

School of Management

MMBA 507 INFORMATION SYSTEMS

Trimester 1, 2016

COURSE OUTLINE

Names and Contact Details

Course Co-ordinator

Name Assoc. Prof. Val Hooper
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Contact hrs By appointment

Programme Administrator

Name Nicky McInnes
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Class Times and Room Numbers

Lectures are held on Wednesday, 19:40 - 21:30 Rutherford House RHLT3

Trimester Dates

Teaching Period: Monday 29 February – Friday 3 June
Study Period: Monday 6 June – Thursday 9 June
Examination Period: Friday 10 June – Wednesday 29 June (inclusive)

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 11 March 2016.
2. The standard last date for withdrawal from this course is Friday 13 May 2016. 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](#).

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 Learning Objectives

MBA Learning Goals and Objectives

<i>Learning Goals</i>	<i>Learning Objectives</i>
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

<p>LG6 Management-specific skills Our graduates will acquire, integrate and utilise advanced knowledge of organisations, management and the business environment</p>	<p>(a) graduates will display a holistic appreciation of interrelationships and interdependencies of managerial and organisational functions</p>
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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.]

Course Content

1. Introduction and Overview of IT and the Organization (2 March)

2. New business models and IT innovation (9 March)

CASE: Barahona, J. C., Elizondo, A. M. and Santos, M. (2015) The dilemma of public e-procurement in Costa Rica: case on the duality of technological platforms and implementation models. *Journal of Information Technology Teaching Cases* 5(2), 57-64.

3. IT strategy (16 March)

CASE: Dekleva, S. and Zadony, M. (2015) Competition and strategic dilemmas in the telecommunications industry: making the triple play. *Journal of Information Technology Teaching Cases* 5(1), 45-55.

4. IT governance (23 March)

CASE: Vaia, G. and 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.

5. IT management (6 April)

CASE: Grainger, N. and McKay, J. (2015) The long and winding road of enterprise system implementation: finding success or failure? *Journal of Information Technology Teaching Cases* 5(2), 92-101.

6. IT project management (13 April)

CASE: Schultze, U. (2014) IT project governance at Worthington Health-Care System. *Journal of Information Technology Teaching Cases* 4(1), 1-10.

7. Cloud computing (20 April)

CASE: Oksuz, A., Walter, N., Compeau, D., Vogl, R., Rudolph, D. and Becker, J. (2015) Sync&Share North Rhine-Westphalia: a case on a university-based cloud computing service provider. *Journal of Information Technology Teaching Cases* 5(1), 20-26.

8. Outsourcing (4 May)

CASE: Willcocks, L. and Reynolds, P. (2014) The Commonwealth Bank of Australia – strategizing from outsourcing to the cloud part 1: perennial challenges amidst turbulent technology. *Journal of Information Technology Teaching Cases* 4(2), 86-98.

9. The social aspect of IT (11 May)

CASE: Silic, M., Black, A. and Silic, D. (2015) Email: from hero to zero – the beginning of the end? *Journal of Information Technology Teaching Cases* 5(2), 84-91.

10. IT security (18 May)

CASE: McLaughlin, M-D. J., Cram, W. A. and Gogan, J. L. (2015) A high performance computing cluster under attack: the Titan incident *Journal of Information Technology Teaching Cases* 5(1), 1-7.

11. Sustainable IT (25 May)

CASE: Curry, E. & Donnellan, B. (2014) Implementing sustainable IT strategy: the case of Intel *Journal of Information Technology Teaching Cases* 4(1), 41-48.

12. Ethics and IT (1 June)

CASE: Lacity, M., Rottman, J. and Carmel, E. (2014) Prison sourcing: ‘doing good ‘or ‘good for business? *Journal of Information Technology Teaching Cases* 4(2), 99-106.

Course Delivery

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

Readings

There is no required textbook in this course. Readings will be provided on Blackboard. Readings for the first half of the course will be available a week before the first lecture. In addition, relevant articles cases and other material will/may be supplied to the class throughout the course.

Assessment

Assessment Requirements

Assessment	Description	Weight	Due
Case analysis 1	An analysis of any case discussed in Weeks 2-4 of the course	20%	By 19:30 on the day the case is discussed
Case analysis 2	An analysis of any case discussed in Weeks 5-7 of the course	20%	By 19:30 on the day the case is discussed
Case analysis 3	An analysis of any case discussed in Weeks 8-12 of the course	20%	By 19:30 on the day the case is discussed
Examination		40%	Friday 10 June – Wednesday 29 June (inclusive)

Case Analysis

Three individual case analyses have to be completed during the course. The student decides on which week the analysis will be handed in, as long as there is one completed for each group of weeks (2-4; 5-7; 8-12) of the course.

The analysis has to be on the case discussed in 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 risks being 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 will apply to all VUW courses: see <http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

<i>Pass/Fail</i>	<i>Grade</i>	<i>Normal Range</i>	<i>Indicative Characterisation</i>
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
Fail	C-	50%-54%	Adequate evidence of learning
	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.

Expectations and Mandatory Course Requirements

Students are expected to attend all* lectures, read assigned material and contribute to class discussions. Much of the learning takes place through the interaction with fellow students in the classes – hearing alternative views and deciding what to assimilate into one’s own body of knowledge. Such interaction also aids in the development of communication skills - the ability to formulate arguments well and convince others of your perspective.

In addition to achieving an overall pass mark of at least 50%, in order to meet mandatory requirements students must:

- i) Submit **all** assignments **by the due dates**. If the assignments are late, then the student might have the unfair benefit of including ideas from the class discussion in their assignment.
- ii) Obtain **at least 40%** (out of 100% or 16/40) in the exam. This is the consolidation of the whole course and consequently the student must decide with which lenses to approach the problems rather than being directed. This will also be an entirely individual exercise and students will not have had the opportunity for any previous exchange of views with others.

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).

* It is understood that there might be occasions when students cannot attend class, e.g. illness, work out of town. If you believe that exceptional circumstances may prevent you from meeting the mandatory course requirements, contact the Course Coordinator for advice as soon as possible.

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

Expected Workload

A total of 150 hours of work is expected from each student 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.

Group Work

Collaboration on assignments is not 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 lend 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.

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 for some time during the following period: Friday 10 June - Wednesday 1 July 2015 (inclusive).

Student feedback

Feedback from students is always greatly valued. The previous cohort of students indicated, on average, that the following aspects could be improved: clear communication of important course information; feedback enabling the students to learn more effectively; and the course assisting in the development of communication skills of the students. As communication is the common thread of these aspects, special attention will be paid to ensuring good communication in all these areas and this will be checked periodically.

Student feedback on University courses may be found at

www.cad.vuw.ac.nz/feedback/feedback_display.php

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.

Communication of Additional Information

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>).

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.
