reader to achieve clarity and understanding of all the discussion and to be able to follow all the logic of the discussion to the conclusions. The paper should demonstrate a good knowledge and understanding of the subject.	
Conciseness	The discussion should be concise and there should be no unnecessary discussion or excessive verbiage. The writing should be to the point and not be rambling or vague. The author should aim for economy of style and avoid words and phrases that add nothing to the discussion.	
Focus of topic	The author or authors should keep to the topic throughout the paper and maintain the readers' interest. There should be no redundancy, repetition or presentation of irrelevant material. The focus is dictated by the title and the purpose of the paper as stated in the introduction.	
Contribution	The paper should be meaningful and useful to those interested in the topic area.	
<b>Analytical handling</b>		<b>15</b>
Objectivity	There should be no evidence of any introduction of personal bias or the presentation of unsupported personal opinions. Appropriate support or evidence should be provided for all the assertions, arguments and conclusions made in the paper. Arguments and conclusions should show a convincing application of logic. Evidence for statements should be provided in the form of good references (sources).	
Logical development	The planning of the paper, its execution and the logical argument should be such that there a clear thread from the stated aim through the discussion to the conclusions. The overall argument or discussion should be developed in a logical and rational way.	
Integration	Extraction, integration and summarising of key ideas and themes.	
<b>Structure</b>		<b>25</b>
Quality of layout	The spacing of text, numbering of pages, use of headings, cover page, use of figures and tables, etc. should all be excellent.	
Introduction	The introduction should commence with a succinct, focused and relevant contextualisation and conclude with a clear statement of the purpose and details of the scope of the report.	
Conclusion	The conclusion should present the key findings, conclusions and implications. These should clearly and succinctly relate to the aim or purpose of the research and draw from the arguments presented.	
Abstract / Contents	A clear, logical and carefully planned and thought out structure and well organised key ideas and themes. An excellent summary of the purpose of the paper, the main premises and inferences and the key conclusions and implications.	
<b>Style</b>		<b>20</b>
Readability	The paper should not use we, our, I or you and/or excessive use of passive voice and/or excessive use of bullet points and/or excessive use of quotations	
Flow of ideas	There should be sentences or paragraphs linking one section to the next in order to clarify the flow of the report.	
Maturity of treatment	The paper should contain no journalism or sensationalism, no jargon and no facile, pompous or superficial writing.	
Spelling & Grammar	There should be no errors in spelling. Note that American and British spelling should not be mixed. There should be no errors in grammar (e.g. complete sentences, use of verbs – mixing tenses or incorrect use of singular and plural – incorrect use of words such as 'one' and 'its/it's', punctuation)	
<b>Referencing</b>		<b>15</b>
Readings – quality	A full range of appropriate and recent sources should be drawn on. By appropriate is meant an appropriate mix of refereed journal articles, journal articles and books, material drawn from the web and the popular press. Note that the mix above lists the sources in an approximate order of appropriateness but the nature of the topic should be taken into consideration.	
Readings – extent	The readings should indicate how seriously a student has approached the topic, the extent of his/her reading and any creative connections that the student has made between the topic under discussion and relevant references.	
Citation and listing of sources	The citation of sources and listing of references in the bibliography should be flawless and consistent.	
<b>Total</b>		<b>100</b>

**Appendix 2**

<b>MMIM 590 – Individual Presentation Rubric</b>					
Name and topic:	#	<i>Exemplary</i>	<i>Good</i>	<i>Acceptable</i>	<i>Unacceptable</i>
<b>Content [6 marks]</b>					
<b>Organization and Professionalism [1 mark]</b>	Presentation is organized and the interest level of the audience is maintained.	Thoughts articulated clearly, though does not engage audience.	Thoughts don't flow, not clear, does not engage audience.	Mumbles, audience has difficulty hearing, confusing.	
<b>Selection of Evidence [1 mark]</b>	Makes thorough and accurate selection of relevant evidence.	Generally good selection of evidence, though with a few gaps.	Largely accurate and adequate selection of evidence for task at hand.	Significant omissions and/or inaccuracies in evidence	
<b>Interpretation of Evidence [2 marks]</b>	Interprets evidence accurately, convincingly and systematically.	Generally convincing interpretation though not always systematic.	Largely accurate, appropriate and justifiable interpretation of evidence.	Interpretation of evidence is incomplete, inaccurate, distorted or misused.	
<b>Completeness [1 mark]</b>	Thoroughly explains all points and responds to questions with easiness and in a convincing manner.	Majority of points covered in depth, some points glossed over. Answers most questions in a convincing manner.	Majority of points glossed over and has difficulty responding to questions.	One or more points left out and cannot provide satisfying answers to questions.	
<b>Creativity [1 marks]</b>	Very original presentation of material; captures the audience's attention.	Some originality apparent; good variety.	Little or no variation; material presented with little originality or interpretation.	Repetitive with little or no variety, insufficient use of visual aids.	
<b>Delivery [4 marks]</b>					
<b>Eye Contact [1 marks]</b>	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.	
<b>Enthusiasm [1 marks]</b>	Demonstrates a strong positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.	
<b>Visual Aid [1 marks]</b>	Visual aid enhances presentation; all thoughts articulated; keeps interest.	Thoughts articulated clearly, but not engaging.	Adds nothing to the presentation.	Poor, distracts audience and is hard to read.	
<b>Time Frame [1 marks]</b>	Presentation falls within required time frame (~1 minutes).	Presentation falls within required time frame (~3 minutes).	Presentation falls within required time frame (~5 minutes).	Presentation is much more or much less than the required time frame.	
<b>Scorer's Holistic Judgement</b>	Excellent oral communication for students at this level.	Good oral communication skills for students at this level.	Satisfactory oral communication for students at this level.	Unsatisfactory oral communication for students at this level.	

