



UNIVERSITY  
OF TASMANIA

***School of Information Systems***

**Faculty of Business**

**BSA 411/753**  
**Strategic Information Systems/  
Information Systems Strategy  
Formulation**

**Semester 1, 2007**

**Unit Outline**

**Dr Lynley Hocking**

# Contact details

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## Unit description

This is an elective unit offered in the Bachelor of Information Systems Honours and Masters program. It is designed to lead to an understanding of the business value to be gained through the application of information technology in organisations.

This unit aims to convey an understanding of the role that managers play in the development of strategic directions through information systems planning. It examines how information technology strategic directions can be integrated with an organisation's business planning, and considers a range of analysis techniques, tools and methodologies appropriate for the formulation of information systems strategy.

## Learning outcomes

On completion of this unit, you should be able to:

- Exhibit an understanding of management's role in the development of strategic directions through information systems planning.
- Demonstrate an awareness of how IT strategic directions can be integrated with an organisation's business planning.
- Demonstrate a familiarity with a range of analysis techniques, tools and methodologies appropriate for the formulation of IT strategy.
- Recognise and identify a range of emerging technologies and trends with technological implications, which provide strategic opportunities and be able to communicate these effectively to others.

## Prior knowledge &/or skills

Students are expected to have:

- computer literacy skills
- skills in finding and using information in a paper or electronic form
- graduate level skills in written and spoken English
- some competence in analysis and synthesis

## Generic graduate attributes

The University has defined a set of generic graduate attributes (GGAs) that can be expected of all graduates (see <http://www.utas.edu.au/tl/policies/index.htm>). By undertaking this unit you should make progress in attaining the following attributes.

### ***Knowledge***

- Apply appropriate technical and information skills
- Identify, evaluate and implement personal learning strategies
- Learn both independently and cooperatively
- Learn new skills and apply learning to new and unexpected situations
- Recognise opportunities

### ***Communication skills***

- Demonstrate oral and written communication
- Use the medium and form of communication appropriate for a given situation
- Present well-reasoned arguments, using technology as appropriate
- Access, organise and present information, particularly through technology-based activity
- Listen to and evaluate the views of others

### ***Problem-solving skills***

- Conceptualise problems and formulate a range of solutions
- Work effectively with others
- Find, acquire, evaluate, manage and use relevant information in a range of media

### ***Global perspective***

- Demonstrate an awareness of the local and global context of their discipline or professional area
- Function in a multicultural or global context

### ***Social responsibility***

- Acknowledge the social and ethical implications of their actions
- Appreciate the impact of social change
- Be committed to access and equity principles in their discipline or professional area, and society in general

## Learning resources

### **Recommended reading**

Ward, J. and Peppard, J. (2002) *Strategic Planning for Information Systems*, 3<sup>rd</sup> Edn., Wiley, Chichester

Australian Government Responsive Government: A New Service Agenda, 2006 e-Government Strategy [http://www.agimo.gov.au/government/e-government\\_strategy](http://www.agimo.gov.au/government/e-government_strategy)

Mintzberg, H. (1994) *The Rise and Fall of Strategic Planning*, Prentice Hall, Hemel Hempstead, UK or Mintzberg, H. (1994) *The Rise and Fall of Strategic Planning: Reconceiving roles for planning, plans, planners*, Free Press, New York, USA

Gregor, et al 2004, *Achieving Value from ICT: key management strategies (Executive Summary, Introductions, Chapters 2 and 7*  
[http://www.dcita.gov.au/\\_\\_data/assets/pdf\\_file/25466/Achieving\\_Value\\_from\\_ICT\\_-\\_Key\\_Management\\_Strategies.pdf](http://www.dcita.gov.au/__data/assets/pdf_file/25466/Achieving_Value_from_ICT_-_Key_Management_Strategies.pdf)

Lynn Markus, L. and Benjamin, Robert I, "The magic bullet theory of IT-enabled transformation", *Sloan Management Review* winter 1997

Andrew McAfee, "Mastering the Three Worlds of Information Technology" *Harvard Business Review*, November 2006

Tuesday's *The Australian* IT section (newspaper or via <http://australianit.news.com.au/> )

Other resources/references will be provided with each week's workshop.

### **E- (electronic) resources**

#### **WebCT**

Notes, exercises and other learning materials will be made available through WebCT Vista.

To access WebCT Vista from your own computer you will need the appropriate software, and hardware to run that software. See **Learning Online** at <http://www.utas.edu.au/coursesonline/software.htm> for computer software you will need.

**Note:** Older computers may not have the hardware to run some of the required software applications. Contact your local IT support person or the Service Desk on 1818 if you experience difficulties.

See *WebCT Vista: Information for Students* for further information about accessing WebCT Vista.

## **Details of teaching arrangements**

### ***Workshops/seminars***

Nine workshops of three hours per week from week 3 (week starting 12 March) held on Wednesdays 9-12 in (ROOM Infosys 215).

Please note the mid semester break from 5 – 11 April and ANZAC Day 25 April.

The workshops will cover:

1. Practical theory
2. Technology, tools and techniques
3. Case studies and contexts

The table below outlines the topics to be covered in each workshop.

### ***Self study***

Students are expected to self study at least 27 hours in addition to the workshops. This self-study includes:

- Completing the assessed exercises.
- Reading case studies and other materials to discuss in the workshops.
- Completing on-line questionnaires for revision/ learning reinforcement.

### ***Online activities***

Notes from the workshops, links to some reading materials and revision quizzes will be available through WebCT Vista. Vista@UTAS is used to supplement the workshops and support self-study. Please refer to the separate Guide for Students on using Vista.

### ***Occupational health and safety (OH&S)***

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's policy at: [http://www.admin.utas.edu.au/hr/ohs/pol\\_proc/ohs.pdf](http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf)

**Students will be advised of any changes via their university email account and it is the student's responsibility to check their email for such changes.**

# Unit schedule

Additional resources will be provided through WebCT Vista and in the workshops.

Workshop	Date	Topic	Resources
1	14 March	<p><b>1. Practical theory</b></p> <p>The basics</p> <ul style="list-style-type: none"> <li>- What makes a strategic information system?</li> <li>- The role of ICT in organisations</li> <li>- Overview of strategic planning</li> </ul> <p><b>2. Technology, tools and techniques</b></p> <p>Records / Document Management, convergence issues</p> <p><b>3. Case study/ context</b></p> <p>Tasmanian Education Department</p> <p>Relevant public/ private sector differences</p>	
2	21 March	<p><b>1. Strategic planning</b></p> <ul style="list-style-type: none"> <li>- problems, pitfalls and ways around them</li> <li>- Process of planning</li> <li>- Strategic planning documentation</li> </ul> <p><b>2. Collaborative software</b> (email, calendaring, etc) – contribution to strategic directions</p> <p><b>3. Australian e-Government Strategy</b>  <a href="http://www.agimo.gov.au/government/e-government_strategy">http://www.agimo.gov.au/government/e-government_strategy</a></p>	Australian Government Responsive Government: A New Service Agenda, 2006 e-Government Strategy (March 2006)
3	28 March	<p><b>1. Conceiving the strategy</b></p> <ul style="list-style-type: none"> <li>- IT/ business alignment</li> <li>- IT and organisations</li> <li>- Basic organisational change</li> </ul> <p><b>2. Enterprise Architecture</b></p> <p><b>3. Case study: Celerity Enterprises</b></p>	Case study
4	4 April	<p><b>1. Assessing the current situation</b></p> <ul style="list-style-type: none"> <li>- issues to consider and techniques</li> </ul> <p><b>2. Standards and standardisation</b></p> <p><b>3. Achieving Value from IT</b></p>	Gregor, et al 2004, <i>Achieving Value from ICT: key management strategies – Exec Summary, ch 2 &amp; 7</i>
5	18 April (Easter break 11 April)	<p><b>1. Conceiving – techniques for visualising future requirements</b></p> <p><b>2. Legal and other external issues</b></p> <p><b>3. (student assessment 1 – group presentations)</b></p> <p>Discussion – managing up</p>	Group assessment 1

6	2 May (25 April ANZAC day holiday)	<ol style="list-style-type: none"> <li>1. Achieving commitment, organisational change processes</li> <li>2. Mobile technologies in organisations (student presentations *10)</li> <li>3. Use of information systems in manufacturing</li> </ol>	<i>The magic bullet theory of IT-enabled transformation</i> M Lynne Markus and Robert I Benjamin Sloan Management Review winter 1997
7	9 May	<ol style="list-style-type: none"> <li>1. Governance Sourcing strategies Centralisation vs decentralisation</li> <li>2. Web technologies in organisations (student presentations *5)</li> <li>3. Student case study presentations *5</li> </ol>	Student presentations
8	16 May	<ol style="list-style-type: none"> <li>1. Project scoping, managing project portfolios Managing applications portfolios Service level agreements Information Asset Management</li> <li>2. Process improvement approaches/ BPR</li> <li>3. Student case study presentations *5</li> </ol>	Andrew McAfee, "Mastering the three worlds of information technology" Harvard Business Review November 2006
9	23 May	<ol style="list-style-type: none"> <li>1. The agile organisation/ encouraging internal innovation</li> <li>2. TBD</li> <li>3. Case study presentations * 5</li> </ol>	TBD

## Learning expectations and strategies

### ***Expectations***

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

The University's Code of Conduct for Teaching and Learning states:

*Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.*

### ***Learning strategies***

This course is organised to be a series of workshops or seminars, rather than lectures. This approach assumes that the lecturer and students can work together in a collaborative manner. Classes are meant to be a forum for discussion and critical analysis. The role of the lecturer is to establish a learning framework and pull together materials, and to create suitable conditions for learning

All students are expected to participate and contribute. Students are expected to have read and thought about the assigned material before class and come prepared to contribute to discussions.

Students are also encouraged to read more widely. Some suggestions will be provided weekly. Tuesday's Australian IT is highly recommended. Students are expected to be able to talk about a relevant article they have chosen to read in the last week in the workshop.

In addition to providing knowledge on strategically planning information systems and technology, students will have the opportunity to practice skills through case studies and exercises.

## **Specific attendance/performance requirements**

Students are expected to participate and actively contribute to the workshops and online exercises. Active participation will form part of the assessment for the course.

# Assessment

## Assessment schedule

Assessment task	Date due	Percent weighting
Assignment 1: Group briefing to senior management	4 April	10%
Assignment 2: Presentation on an emerging trend in the workshop – written and verbal presentation	2 May/ 9 May	20%
Assignment 3: Description and analysis of case study	9 May / 16 May/ 23 May	20%
Assignment 4: Written assignment based on case study	30 May	40%
Active participation <ul style="list-style-type: none"><li>- Attendance (3%)</li><li>- Accessing, reading, thinking and discussing set materials in the workshops; involvement in workshop activities (4%)</li><li>- Accessing, reading and being prepared to discuss non-set relevant readings (eg Tuesday Australian IT) (3%)</li></ul>		10%

## Assessment details

### Assessment task 1

#### Task description

A senior executive in your organisation has been heard to say the following

*“Information management - it’s just email and records. Top management don’t need to be involved in this. ”*

You have a short amount of time to discuss this with the executive and to convince them they do need to be involved.

#### Task length

- 5 minute group presentation
- 1 page or less written material

#### Links to unit’s learning outcomes

This assessment will contribute to learning outcome 1: exhibit an understanding of management’s role in the development of strategic directions through information systems planning.

### ***Assessment criteria / guidelines***

1. Logical clarity of material presented to executive (4%)
2. Discussion/argument presented convincingly (3%)
3. Appropriate response to questions / situation (2%)
4. Peer assessment of individual contribution (1%)

### ***Date due***

Workshop 4 (4 April)

## **Assessment task 2**

### ***Task description***

Describe an emerging technology/ trend to the class and analyse its implications for an organisation.

### ***Web technologies and trends***

- types of online discussion forums
- wikis
- record keeping for webpages –issues and solutions
- XML – what is it and how can it be useful?
- sharepoint
- teleworking – issues to consider and manage in organisations
- authenticating online decision-making
- Mobile internet

### ***Mobile technologies and trends***

- PDAs / Pocket PCs – implications for the organisation and its ICT strategy
- USBs and other mobile memory devices – implications for the organisation and its ICT strategy
- Instant messaging – authentication, security, records etc; enterprise instant messaging systems (EIMS)
- VoIP
- Blackberrys – implications for the organisation
- Bluetooth – how can and is it being used?
- wearable computing
- iPods
- Personal Area Networks (PANS)
- Radio Frequency Identification (RFID) Systems

***Or own choice – check with lecturer***

### ***Task length***

- 2 page handout for class (please submit draft to lecturer at least one week beforehand)
- 3 minute presentation to class, plus some discussion

### ***Links to unit's learning outcomes***

This assessment will contribute to learning outcome 4: recognise a range of emerging technologies and trends with technological implications... and communicate these effectively to others.

### ***Assessment criteria / guidelines***

Description of technology (10%)

- Technology well-researched (4%)
- Written document on technology clear, concise and informative (3%)
- Verbal presentation clear, concise and informative (3%)

Analysis of possible strategic implications (10%)

- Consideration of how technology might be of use (5%)
- Issues that may be raised from the use of the technology examined (5%)

### ***Date due***

2 or 9 May

## **Assessment task 3**

### ***Task description***

Describe and analyse a case study provided in class.

- Briefly describe the nature of the organisation and its business.
- What issues are raised in the case study that are of relevance to the strategic planning of information systems?
- Describe the linkage between information systems and technology activities and the broader business goals of the organisation.
- Describe and analyse some of the key roles played by people in the organisation.

### ***Task length***

- 2 page handout for class
- 3 minute presentation to class, plus some discussion

### ***Links to unit's learning outcomes***

This assessment will contribute to learning outcome 2: Demonstrate an awareness of how strategic directions can be integrated with an organisations business planning.

### **Assessment criteria / guidelines**

- Description of the organisation and its business (3%)
- Description of strategic information system activities (3%)
- Description and analysis of linkage between strategic information system activities and the organisation's goals/ activities (3%)
- Analysis of roles played by key people in the organisation (4%)
- Discussion of some broad areas of concern that are of relevance to the case study (eg security, compliance with legislation, standardisation...) (7%)

### **Date due**

9, 16 or 23 May

### **Assessment 4**

Assignment based on a case study – to be handed out in workshop 9

## **How your final result is determined**

In order to pass this unit, students are expected to complete all assessments with a minimum mark of 45% for each assignment, and achieve at least an average of 50%. This expectation will only be relaxed in exceptional circumstances.

## **Submission of assignments**

Students must submit or present assignments by the due dates unless prior approval has been granted at least 24 hours before the assignment is due to be submitted.

Assessments 1, 2 and 3 will be submitted/ presented in class. Assessment 4 will be submitted via WebCT.

**Students must take responsibility for the correct submission of their assessments, and for safely backing up their own files.**

## **Requests for extensions**

Extensions will only be given for the following reasons:

- Employment related issues: arrangement for an extension must be made with the lecturer prior to the due date. You will need documentation from your employer.
- Illness: Please provide a medical certificate

Extensions for other reasons will only be given for exceptional circumstances.

Students should not assume all extension applications will be granted.

All extensions should be recorded on the appropriate form to be found at [http://www.utas.edu.au/infosys/students/forms/asst\\_extension.pdf](http://www.utas.edu.au/infosys/students/forms/asst_extension.pdf) . Any extension granted will have a new submission date and time.

## Penalties

Assignments not submitted/ presented by the due date/ time will incur 10% of the mark achieved per day.

## Review of results and appeals

If a student believes an assessment should be reviewed:

- The student should make an appointment with the lecturer within 5 days of receiving the assessment.
- The student should be prepared to discuss specifically which section of the marking criteria they are disputing and why they consider the mark is inappropriate.
- Following this discussion, students may request a formal remark of the original submission (in accordance with Rule of Academic Assessment 111, Clause 22.1).

Under the Rule of Academic Assessment 111, clause 23, students may also request a review of the **final result** in a unit. The request and payment must be made within 10 days from the date of the result notification. Students are referred to;

[http://www.admin.utas.edu.au/ac\\_serv/flowchart\\_review\\_assesment.pdf](http://www.admin.utas.edu.au/ac_serv/flowchart_review_assesment.pdf)

## Academic referencing

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

For information on presentation of assignments, including referencing styles:

<http://www.utas.edu.au/library/assist/gpoa/gpoa.html>

Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.

# Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at <http://www.utas.edu.au/tl/supporting/academicintegrity/index.html>. The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/>

**The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.**

For further information on this statement and general referencing guidelines, see <http://www.utas.edu.au/plagiarism/> or follow the link under 'Policy, Procedures and Feedback' on the **Current Students** homepage.

## Further information and assistance

If you are experiencing difficulties with your studies or assignments, have personal or life planning issues, disability or illness which may affect your course of study, you are advised to raise these with your lecturer in the first instance.

There is a range of University-wide support services available to you including Teaching & Learning, Student Services, International Services. Please refer to the **Current Students** homepage at: <http://www.utas.edu.au/students/>

Should you require assistance in accessing the Library visit their website for more information at <http://www.utas.edu.au/library/>