TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Information Management

INFO354 INFORMATION SYSTEMS STRATEGY

Trimester 2, 2016

COURSE OUTLINE

Prescription
Evaluation of the strategic significance of IS and IT within organisations. The course develops the student's ability to think critically about how information technologies and systems can be used to attain their organisation's strategic goals.

Course Learning Objectives
By the end of the course, you should be able to:
1. Define an IS strategy that will align with an organization's business strategy;
2. Formulate a business case for an IT-enabled solution;
3. Identify appropriate IS functions to deliver IS services;
4. Evaluate sourcing options for an IT-enabled solution.

The course objectives include the Faculty learning objectives which are the development of critical and creative thinking, leadership, effective oral and written academic communication, and a global and multicultural perspective. Selected Faculty learning objectives will be assessed along with the following specific outcomes based on the statutory statement of course learning objectives above.

Course Content
The goal of this course is to develop your competence in seeing how organizations can benefit from information technology, converting opportunities created by information technology into sustainable organizational value through systematic processes. An essential element of such competence is the ability to understand both information technology and the needs of organization within a specific domain. This ability requires in-depth knowledge of the technology and the domain, skills in analysing problems and designing solution alternatives, ability to analyse the strength and weaknesses of various alternatives, understanding issues related to the feasibility of possible solutions, as well as demonstrate skills in sourcing technology solutions. In practice, you will develop a mastery of the IS strategic process, including strategic analysis, governance, application portfolio management, business case development, sourcing decisions, and benefits assessment. The mastery of the IS strategic process is critical for any business analyst wishing to work in a consulting role.

Trimester Dates
Teaching Period: Monday 11th July – Friday 14th October
Study Period: Monday 17th October – Thursday 20th October
Examination Period: Friday 21st October – Saturday 12th November (inclusive)

Withdrawal from Course
1. Your fees will be refunded if you withdraw from this course on or before Friday 22nd July 2016.

2.	The standard last date for withdrawal from this course is Friday 23rd September 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.

Names and Contact Details

	Staff	Contact Details	Room	Office Hours
Course Coordinator & Lecturer	Jean-Grégoire "JG" Bernard	jean-gregoire.bernard@vuw.ac.nz 04 463 9742	RH 518	After class or Mondays 1pm-3pm, unless otherwise specified in class
SIM Undergraduate Support Team	Anette Klaassen Duncan Inkster	simstudents@vuw.ac.nz 04 463 6998	RH 521	Mon-Fri 10am-4pm or by appointment

Class Times and Room Numbers
Monday 9:30 - 11:20 Government Buildings (GBLT2)

Tutorial/Workshop Signups
Sign up via myAllocator https://student-sa.victoria.ac.nz/
There will be 10 tutorials during weeks 1-5 and 7-11.

Course Delivery
The instructional design of this course relies on three principles.

Case-based teaching
This course will combine traditional deductive approaches (e.g. lecturing) with inductive approaches (e.g. case reading, class discussions) with which you may be less familiar. Specifically, we will employ case-based teaching extensively. In practice, this means that the course "take aways" will be developed, refined, and extended during in class and tutorial discussion. For this reason, regular class attendance will likely lead to a more complete understanding of course content and to a much more enjoyable learning experience.

This means that you have to read and prepare the assigned weekly case to make this course a success. Without such reading, you will not be able to contribute to or follow the activities that are going to take place in class and in the tutorials. The tutorials will be dedicated to an exploratory discussion of the weekly case in small groups, which will then be discussed in class afterwards. Because we are in 2016 after all, we will employ an interactive style that will make maximum use of the latest in-class technologies, such as GoSoapBox and collaborative whiteboards.

Case-based teaching also means that you will be required to have name cards in front of you at all times during class. This name card will allow me to facilitate the discussion and to ask you to contribute to class discussion. This name card also contains a self-evaluation grid that tracks your participation in class and provides you with an overview of your participation in this course.

Learning by doing
This course will foster your ability *to do* IS strategy, not only think and reflect about it. The principle of learning by doing means that assessed (and non-assessed) activities for this course will involve the "real life" application of concepts, techniques, and frameworks, through engagement

with industry. For the individual and group assignments of this course, you will take on the role of consultants to an organization to analyse its strategic IS needs, and to recommend a concrete action plan based on this analysis. Weekly in-class activities and discussions will be aimed at building your confidence and your skills at undertaking such a challenge.

Team-based learning
This course will develop your leadership and your ability for team work. In particular, your team will have to conduct a strategic analysis for the group term project. You will be accountable to your team members and will thus have to develop a rigorous work ethic.

Norms
I expect you to adhere to certain norms this trimester, so that the course is a success for all who will participate.

Mutual respect
Mutual respect is essential for a course like this where teamwork will be required in class. One of the biggest problems to arise when time becomes scarce and pressure rises, either in an academic context or in a business context, is the loss of consideration for others and indifference to our mutual obligations. It is important to treat each individual with respect at all times. Respecting others does not mean having the same opinions. It rather means to be polite to anyone at anytime and to take the perspective of others about our behaviour and to consider the consequences of our actions.

Personal responsibility
It is sometimes possible to influence the behaviour of others. However, if there is a person definitely possible to influence, it is our own self. We are responsible for our actions. For many courses, the student role is often passive, especially in regard for the responsibility for their own learning. As an adult, you are responsible for your learning and your results for this course. You are also accountable to accomplish the work agreed with your teammates in a timely and high-quality manner.

Autonomy
Many students develop the idea that the teacher and the tutor are responsible for "making me learn", and maybe to entertain at the same time. I don't agree with these premises, simply because the actions of teaching and learning are not the same thing. Learning is what the student does. Teaching is what the teacher and tutor do. My role as a teacher (and of the tutors as well) is to be your "personal coach". I will do my best to provide you with the tools and context necessary to facilitate your learning and your success. But this means that learning remains your responsibility.

Fun
Most of the businesses that have success and that are ranked among the best employers are also work environments where people have fun working together. Learning has to be pleasant and motivating; I hope this course will be both. By "fun", I do not mean "easy" however. To have fun, it is important to be well organized, to respect deadlines and the schedule, and to contribute in class and in the tutorials.

Readings
Readings will consist of cases of real business situations that will be used as the basis of class discussions and activities. The cases will be supplemented by strategic frameworks and techniques drawn from academic and professional literature (e.g., Harvard Business Review, MIT Sloan Management Review, MISQ Executive, etc.). Required readings for each week will be indicated via the Talis and the Harvard Business School portals which are found in Blackboard.

There is no required textbook for this course but some cases will have to be purchased through the Harvard Business School portal. You will need to use a credit card to purchase copyrighted materials, which you will then download in PDFs and be able to print as is convenient. Please be sure to use this link, not the main HBSP website, so that you get the discount associated with the course.

Supplementary readings to accompany the cases are provided through the Talis portal on Blackboard.

Weekly Case Discussion Topics	Case (required reading)
Week 1: July 11 Evolving Role of IS and Technology in Organizations, Strategy 101 *LO: Understanding the strategic process in an organization*	To be communicated by email
Module 1: IS Strategic Analysis: Achieving Alignment with Business Operations and Strategy	
Week 2: July 18 Value Chain & CSF Analysis *LO: Identifying strategic objectives, Decomposing an organization in business processes, Value chain analysis, CSF analysis*	Cirque du Soleil (HEC)
Week 3: July 25 Strategic Risk Analysis *LO: Identifying strategic objectives, Evaluating strategic risks, Understanding the role of the Board of Directors in the IS strategic process*	Knight Capital Americas (Ivey)
Week 4: August 1st Valuing Opportunities to Innovate with Technology *LO: Defining a business case for high-risk, high-return IS investments ("moonshots"), Understanding real option analysis*	Amazon Drones (Kellogg)
Week 5: August 8 Digital Business Model Analysis, part 1 *LO: Identifying and evaluating the IS demand for digital business models*	Spotify (HEC)
Week 6: August 15 Digital Business Model Analysis, part 2 *LO: Evaluating the benefits and costs of platform-based competition*	Ressucitating Monniter (Harvard)
Module 2: Justifying, Prioritizing & Sourcing IS Investments	
Week 7: September 5 Basics of a Business Case for IS investments *LO: Defining a business case for an IS investment/sourcing option*	Case to be communicated in class.
Week 8: September 12 Managing the Portfolio of IS Investments *LO: Evaluating and prioritizing projects to meet the IS demand*	'IT Priorities' Chapter 8 of Adventures of an IT Leader
Week 9: September 19 Managing the Technology Development Roadmap *LO: Identifying and chartering future technological development in digital businesses*	IQMetrix (Ivey)

Week 10: September 26
Sourcing Systems
    *LO: Determining how and when to source systems, Evaluating
    sourcing options*
	HTT Supercars (Ivey)

Week 11: October 3
Identifying IS Functions to Deliver IS Services
    *LO: Determining how to organize and deliver IS services,
    Evaluating alternative organization and delivery modes*
	Air Canada (HEC)

Module 3: Putting it all together	

Week 12: October 10
Leveraging IT Innovations to Transform Organizations
    *LO: Evaluating and managing opportunities for business model
    transformation led by IT innovation*
	Lego Products Communities
	(Michigan)

Mandatory course requirements

To pass the course, you must gain a weighted average of 50% across all assessments.

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

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. You are expected to attend all course and tutorial sessions, read assigned materials, and contribute to class and tutorial activities. You are expected to spend 2 hours in class, 1 hour in tutorial, and about 7 hours preparing for class on average (additional time of about 30 hours spread over the trimester will be required for completion of the course assignments).

Assessment Requirements   Due dates

Assessment Requirements		Due dates
Participation	10%	Every class w1-w12
Pop quizzes (3 bests out of 4)	10%	4 random weeks, w2-w12
Individual project	25%	*Before* the beginning of class w6
Group term project	15%	*Before* the beginning of class w12
Exam	40%	tbd (exam period)
Total	100%	

Specific instructions about each assessment will be communicated in class and through Blackboard.

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

Examinations
Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period. The final examination for this course will be scheduled at some time during the following period:

Friday 21st October – Saturday 12th November (inclusive)

Penalties
The penalty for late submission of work without a prior extension arrangement is a reduction of 10% of the available marks each calendar day, starting from the due date and time, up to 5 days after the due date. At the course coordinator's discretion, work handed in after 5 days may be assessed and feedback provided, but no grade will be assigned. If a word limit is imposed, the examiner will only mark the assignment up to the word limit.

Extensions
Personal extensions are granted only in special circumstances and supporting evidence such as a medical certificate may be requested by the course coordinator or SIM undergraduate support team.

Non-extendable assessments. For some work, such as: lab projects, case discussion preparation, and tutorial preparation there is no possibility of late submission as the opportunity for the work to be completed has already passed.

Group Work
Group work will take place in class and during the tutorials. You will work with your team on developing a business case for a local organization. Tutorials will also involve informal team presentations and discussions. The only group work which will be marked as *Group Assessment* (in terms of par. 2.2(b), p.8, of the University's "Assessment Handbook 2014" as published on https://intranet.victoria.ac.nz/academic/academic-office-documents/assessment-handbook-2013.pdf consists of the following assessment items:
- The group work component of the business case development project which is due at the beginning of week 8 (15% out of 40%)
  - This assignment will be accompanied by an online form for specifying the contribution of each group member. Omission of this form will be an indication that the group wishes to award equal marks to all group members.

It is anticipated that participation in group work will not add more than 2 hours per assignment to the average workload, but may be particularly concentrated in the first half of the trimester (weeks 1-8).

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.

Materials and Equipment
You are strongly expected to make extensive use of the University Library print and electronic resources to elaborate your business case. As a starting point, among the relevant resources we find:
- Proquest
- LexisNexis
- Factiva
- Gale Databases
- RDS Business Suite

- Index New Zealand, NewztextPlus
- On the internet: Google Finance, CIO Magazine, Wall Street Journal, InformationWeek, The Economist, BusinessWeek, The New York Times, and SEC's Edgar are good starters, but there are many others.

Student feedback
This is a new course in 2016, therefore no previous student feedback is available for this course. 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 changes will be conveyed by means of in-class announcements and e-mail. Please ensure that you check these communication channels regularly.

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.

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