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

CRN CRN27180

(See CRN9631for the alternative offering of this course in Wellington over 8 weeks)

Trimester 1, 2016

COURSE OUTLINE

Course Coordinator:	**Janet Toland** Room RH523, Rutherford House, Wellington Ph:- (04)463 6861 Mob 021 072 1557 Email: janet.toland@vuw.ac.nz
Lecturer:	**Jocelyn Cranefield** Room RH430, Rutherford House, Wellington Ph: (04) 463 6887 Mob 027 5347889 Email: Jocelyn.cranefield@vuw.ac.nz
Programme Administrator:	**Usha Varatharaju** Room RH520 Ph: (04) 463 5309 e-mail : usha.varatharaju@vuw.ac.nz
Teaching period:	13 May - 18 June 2016
Times:	**Block 1** Friday 13 May 5:40 – 8:30pm & Saturday 14 May 9am – 12pm; 1– 4pm **Block 2** Friday 27 May 5:40 – 8:30pm & Saturday 28 May 9am – 12pm; 1– 4pm **Block 3** Saturday 18 June 9am – 12pm; 1– 4pm
Venue:	KS50/410 (Level 4, 50 Kitchener St, Auckland)

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 aims

This course is about managing the multiple issues that IS specialists face 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 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 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 eight 3-hour lecture/seminars across three weekends. Each session will follow the broad format of
(a) 30 mins doing activities (e.g. group breakouts/ presentations)
(b) 30 mins reporting/discussing the outcomes of the activity
(c) 20 mins [mainly] interacting with the facilitator, building on material students have prepared
After a break a repeat of (a), (b), (c) with variation then working with your group to plan next week's activities.
The in-class activities will include discussions, presentations, feedback on presentations, focus groups, group learning activities, mini-lectures and case analyses.

Out of class activities (between teaching sessions) will include:
- Preparing the readings and case analyses (some of this work will be assessed)
- Participating 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.

Teaching Schedule

	Date	Topic & session details	What you do
Block 1		**Managing Disruptive Technology**	*Prepare cases 1-3 & readings before class*
	Friday 13 May 5:40 – 8:30pm	1. Consumerization of IT Case 1	Hand in practice analysis of case 1 (Friday at 5.40)
	Saturday 14 May 9am – 12pm	2. Social media Writing up a case analysis Case 2	Group analysis activity
	Saturday 14 May 1– 4pm	3. Globalization Case 3 in-class assessment (5%)	Analysis exercise Case 3
	Follow up/preparation	*Conduct informal CIO interview; plan for disruptive technology assignment; prepare cases 4-6 & readings*	
Block 2		**IS Issues for Managers**	
	Friday 27 May 5:40 – 8:30pm	4. Business IS Strategy Case 4	Hand in analysis of case 4 (10%)
	Saturday 28 May 9am – 12pm	5. Managing IT Issues, trends, predictions	Group presentations (analysis of case 5)
		Managing Change	
	Saturday 28 May, 1– 4pm	6. IS projects and participation Case 6 in-class assessment (5%)	Analysis exercise Case 6
	Follow up/preparation	25% individual analysis of case 5 due Monday 6th June *Work on disruptive technology report & poster*	
Block 3	Saturday 18 June 9am – 12pm	7. IS and Organizational culture Case 7: Group analysis activity	Hand in analysis of Case 7 or 8 (10%)
	Saturday 18 June, 1– 4pm	8. Poster presentations Case 8	Poster presentations and discussion (5%)
	Follow up	Disruptive technology report (30%) due Monday 27th June	

Schedule of topics & readings

Module/ session		Cases and Readings
Managing Disruptive technology	1	**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	**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. (2011) Big data, analytics and the path from insights to value. *MIT Sloan Management Review 52 (2),* 21-31.
	3	**Case:** Chaudhari, A., Purkayastha, D., Greenpeace. (2011) Nestlé and the Palm Oil Controversy: Social Media Driving Change? *IBS Center for Management Research*, 911-010-1

		Readings: 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. (2011). *Foreign Affairs,* 90 (28). (Please re-read Kietzmann, Jan H., et al. (2011) Social media? Get serious! Understanding the functional building blocks of social media. *Business Horizons* 54, (3) 241-251.)
IS issues for managers	4	**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	**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. (2010) A view of cloud computing. *Communications of the ACM,* 53(4) 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	**Case:** Remus, U. (2012) Exploring the Dynamics behind Knowledge Management Challenges—An Enterprise Resource Planning Case Study. *Information Systems Management, 29* (3), 188-200, DOI: 10.1080/10580530.2012.687309 **Reading** Hartwick, J., & Barki, H. (1994). Explaining the role of user part-icipation in information system use. *Management science, 40*(4), 440-465. Kwak, Y. H., & Stoddard, J. (2004). Project risk management: lessons learned from software development environ-ment. *Technovation*, 24(11), 915-920.

Managing Change	7	**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* 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	**Case:** Grainger, N., & McKay, J. (2014). Enterprise System Implementation Failure: A Strategic Response? *ICIS 2014 Proceedings.* 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.* 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, 3*1(1), 79-106.

This schedule is subject to change.

Assessment

Item	Contribution to final mark	Due dates
Mini case analysis x 4 Cases 1 – practice; Cases 3,4,6, 7 OR 8)	2 x 5 marks 2 X 10 marks (30%)	Case 1-May 13 (before class – 0%) Case 3-May 14 (in class – 5%) Case 4-May 27 (before class – 10%) Case 6-May 28 (in class – 5%) Case 7 OR 8-June 18 (before class – 10%)
These case analyses seek to explain a situation and/or provide guidelines for actions using a research-based theory, model or framework. The analysis must be on the case that is discussed on the day this work is submitted, but not the same case used for the group case analysis (see below). The analysis must use the academic paper(s) provided in the reading list for the relevant session, but may use any other sources as well. (These assignments demand the production of original knowledge. Summarising concepts covered in the paper or summarizing the case is not acceptable and that part will be given a score of zero.) What you recommend, and why: 800 minimum - 1000 words maximum. See the rubric for the marking scheme and instructions on layout and style. Learning Objectives: (1,2,3,4)		
Group Case Analysis & individual report (Case 5)	Group presentation 10% Individual summary 25% (Total 35%)	Presentation: Saturday 28 May Individual summary/analysis: Monday 6 June
On Saturday 28th May groups comprising 2-3 nominated students will present formally to the class an analysis of an assigned case study. The presentation will be videoed and made available on the class website afterwards. The presentation may be a synthesis views, or may present differing perspectives, but must be integrated as a group effort. As a follow-up assessment activity, each student will also, by Monday 6th June, 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. Learning Objectives: 1-5		
Disruptive technology report & poster session	5% (poster session) 30% (written report) (Total: 35%)	Poster presentations: Saturday 18 June Report: Monday 27 June
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. With 8 three-hour classes a total of 24 hours class time will be
required. The remaining 126 hours will be spread over the teaching period including non-teaching
weeks. 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. Weekly readings will be obtained from Internet, Blackboard
and academic sources.

Group Work

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

Penalties

Weekly 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.

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

Trimester Dates
Monday 9th May – Monday 27th June.

Withdrawal from Course
1. Your fees will be refunded if you withdraw from this course on or before Friday 20 May 2016.
2. The standard last date for withdrawal from this course is Friday 18 June 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.

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.

Student Feedback
This course was revised in 2015 to be a better fit with MMIM501. In 2015 a flipped classroom pedagogy was adopted to make the course highly participative and less didactic. The feedback from the students very positive so this format will be continued in 2016.

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/studenthelp/general-course-information

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