



ITEC842

Enterprise Management

S2 Evening 2014

Computing

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Disclaimer

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General Information

Unit convenor and teaching staff

Convenor, Lecturer

Cathy Campbell

cathy.campbell@mq.edu.au

Contact via catherineclairecampbell@gmail.com

N/A

N/A

Credit points

4

Prerequisites

ISYS302 or ISYS360

Corequisites

Co-badged status

Unit description

This unit examines strategic planning processes and management and how information technology enables organisations to conduct business in radically different and more effective ways. It covers topics including competitive positioning, business information and technology, strategy development and deployment, innovation and technology as a mechanism for competitive advantage, outsourcing as a strategy, marketing, and presentation (written and oral) skills.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Ability to think Strategically and to develop strategic plans for the management of IT

Ability to apply models and methods to assess the Impact of IT on industries, markets and organizations. Issues covered include: a. Business model design; b. IT impact on business models; c. IT impact on organizations; d. Framing the business case for IT, IT business value and governance.

Ability to apply Program and Portfolio Management concepts in the context of Enterprise

strategic management a. Managing IT project/program delivery b. Managing project risk
c. Managing the IT portfolio.

Application of IT leadership and the management of IT activities, focusing on the below issues: a. Innovation, New Technology and Outsourcing b. IT governance; c. Leadership of strategic change

The unit provides practice in the exercise of the following skills during the semester:

a. Leadership skills; b. Communication skills; c. Critical analysis skills; d. Creative thinking skills

General Assessment Information

Assessment policy

If you cannot complete a piece of work please see the convenor **before** the due date.

Late assignments (without prior consent), will attract a 10% per day (24 hours) penalty. Students who anticipate that they will not be able to submit an assignment on time due to illness or other life issue, such as work commitments or family crisis, must request an extension at least 24 hours prior to the due date for the assignment and provide substantiating evidence of the reason for the delay. No extensions will be granted without these conditions being met.

Your final grade will depend on your performance in each assessment task separately. In particular:

- You must perform satisfactorily on a week by week basis on the in-class work and case studies, this means that attendance is compulsory (between weeks 3 and 13) in order to pass this unit; this component will be partially peer assessed also. If you are unable to attend for health, work or other personal reasons, you should provide substantiating evidence to support your absence as soon as practical either before or after the absence. Students who fail to attend class between weeks 3 and 13 without substantiating evidence for the reason for their absence and / or who do not submit the assigned in-class work, will attract a penalty for that weeks absence.
- You must submit a reasonable attempt at the individual and group assignments and the reflection paper to pass this unit.
- Failure to appear at your group presentation (without a very good reason) will count as 0.
- Participation in the Method Clinic assessment item is optional, students may undertake this task to score additional marks to bolster their performance over all. Poor performance on this item will not affect other marks, students are encouraged to have a go and extend their communication skills and competencies.

See the policies section below for additional information.

Assessment Tasks

Name	Weighting	Due
<u>Participation</u>	25%	Weeks 3-13
<u>Assignment 1</u>	15%	Week 5 5/9/14
<u>Assignment 2</u>	20%	Week 11 31/10/14
<u>Presentation</u>	5%	Week 12 7/11/14
<u>Method Clinic</u>	10%	Week 13 14/11/14
<u>Reflection Paper</u>	25%	21/11/14

Participation

Due: **Weeks 3-13**

Weighting: **25%**

This assessment component is based on a combination of attendance, participation in in-class exercises, contribution to class discussion and group work which is partially peer assessed. Participation marks are assessed and awarded individually.

You must perform satisfactorily on a week by week basis on the in-class work and case studies, this means that attendance is compulsory (between weeks 3 and 13) in order to pass this unit; this component will be partially peer assessed also. If you are unable to attend for health, work or other personal reasons, you should provide substantiating evidence to support your absence as soon as practical either before or after the absence. Students who fail to attend class between weeks 3 and 13 without substantiating evidence for the reason for their absence and / or who do not submit the assigned in-class work, will attract a penalty for that weeks absence.

On successful completion you will be able to:

- Ability to think Strategically and to develop strategic plans for the management of IT
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- Ability to apply Program and Portfolio Management concepts in the context of Enterprise strategic management a. Managing IT project/program delivery b. Managing project risk c. Managing the IT portfolio.
- Application of IT leadership and the management of IT activities, focusing on the below

issues: a. Innovation, New Technology and Outsourcing b. IT governance; c. Leadership of strategic change

- The unit provides practice in the exercise of the following skills during the semester:
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Assignment 1

Due: **Week 5 5/9/14**

Weighting: **15%**

Create a Strategy Map for Apple. Students apply the Strategy Map technique of Kaplan and Norton to create a Strategy Map reflecting Apple Corporations Strategic Plan. The purpose of this assignment is to teach students how to create and reflect a strategic plan in an accessible document for use in an organisation as both a communication and education tool. The reason for choosing Apple Corporation is that they are a well known organisation with a lot of publicly available information from which is relatively easy to deduce a plausible Strategic Plan. In addition, Apple is a technology driven company. Their Strategic positioning is based on aggressive development and deployment of technology.

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Assignment 2

Due: **Week 11 31/10/14**

Weighting: **20%**

Research and develop a strategy for dot com giant Amazon's next evolution of growth.

This assignment tests the students ability to understand how to develop a Strategic Plan for a Corporation that is technology driven. The students focus on the application of technology strategies to drive business growth and market positioning. Amazon's track record of success in dominating, owning, changing and controlling the publishing industry through the development of and application of customer centric strategies is unparalleled. Through studying this mega corporations history and then attempting to project forward into the future of Amazon's next move, students can combine analytical skills, strategic thinking skills and demonstrate their

learning and understanding around strategic planning and technology driven competitive advantage. Students have access to two indepth case studies of Amazon's history, to provide them with a solid basis to develop their forward trajectory. Students will supplement these with their own research. Publicly available Information about Amazon is abundant and easily obtainable, making them an excellent case study for students to trial their strategic planning skills on.

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Presentation

Due: **Week 12 7/11/14**

Weighting: **5%**

In week 12 students present their Amazon Strategies to the rest of the class. The Group Presentation provides students with the opportunity to practice distilling a complex topic into a short and effective presentation to their peers.

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Method Clinic

Due: **Week 13 14/11/14**

Weighting: **10%**

The Method Clinic assessment item is optional, students can undertake this item to score additional marks. Students who wish to undertake this assessment item will get 5 marks awarded based on peer assessment and five marks based on the Lecturers assessment. This item is individually assessed.

To participate in the Method Clinic, students select from a list of techniques and concepts taught during the semester and provide a presentation to explain the application of the topic to the rest of the class. This assessment task tests students understanding of the topic as well as their ability to distil and communicate it back to their peers in a clear and concise manner in presentation format.

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Reflection Paper

Due: **21/11/14**

Weighting: **25%**

The Reflection Paper assessment item is given in lieu of an exam and is due the week after the final class. The reflection paper asks students to answer a series of questions about the topics addressed in class each week. The paper tests students ability to demonstrate their understanding of the topics covered and convey that understanding in a succinct and appropriate fashion with practical examples of application.

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Delivery and Resources

Classes

Each week you should attend a three-hour seminar. For details of days, times and rooms consult the [timetables webpage](#).

Textbook

The textbook for ITEC842 used this semester is:

- The main text book will be
 - Lynda M. Applegate, Robert D. Austin and F. Warren Mcfarlan, (2010) Corporate Information Strategy and Management (Text and Cases) (8th Edition), McGraw-Hill, NY
- Supplementary books (highly recommended but not compulsory for students)
 - Kaplan and Norton (2004) Strategy maps, Harvard Business School Press
- Johnson, Whittington & Scholes (2011) Exploring Strategy: texts and cases 9th edition, Prentice Hill
- Other references:
 - Weill, P. and Ross, J.W.(2004) IT Governance: How Top Performers Manage IT Decision Rights for Superior Results, US: Harvard Business School Press.
- Kaplan and Norton, (1996) Balanced Score Card
 - Kaplan and Norton (2001) The Strategy Focused Organisation, Harvard Business School Press

- Morris and Pinto (2007) The Wiley Guide to Project, program and portfolio management, John Wiley

Unit material

Material for the unit can be found on ilearn.

Discussion Boards and Emails

The unit makes use of the discussion board hosted within ilearn. Please post questions there, this is monitored by the staff on the unit. However if the matter is urgent email the Convenor directly as the board is not necessarily checked every day. Students are expected to check their Macquarie Email regularly for announcements. If you don't ,please have it forwarded to an address that you do check daily.

Unit Schedule

Topic List

Note: for 2014 weeks 1 and 2 will be held in the second week of semester Friday 15 August and for week 2's class only start time is 5:00pm and finish time is 9:30. From week 3 onwards normal class times will resume (6:00 - 9:00) You should have received an email about this.

Week	Lecture Topic	Readings	Activities
1 15/08	Introduction to Strategic Planning Introduction to the Unit, Assessment and the Case Study Method Introduction to Strategic Planning 5 forces model of Industry Analysis	1-1 5 Competitive Forces Applegate p 128-145	Industry Analysis Google Case Study
2 15/08	Balanced Scorecard Introducing the Balanced Scorecard Finance Perspective Customer perspective Internal business process perspective Learning and growth perspective Linking Balanced Scorecard to Strategy Strategic Alignment	Kaplan & Norton (1996) Ch 7 & 9	Metro Bank Case study exercise

<p>3 22/08</p>	<p>Strategy Maps</p> <p>Value creating processes</p> <p>Intangible assets</p> <p>Mobil Case Study</p> <p>Creating Strategy Maps as a planning tool</p> <p>Exercise – Creating a strategy map</p>	<p>Kaplan & Norton (2004) Ch 2 & 9</p> <p>Kaplan & Norton (2001) Ch 2 & 3</p>	<p>Analyse the MQ Strategic Plan and represent it as a Strategy Map</p>
<p>4 29/08</p>	<p>Understanding Business Models and the Impact of IT</p> <p>Business models, IT's impact on strategy and/or organizational capabilities</p> <p>The potential of IT to create strategic opportunities</p> <p>Evaluation of IT as a potential source of strategic risk</p> <p>Analysing the three components of a business model (strategy, capabilities, and value) through a business model audit.</p>	<p>Chapter's 1 & 2 Applegate</p>	<p>Strategy and Capability Audit Appendix 1 A Applegate.</p> <p>Apply this to Apple to produce a swot analysis similar to the one shown for Amazon.</p>
<p>5 05/09</p>	<p>IT Impact on Organizations & the Case for IT</p> <p>IT's impact on the business model</p> <p>Managing information complexity and uncertainty</p> <p>IT's potential to enable new capabilities e.g. facilitate new and improved organizational structures and processes</p> <p>IT's effects on sources of business value: costs, revenues, and assets,</p>	<p>Chapter's 3 & 4 Applegate</p>	<p>Writing a Business Case for the Boeing E-Enabled Advantage Strategy</p> <p>Assignment 1 Due</p>
<p>6 12/09</p>	<p>Outsourcing, Innovation and New Technology: Strategy and Management</p>	<p>Chapter 7 Applegate</p> <p>Chapters 1 & 6 Schilling</p>	<p>Google Innovation Strategy</p> <p>Case 2-5 Strategic Outsourcing at Bharti Airtel Ltd</p>
<p>7 19/09</p>	<p>Governance of IT Function part I</p> <p>IT Governance, role and definition; role of IT within organisation; Strategic business alignment; Performance measurement; CSFs; Good Practice</p>	<p>Chapter 9 Applegate</p>	<p>IT governance in a highly regulated environment. Cochlear case presented by Head of IT at Cochlear John Sutherland</p>
<p>Mid Semester Break</p>			
<p>8 10/10</p>	<p>Governance of IT Function part II</p> <p>Implementing IT governance, methods and practices; decision making processes and models; Recognising good and bad IT governance and what to do about it</p>	<p>Chapter's 4 & 6 Weill & ross</p>	<p>Ross & Weill p220 Steps for reviewing IT governance ref ch6</p> <p>Apply to Case 1-1 IBM</p>

9 17/10	Project Selection and Program Planning Balancing the Portfolio, Prioritisation of Projects, Managing the Pipeline Planning a Program of Initiatives	Ch 5 & 6 Morris & Pinto	Role play of Project selection process for an organization.
10 24/10	Change Management Guest Speaker TBA	Readings TBA	Case/Activity TBA
11 31/10	Leading Transformational Change Guest speaker TBA	Leadership of the IT Function Chapter 10 Applegate Leadership and Strategic Change Johnson Ch14	Case/Activity TBA Assignment 2 Due
12 07/11	Presentations of Group work		
13 14/11	In-class Examination		

Learning and Teaching Activities

Lectures

Each week a lecture is provided for students summarising the main points of learning, explaining concepts and techniques and demonstrating real world examples of the application of those concepts and techniques. Students are directed to additional sources of information to extend and deepen their learning.

Case studies and in class exercises

Each week students participate in an in class exercise or case study. These activities provide students with an opportunity to apply the concepts and techniques covered in the lectures to a scenario and practice the thinking and analysis skills required. These exercises and case studies serve to enable students to strengthen and deepen their learning through mimicking within the class room a real world situation.

Individual Assignment

The individual assignment allows students to explore a set of complex concepts and techniques in depth and demonstrate their understanding of those concepts and techniques. The individual assignment allows the students to demonstrate their capabilities, research, thinking and analytical skills.

Group work including Group Assignment

The students work in groups throughout the semester to complete in class exercises and the Group Assignment. Group work is partially peer assessed. Group work promotes critical thinking and communication skills, organisational skills and leadership. Group work gives students and opportunity to develop team skills such as cooperation and negotiation skills, and leaderships skills such as mentoring, planning and decision making.

Presentations

Presentations give students the opportunity to hone their communication skills, both written and oral. To develop an effective presentation students need to understand their topic well, provide supporting material that highlights the main points and express themselves clearly and concisely. They also need to be able to respond to questions and clarify points when challenged.

Reflection Paper

A reflection paper enables a student to express a summarised understanding of the concepts taught and to convey their own reflections on the application and usefulness of the concepts and techniques in the real world. It reinforces learning and promotes good written communication skills by requiring the ability to analyse, summarise and apply the concepts taught.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Ability to think Strategically and to develop strategic plans for the management of IT
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Assessment tasks

- Participation
- Assignment 1
- Assignment 2
- Presentation
- Method Clinic
- Reflection Paper

Learning and teaching activities

- Each week a lecture is provided for students summarising the main points of learning, explaining concepts and techniques and demonstrating real world examples of the application of those concepts and techniques. Students are directed to additional sources of information to extend and deepen their learning.
- Each week students participate in an in class exercise or case study. These activities provide students with an opportunity to apply the concepts and techniques covered in the lectures to a scenario and practice the thinking and analysis skills required. These exercises and case studies serve to enable students to strengthen and deepen their learning through mimicking within the class room a real world situation.
- The individual assignment allows students to explore a set of complex concepts and techniques in depth and demonstrate their understanding of those concepts and techniques. The individual assignment allows the students to demonstrate their capabilities, research, thinking and analytical skills.
- The students work in groups throughout the semester to complete in class exercises and the Group Assignment. Group work is partially peer assessed. Group work promotes critical thinking and communication skills, organisational skills and leadership. Group work gives students and opportunity to develop team skills such as cooperation and

negotiation skills, and leaderships skills such as mentoring, planning and decision making.

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- A reflection paper enables a student to express a summarised understanding of the concepts taught and to convey their own reflections on the application and usefulness of the concepts and techniques in the real world. It reinforces learning and promotes good written communication skills by requiring the ability to analyse, summarise and apply the concepts taught.

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

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the concepts and techniques in the real world. It reinforces learning and promotes good written communication skills by requiring the ability to analyse, summarise and apply the concepts taught.

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

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PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

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- Each week students participate in an in class exercise or case study. These activities provide students with an opportunity to apply the concepts and techniques covered in the lectures to a scenario and practice the thinking and analysis skills required. These exercises and case studies serve to enable students to strengthen and deepen their learning through mimicking within the class room a real world situation.
- The individual assignment allows students to explore a set of complex concepts and techniques in depth and demonstrate their understanding of those concepts and techniques. The individual assignment allows the students to demonstrate their capabilities, research, thinking and analytical skills.
- The students work in groups throughout the semester to complete in class exercises and the Group Assignment. Group work is partially peer assessed. Group work promotes critical thinking and communication skills, organisational skills and leadership. Group work gives students and opportunity to develop team skills such as cooperation and negotiation skills, and leaderships skills such as mentoring, planning and decision making.
- Presentations give students the opportunity to hone their communication skills, both written and oral. To develop an effective presentation students need to understand their

topic well, provide supporting material that highlights the main points and express themselves clearly and concisely. They also need to be able to respond to questions and clarify points when challenged.

- A reflection paper enables a student to express a summarised understanding of the concepts taught and to convey their own reflections on the application and usefulness of the concepts and techniques in the real world. It reinforces learning and promotes good written communication skills by requiring the ability to analyse, summarise and apply the concepts taught.

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Ability to think Strategically and to develop strategic plans for the management of IT
- Ability to apply models and methods to assess the Impact of IT on industries, markets and organizations. Issues covered include: a. Business model design; b. IT impact on business models; c. IT impact on organizations; d. Framing the business case for IT, IT business value and governance.
- Application of IT leadership and the management of IT activities, focusing on the below issues: a. Innovation, New Technology and Outsourcing b. IT governance; c. Leadership of strategic change
- The unit provides practice in the exercise of the following skills during the semester: a. Leadership skills; b. Communication skills; c. Critical analysis skills; d. Creative thinking skills

Assessment tasks

- Participation
- Assignment 1
- Assignment 2
- Presentation
- Method Clinic
- Reflection Paper

Learning and teaching activities

- Each week a lecture is provided for students summarising the main points of learning, explaining concepts and techniques and demonstrating real world examples of the application of those concepts and techniques. Students are directed to additional sources of information to extend and deepen their learning.
- Each week students participate in an in class exercise or case study. These activities provide students with an opportunity to apply the concepts and techniques covered in the lectures to a scenario and practice the thinking and analysis skills required. These exercises and case studies serve to enable students to strengthen and deepen their learning through mimicking within the class room a real world situation.
- The individual assignment allows students to explore a set of complex concepts and techniques in depth and demonstrate their understanding of those concepts and techniques. The individual assignment allows the students to demonstrate their capabilities, research, thinking and analytical skills.
- The students work in groups throughout the semester to complete in class exercises and the Group Assignment. Group work is partially peer assessed. Group work promotes critical thinking and communication skills, organisational skills and leadership. Group work gives students and opportunity to develop team skills such as cooperation and negotiation skills, and leaderships skills such as mentoring, planning and decision making.
- Presentations give students the opportunity to hone their communication skills, both written and oral. To develop an effective presentation students need to understand their topic well, provide supporting material that highlights the main points and express themselves clearly and concisely. They also need to be able to respond to questions and clarify points when challenged.
- A reflection paper enables a student to express a summarised understanding of the concepts taught and to convey their own reflections on the application and usefulness of the concepts and techniques in the real world. It reinforces learning and promotes good written communication skills by requiring the ability to analyse, summarise and apply the concepts taught.

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Ability to think Strategically and to develop strategic plans for the management of IT
- Ability to apply models and methods to assess the Impact of IT on industries, markets and organizations. Issues covered include: a. Business model design; b. IT impact on business models; c. IT impact on organizations; d. Framing the business case for IT, IT business value and governance.
- Ability to apply Program and Portfolio Management concepts in the context of Enterprise strategic management a. Managing IT project/program delivery b. Managing project risk c. Managing the IT portfolio.
- Application of IT leadership and the management of IT activities, focusing on the below issues: a. Innovation, New Technology and Outsourcing b. IT governance; c. Leadership of strategic change
- The unit provides practice in the exercise of the following skills during the semester: a. Leadership skills; b. Communication skills; c. Critical analysis skills; d. Creative thinking skills

Assessment tasks

- Participation
- Assignment 1
- Assignment 2
- Presentation
- Method Clinic
- Reflection Paper

Learning and teaching activities

- Each week a lecture is provided for students summarising the main points of learning, explaining concepts and techniques and demonstrating real world examples of the application of those concepts and techniques. Students are directed to additional sources of information to extend and deepen their learning.
- Each week students participate in an in class exercise or case study. These activities provide students with an opportunity to apply the concepts and techniques covered in the lectures to a scenario and practice the thinking and analysis skills required. These exercises and case studies serve to enable students to strengthen and deepen their learning through mimicking within the class room a real world situation.
- The individual assignment allows students to explore a set of complex concepts and

techniques in depth and demonstrate their understanding of those concepts and techniques. The individual assignment allows the students to demonstrate their capabilities, research, thinking and analytical skills.

- The students work in groups throughout the semester to complete in class exercises and the Group Assignment. Group work is partially peer assessed. Group work promotes critical thinking and communication skills, organisational skills and leadership. Group work gives students and opportunity to develop team skills such as cooperation and negotiation skills, and leaderships skills such as mentoring, planning and decision making.
- Presentations give students the opportunity to hone their communication skills, both written and oral. To develop an effective presentation students need to understand their topic well, provide supporting material that highlights the main points and express themselves clearly and concisely. They also need to be able to respond to questions and clarify points when challenged.
- A reflection paper enables a student to express a summarised understanding of the concepts taught and to convey their own reflections on the application and usefulness of the concepts and techniques in the real world. It reinforces learning and promotes good written communication skills by requiring the ability to analyse, summarise and apply the concepts taught.

Standards

Four standards, namely HD, D, CR, P summarize as many different levels of achievement. Each standard is precisely defined to help students know what kind of performance is expected to deserve a certain mark. The standards corresponding to the learning outcomes of this unit are given below:

Grade	LO1	LO2	LO3	LO4	LO5
	Strategic thinking and Planning	Impact of IT	Portfolio/ Program Mgt	IT Leadership	Skills Acquisition

HD	Demonstrated deep knowledge and understanding of IT Strategic Planning models and methods and the ability to apply them to real world problems and situations. Demonstrated ability to link strategy to business planning with innovative thinking and to develop an IT Strategic and Business Plan and Portfolio that will support the delivery of business strategy.	Demonstrated deep understanding of the impact of IT on industries, markets and organisations, through the design application and analysis of business models, and the development, explanation and selling of inspirational IT Business cases.	Demonstrated deep understanding of the concepts of IT Portfolio and Program Management, including: selection, balancing and ongoing management of the portfolio.	Demonstrated deep understanding of the application of IT Decisions rights models, and management frameworks, leadership of change and the nexus between planning and execution as enabled by outstanding leadership capability.	Consistently demonstrated, effective leadership of the group, including planning, directing, delegating, guiding, supporting, influencing, persuading and inspiring. Consistently able to manage ones own workload, deliver on time and set a good example to the group. Consistently excellent verbal and written communication skills of a high order. Consistently demonstrated understanding of analytical models and methods and ability to apply them appropriately, creatively and intelligently, with imagination and flair.
D	Demonstrated knowledge and understanding of IT Strategic Planning models and methods and the ability to apply them to real world problems and situations. Demonstrated ability to perceive the link between strategy and business planning and to follow the steps to develop an IT Strategic and Business Plan and Portfolio.	Demonstrated understanding of the impact of IT on industries, markets and organisations, through the design, application and analysis of business models, and the development of IT Business cases.	Demonstrated understanding of the concepts of IT Portfolio and Program Management, including: selection, balancing and ongoing management of the portfolio.	Demonstrated understanding of the application of IT Decisions rights models, and management frameworks, and the leadership of change.	Demonstrated, effective deputy leadership of the group, including supporting the leader in planning, directing, delegating, guiding, supporting, influencing, persuading and inspiring the group. Able to manage ones own workload, deliver on time and set a good example to the group. Consistently good verbal and written communication skills of a high order. A good demonstrated understanding of analytical models and methods and ability to apply them appropriately.
CR	Demonstrated knowledge and understanding of some IT Strategic Planning models and methods and some ability to apply them to real world problems and situations. Ability to follow the steps to develop an IT Strategic and Business Plan and Portfolio.	Demonstrated understanding of some of the impacts of IT on industries, markets and organisations, through the design, application and analysis of some business models. Ability to demonstrate an understanding of the steps involved in the development of IT Business cases.	Demonstrated understanding of some of concepts of IT Portfolio and Program Management.	Demonstrated understanding of the application of some IT Decisions rights models, and of at least one IT management framework.	Ability to step up when offered minimal guidance and encouragement, willingness to work with a buddy to support and lead them and to take direction. Able to manage ones own workload, deliver on time and not let the group down. Verbal and written communication skills that support consistent comprehension of meaning and demonstrate understanding of material read. A demonstrated understanding of some analytical models and methods and some ability to apply them appropriately. Ability to apply some creative thinking to problems.

P	Demonstrated ability to develop a strategy map. Demonstrated ability to develop an IT Strategic Plan and Business Plan. Demonstrated knowledge of what is contained in an IT portfolio.	Demonstrated understanding of the impact of IT as a basic business enabler and of the content and purpose of in IT Business Case.	Demonstrated understanding of the definition of IT Portfolio and Program Management.	Demonstrated understanding of the concept of IT Decision Rights. Demonstrated understanding of the basic components of at least one IT Management framework	Willingness to attempt to demonstrate leadership skills in the group. Ability to be self directed and self responsible and reliable. Ability to write coherently in simple point form sentences and make oneself understood verbally, limited ability to apply analytical models and creative thinking skills.
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Grading

At the end of the semester, you will receive a grade that reflects your achievement in the unit

- **Fail (F):** does not provide evidence of attainment of all learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; and incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.
- **Pass (P):** provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; and communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.
- **Credit (Cr):** provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; plus communication of ideas fluently and clearly in terms of the conventions of the discipline.
- **Distinction (D):** provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
- **High Distinction (HD):** provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their

implications; creativity in application.

In this unit, your final grade depends on your performance in each part of the assessment (except Method Clinic which is optional). For each task, you receive a mark that combines your standard of performance regarding each learning outcome assessed by this task. Then the different component marks are added up to determine your total mark out of 90. Your grade then depends on this total mark and your overall standards of performance.

In particular, in order to pass the unit, you must

- Have performed satisfactorily in the assignment tasks of the course.
- Have satisfactory performance in the participation component of the assessment.

This means that you may fail the unit if you do not submit satisfactory submissions for the assignments and do not meet the participation requirements of the course.

Department of Computing expectations are that students have to perform satisfactorily in the final exam as well as in their internal work/assignments.

Obtaining a grade higher than a Pass (P) in this unit will require a student to obtain (in addition to the above):

- the required total number of marks (Credit - 65, Distinction - 75, High Distinction - 85).