

School of Information Management

INFO395 CASE STUDIES IN INFORMATION SYSTEMS

Trimester 2, 2016

COURSE OUTLINE

Prescription

A human, organisational, and environmental perspective of the impact of new or existing information systems, including management of IT-induced change.

Course Learning Objectives

By the end of the course, you should be able to (week # in parenthesis):

1. Think strategically about the role of cutting edge IT for an organization's competitive position and the means by which IT can improve its survival, effectiveness or capacity to innovate; (2 to 12)
2. Integrate the knowledge of foundational functional areas of commerce and administration in order to develop a holistic perspective on the role of IT in organizations; (2 to 12)
3. Select and apply appropriate models to analyse the role of IT in an organization; (2 to 12)
4. Persuasively communicate orally and in writing the analytical results, strategic options and recommendations for successful IT-enabled solutions to organizational problems; (2 to 12)
5. Work effectively as a team to propose IT-enabled solutions to organizational problems; (2 to 12)
6. Develop a reflexive understanding of career paths and challenges as an information systems professional. (10)

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 capstone course is to verify, consolidate and integrate the knowledge you acquired during your core coursework in the BCom programme in general and the INFO majors in particular. This course will foster your critical and creative thinking skills, persuasive communication skills, global & multicultural perspectives, and leadership skills, which are key learning objectives for BCom graduates of the FCA.

Trimester Dates

Teaching Period: Monday 11th July – Friday 14th October 2016

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. 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	Office	Office hours
Course Coordinator & Lecturer	Jocelyn Cranefield 04 463-6887	RH505 Pipitea Campus	meetings by appointment
Lecturer	Benoit A. Aubert 04 463-5421	RH517 Pipitea Campus	meetings by appointment
SIM Undergraduate Support Team	simstudents@vuw.ac.nz 04 463-6659	RH 521 Pipitea Campus	Mon-Fri 10am-4pm or by appointment

Class Times and Room Numbers

Tuesdays 14:40 – 16:30 in Rutherford House Lecture Theatre 1 (RHLT1)

Tutorial/Workshop Signups

You are required sign-up with myAllocator for tutorials at <https://student-sa.victoria.ac.nz/>. Instructions for sign-up will be communicated in class on week 1 and Blackboard. To maximize your learning experience, each tutorial group is limited to 25 students maximum and this limit will be strictly enforced. If you haven't signed-up for a tutorial by the deadline, you will be assigned randomly to one of the tutorial groups.

Once you have signed-up for a tutorial group, you are not allowed to change your choice for the remaining of the trimester or to "hop" into another tutorial. You will have to attend the specific tutorial for which you have signed-up.

Course Delivery

The instructional design consists of four key features: an in-class readiness assurance process, building your case study analysis skills and employing team-based learning as overall teaching philosophy in tutorials, and inviting panels of industry professionals to share their work experience with you.

Case study analysis skills

This course will give you fundamental knowledge, skills and practice in preparing, presenting and writing up case analyses. This course will help you be better prepared for analysing and diagnosing complex situations.

A series of case studies will require you to review and integrate:

- The knowledge gained throughout the core courses of the INFO majors (with a special emphasis on the *required* courses).
- The knowledge gained throughout the core courses of the BCom degree (INFO101 of course, but also ACCY111, ECON130, FCOM111, MARK101, MGMT101, QUAN102 or relevant course substitutes). The BCom program provides you with the knowledge and skills to become well-rounded business professionals and thus this capstone course will draw upon this core body of knowledge in addition to the one gained in the INFO majors. This course emphasises that information systems is a practical discipline spanning and enabling innovations in business functional areas.

The trimester culminates in a case competition: top teams from the tutorial groups will participate in the *6th SIM Case Competition* on 11th October. The finalist teams will present their analysis and recommended action plan in front of a jury composed of IS professionals. In past years professionals from Deloitte, Mercury IT, and the Department of Internal Affairs have acted as jury. Finalist teams will be identified from the presentations done in week 11.

Team-based learning

This course will develop your leadership and your ability for team work. In particular, you will work through randomized, permanent teams to discuss, to conduct and to present your case analyses in the tutorials and the case competition. You will be accountable to your team members and will thus have to develop a rigorous work ethic. *Readiness assurance process*

This course requires you to read and prepare the assigned weekly case to make it a success (or interesting!). 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. Class time will be dedicated to active learning activities that will involve individual and team work. Further instructions regarding the activities to be conducted will be communicated in class and on Blackboard.

Panel of experienced business professionals

In week 11, a panel of information systems professionals will be invited to class. You will be able to ask questions to the panel members. This course thus provides you with a rare opportunity to access the wisdom of experienced IT professionals.

Norms

You are expected to adhere to certain norms this trimester so that the course is a success for all who 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 any time 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. 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. We 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. The role of the lecturer (and of the tutor as well) is to be your “personal coach”. We will do our 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; we hope this course will be both. However, “fun” does not mean “easy”. 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

There is no required textbook for this course but required readings are located online in Blackboard (under Talisa Aspire – Reading List). If you prefer, the readings are also available as Student Notes and can be purchased from VicBooks, Pipitea. Required readings for each week will be indicated via Blackboard.

You are expected to read the required readings before each lecture and to have prepared any work that is required to attend the tutorials. Such indications will be communicated in class and on Blackboard.

Please note that slight variations might be made to this schedule as the trimester progress. Changes will be communicated in class and through Blackboard if necessary.

Class Schedule

Week	Topic	Tutorial Activity (1hr)	To Do Before Lecture
1. Jul 12	Introduction to cases	No tutorial	
2. Jul 19	Reading and analysing business cases Making a diagnostic	Activity with case: <i>Starbucks Canada</i>	- Required readings & case preparation assignment
3. Jul 26	Designing a solution and action plan	Activity with case: <i>Starbucks Canada</i> continued	- Required readings & case preparation assignment
4. Aug 2	Identifying information requirements	Activity with case: <i>IT Strategy at Addison Bank</i>	- Required readings & case preparation assignment
5. Aug 9	Case: <i>The long and winding road of enterprise system implementation</i>	Case presentation Grillers and feedback	- Required readings & case preparation assignment - *Case essay
6. Aug 16	Case: <i>Email: from hero to zero – the beginning of the end?</i>	Case presentation Grillers and feedback	- Required readings & case preparation assignment - *Case essay
7. Sep 6	Case: <i>Data analysis and decision making: a case study of re-accommodating passengers for an airline company</i>	Case presentation Grillers and feedback	- Required readings & case preparation assignment - *Case essay
8. Sep 13	Case: <i>Why can't I use my iPhone at work?: managing consumerization of IT at a multi-national organization</i>	Case presentation Grillers and feedback	- Required readings & case preparation assignment - *Case essay
9. Sep 20	Case: <i>Achieving the delicate balance between risks & outcomes in a large-scale IT project – a case study on BCIA's airport security system</i>	Case presentation Grillers and feedback	- Required readings & case preparation assignment - *Case essay
10. Sep 27	Feedback on weeks 5-10 Lessons Learned	No tutorial	- Required readings
11. Oct 4	Your career in IT	Case competition (1 st round)	- Case competition written report
12. Oct 11	Case competition: Finals	No tutorial	

Only one individual case essay (worth 25%) has to be submitted in weeks **5 to 9**. You choose the week you want to submit a case essay for.

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 sessions, read assigned materials, and contribute to class and tutorial activities. You are expected to spend 3 hours in class 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

The Assessment Handbook will apply to all VUW courses: see

<http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

Assessment Requirements		Due dates
Class participation	15%	All weeks, except w1
Individual case preparation questions (6 x 2%)	12%	<i>Before</i> beginning of class of w2 to w9
Individual case essay (1x 25%)	25%	<i>Before</i> beginning of class in chosen week
Tutorial case presentations (1x 10%)	10%	1 tutorial session among w5 to w9
Case presentations grillers & feedback (4x 2%)	8%	Tutorial sessions w5 to w9
Case competition written report & presentation	30%	Written report: 5 October at 5pm Presentation in tutorial session w11
Total	100%	

Class Participation (15%)

Your participation is a critical part of this course, which is based in active individual and team-based learning. Every week, you will be required to conduct class activities with regards to the week's case or required readings. These activities can take the form of quizzes, of class discussions, of Q&A sessions, of simultaneous report sessions, of gallery walks, and of "exit tickets." Further instructions regarding class participation will be communicated in class in w1.

Individual case preparation questions (12%)

You are required to prepare 6 weekly case preparation assignments that will be posted on Blackboard for weeks 2 to 9. The assignment will take the form of a short series questions to answer regarding the weekly case. To get the points, you need to provide the correct answers to at least half of the questions. Your weekly case preparation assignment need to be done before class. No extension will be allowed regarding this deadline.

Individual case essay (25%)

This assignment requires you to write an essay containing an analysis, diagnostic, and action plan for **1** of the cases that will be discussed in class during the trimester in weeks 5 to 9. You *choose the week you want to submit a case essay for*, among weeks 5 to 9. Your case essay will need to be uploaded to Blackboard by 3pm Tuesday of your chosen week. No extension will be allowed regarding this deadline. Further instructions and a detailed marking grid will be posted on Blackboard.

Tutorial case presentations (10%)

For one tutorial in the weeks 5 to 9, you are required to prepare one 20 minutes team presentation of a case. All team members will be required to speak during the presentation. The schedule of presentations will be communicated through Blackboard once the tutorial groups have been

assigned. The presentation will be assessed on an individual basis and will be worth 10%. A detailed marking grid will be posted on Blackboard.

Case presentations griller questions and feedback (8%)

An important component of the course is the griller and feedback process during tutorials. In the weeks your team is not presenting in your tutorials and the case competition finals, you will be responsible to provide feedback about the other teams' case presentations. This feedback will not count toward your peers' mark but will be useful for them to learn about how to present. This written feedback must be submitted at the end of the tutorial.

You will also need to come up with "griller questions" – challenging questions – to ask the other teams. You must find between 2 and 3 griller questions that you would ask the presenting team that you must hand-in to the tutor at the end of the tutorial along with your written feedback. After the presentation, you will have the opportunity to ask those questions. In the given week that your team is presenting, you do not have to submit griller questions or feedback.

Case competition written assignment & presentation (30%)

The first part of this assignment requires you to write with your tutorial team a report of an analysis, diagnosis, and action plan for a case that will be made available through Blackboard on week 9. A form will be provided to specify the contribution percentage for each group member as agreed by all group members. Your case competition report will need to be uploaded to Blackboard by **Wednesday 5 October at 5pm**. No extension will be allowed regarding this deadline.

The second part of this assignment requires you to prepare an 8 minute (maximum) team presentation of your analysis, diagnosis, and recommendations for the assigned case. The team presentation will take place in the tutorials of week 11. All team members will be required to speak during the presentation. Further instructions on how to prepare your written report and presentation will be communicated in class and on Blackboard.

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

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.

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. Requests for an extension should be emailed to simstudents@vuw.ac.nz

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. In the tutorials, you will be required to develop and prepare a team presentation of an analysis, diagnosis, and action plan for a case. The team presentation in the tutorials will be evaluated on an individual basis.

The only group work which will be marked as *Group Assessment* (in terms of par. 2.2.1 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 case competition written assignment and the case competition group presentation in the tutorials of week 11 (30%)
 - The case competition assignment will be accompanied by a form for specifying the contribution percentage for each group member. Omission of this contribution percentage will be an indication that the group wishes to award equal marks to all group members. If a group member is absent on the day of the presentation, he or she will incur a penalty of 50% from the total assignment mark but no penalty to the other 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 second half of the trimester (weeks 5-12).

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

During lectures may will use Soapbox. This can be accessed using any device connected to the Internet (laptop, tablet, or smartphone).

You are strongly expected to make extensive use of the University Library print and electronic resources to elaborate your case study briefs, tutorial presentations and case competition written assignments and presentations. 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

In order to manage the workload the weekly assignments format was changed. The goal of these is to ensure students arrive prepared to the classroom, but they were not meant to generate too much extra work. The new format (interactive questionnaire) will be less time-consuming for students and generate the same benefits.

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

All communications will be done through blackboard. Please ensure that you check your university email frequently for announcements.

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.
