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

School of Information Management

MMIM 502 MANAGING IN THE INFORMATION AGE

(Auckland mode CRN 27180)

Trimester 1, 2015

COURSE OUTLINE

Course Coordinator & Lecturer:	**Prof. Benoit A. Aubert** Tel: 04 463 5421 benoit.aubert@vuw.ac.nz
Lecturer:	**Dr. Jean-Grégoire Bernard** Tel: 04 463 9742 jean-gregoire.bernard@vuw.ac.nz
Programme Administrator:	**Usha Varatharaju** Tel: 04 463 5309 usha.varatharaju@vuw.ac.nz
Auckland Senior Tutor:	**Dr Li Wang** li.wang@vuw.ac.nz
Teaching Period:	1 May – 6 June 2015
Class Dates and Times:	**Block 1: Sessions 1-3** Friday 1 May 5:40 – 8:30pm Saturday 2 May 9:00am – 12:00pm & 1:00 – 4:00pm **Block 2: Sessions 4-6** Friday 15 May 5:40 – 8:30pm Saturday 16 May 9:00am – 12:00pm & 1:00 – 4:00pm **Block 3: Sessions 7-8** Friday 5 June 5:40 – 8:30pm Saturday 6 June 9:00am – 12:00pm
Venue:	50 Kitchener St, The Chancery (Level 4) Entry on Kitchener Street/Bacons Lane corner
Room:	To be advised

Course aims

This course is about managing the multiple issues that face IS specialists in today's volatile business environment**.** Within the last few decades IT and IS have had an enormous impact on organizations and their ability to gain and maintain a competitive advantage. This has been most significantly felt at managerial level. Management in organizations is suffused with information resources.

Management is about ensuring the most effective and efficient use of resources in an organization to ensure the sustained existence, growth and competitiveness of that organization. It is concerned with the optimal use of inputs, transformation and production of outputs, set against a multitude of influential environmental factors, and involves a portfolio of activities – planning, leading, organizing, co-ordinating, communicating, controlling and reporting. Against this backdrop we address the challenge of assessing the impact of IT and IS developments on the way in which organizations are, and can be managed, and the way in which organizations, in turn, direct the development of IT and IS. The course focuses on three areas: Handling disruptive technologies; Identifying and engaging specific IS issues; and Enabling Change.

Course Prescription

Topics will be selected from: new organisational structures and strategies, virtual organisations, e-commerce, organisational transformation, managing IT-driven change, decision and executive support systems, groupware, networked organisations, data mining, customer relationship management and enterprise resource planning.

Course Learning Objectives

By the end of the course students should be able to:

1) Identify the multiple challenges facing IT managers in the information age
2) Identify current managerial issues and the impact of new technologies
3) Analyse the recursive relationship between ICT and organizations
4) Demonstrate critical thinking around academic IS material
5) Communicate the ideas in a clear logical and insightful manner

Course Delivery

The course is highly interactive and demands teamwork, presentation skills and the ability to extract the core issues of Information Systems strategy.

In-class the course will be delivered in 3 blocks of 9 hours each (over 2 days) in Auckland. Classes will integrate group discussions on the theories, presentations, and case discussions).

Out of class activities (between teaching sessions) will include:

- Participation in online discussions with the class and the members of your research group.
- Using search techniques to find suitable material for discussions and presentations.
- Preparing and coordinating a group presentation.
- Preparing to lead a case discussion and critique.

Schedule of Topics & Readings

Module/ session		Cases and Readings
Managing disruptive technology May 1-2	1	**Consumerization of IT** **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. **Readings**: Sen, P. and Mason, D. (2012). *Managing Consumerization of IT: a NZ perspective.* Proceeding of ANZAM Conference, Adelaide.
	2	**Social media** **Case:** Hervás, M. A., Rodon, J., Planell, M., & Sala, X. (2011). From theme park to resort: customer information management at Port Aventura. Journal of Information Technology Teaching Cases, 1(2), 71-78.

		Readings: Kietzmann, J. H., Hermkens, K., McCarthy, I. P., & Silvestre, B. S. (2011). Social media? Get serious! Understanding the functional building blocks of social media. Business Horizons, 54(3), 241–251. LaValle, Steve, et al. "Big data, analytics and the path from insights to value." MIT Sloan Management Review 52.2 (2011): 21-31.
	3	**Globalization** **Case:** Chaudhari, A., Purkayastha, D., Greenpeace, *Nestlé and the Palm Oil Controversy: Social Media Driving Change?* IBS Center for Management Research, 911-010-1, 2011, 24 pages. This case should be purchased for approximately $10 at the site: http://www.icmrindia.org/casestudies/catalogue/IT%20and%20Systems/ITSY065.htm **Readings**: 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. Political Power of Social Media-Technology, the Public Sphere Sphere, and Political Change," *Foreign Aff.* 90 (2011): 28.
IS issues for managers **May 15-16**	4	**Business Information Systems Strategy** **Case:** Gogan, J. L., & Lewis, M. O. (2011). Peak experiences and strategic IT alignment at Vermont Teddy Bear. *Journal of Information Technology Teaching Cases*, *1*(2), 61-70. **Readings:** Ward, J., Griffiths, P. (1996). Determining the Business Information Systems Strategy. From *Strategic Planning for Information Systems, 2nd edition*. Chichester, NY: John Wiley & Sons, pp.245-271. McKeen, J.D., Smith, H.A. (2010). Developments in practice XXXIV: Application portfolio management. Communications of the AIS, 26(9), 157-170.
	5	**Managing IT Issues, trends, predictions** **Case:** Levine, K., & White, B. A. (2013). A crisis at Hafford furniture: cloud computing case study. *Cases on Emerging Information Technology Research and Applications*, 70. **Readings:** 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. Armbrust, Michael, et al. "A view of cloud computing." *Communications of the ACM* 53.4 (2010): 50-58. **Background material**: Ross, J., and Weill, P. (2005) A matrixed approach to designing it governance. *MIT Sloan Management Review* 46 (2) 26-34.
	6	**IS projects and participation** **Case:** Ministerial Inquiry into the Novopay Project. June 2013. Report of the Ministerial Inquiry into the Novopay Project. New Zealand Government, Wellington (available online)

		Reading Kwak, Y. H., & Stoddard, J. (2004). Project risk management: lessons learned from software development environment. *Technovation*, *24*(11), 915-920. Hartwick, J., & Barki, H. (1994). Explaining the role of user participation in information system use. *Management science*, *40*(4), 440-465.
Managing change **June 5-6**	7	**IS and Organisational culture** **Case:** Stuart, L. H., Remus, U., & Mills, A.M (2013). Breaking the Ice: Organizational Culture and the Implementation of a Student Management System. *Cases on Emerging Information Technology Research and Applications* (2013): 1-14. **Readings:** Markus, M.L. (2004). Technochange management: Using IT to drive organizational change. Journal of Information Technology 19(1), 4-20. Shuraida, S., Barki, H. (2013). The influence of analyst communication in IS projects. Journal of the Association for Information Systems, 14(9), 482-520.
	8	**Poster presentations** **Case:** Grainger, N., & McKay, J. (2014). Enterprise System Implementation Failure: A Strategic Response? ICIS 2014 Proceedings. © Association for Information Systems, use for profit is not allowed: http://aisel.aisnet.org/icis2014/proceedings/ISCurriculum/24/ **Readings:** Bagayogo, F., Beaudry, A. & Lapointe, L. (2013). Impacts of IT Acceptance and Resistance Behaviors: A Novel Framework. ICIS 2013 Proceedings. © Association for Information Systems, use for profit is not allowed: http://aisel.aisnet.org/icis2013/proceedings/HumanBehavior/6/ Jiang, J.J., Chang, J.Y.T., Chen, H.G., Wang, T.G., & Klein, G. (2014). Achieving IT program goals with integrative conflict management. Journal of Management Information Systems, 31(1), 79-106.

Assessment

Item	**Contribution to final mark**	**Due dates**
Mini case analysis x 3	30%	May 2, May 15, June 5
The analysis has to be on a 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. What you recommend, and why: 800 minimum - 1000 words maximum. Learning Objectives: (1,2,3,4)		

Group Case Analysis & individual report	25% of which: Group presentation 10% Individual summary 15%	May 16
Each week three students will be nominated to present formally to the class an analysis of that week's case. Their presentation will be videoed and made available on the class website afterwards. Each student will also, in advance, submit their own personal analysis and recommendations for the case situation. This will be a minimum of 1800 words and a maximum of 2500 words. The presentation may be a synthesis of all three, or may present differing perspectives, but must be integrated as a group effort. To ensure improved engagement, three other students will be nominated to separately identify three questions each that they will then use to lead a class discussion of the case, and critique the ideas presented. Learning Objectives: 1-5		
Disruptive technology report & poster session	40% (written report) 5% (poster session)	June 6
Each student will investigate some emerging technology that in the short to medium term has the capacity to disrupt their own job, their employing organisation, or the industry they are in. The output will be a written analysis based on the latest available information including news, trade and online sources. The report will make recommendations for strategic action, and ideally, have input from senior staff of their employer. In addition to the written report, each student is required to set up a poster in class outlining their findings, as is done at academic conferences. For quality control purposes, each student must first show the proposed poster to two other class members and get their signed approval before displaying it. Learning Objectives: 1-5		

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

The Assessment Handbook will apply to all VUW courses: see http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf.

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. A total of 24 hours class time will be required. The remaining 126 hours will be spread over the teaching weeks and the mid-trimester break. Preparation time for assessment items is expected to be as given in the table below, although allowance should be made for individual variations.

Readings

There is no textbook for this course. The case study for week 3 must be purchased for approximately $10. (Please see the information above.) Weekly readings will be obtained from Internet, Blackboard and academic sources.

Group Work

Students will submit one group case analysis (see Assessments). Over and above class time, the group project should not entail more than 10 – 12 hours in group meeting time.

Penalties

Case analyses will only be accepted if you are there to be part of the discussion. 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.

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 11 May 2015.

2. The standard last date for withdrawal from this course is 25 May 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.

Grades

Letter Grade	% achieved	Mid-point	Description
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

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.

Mandatory Course Requirements
There are no mandatory requirements.

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.

Student feedback
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 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.

****