

# Colbourne College

## SYLLABUS

### IT 206 INFORMATION SYSTEMS AND ORGANISATIONS (3)

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Duration: 1 Semester/45 hours

Credits: 3

Lecturer:

Email:

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#### **Course Prerequisites:**

- **Programme Description**

This course looks at information and information systems (IS) in organisations. It explores the technological and social elements of Information System, while addressing the context and alternative perspectives on IS. Areas to be covered are: evolution and classification of Information Systems; dependency of organisations on information systems; structures for Information System supported ventures and new organizational structures; enterprise wide systems; knowledge management systems; customer related processes and CRM; formal-rational methods for information systems evaluation; costs and benefits of information systems; people and information systems-an interpretive perspective, human-computer interaction; technology acceptance model, theories of human needs; work design and socio-technical approach; challenges of implementing information system, and the unpredictable outcomes of information systems projects and management challenges.

- **Programme Objectives**

The course aims to provide insights into information and information systems in organisation with the aim to develop an understanding of the interaction between organizational and information systems. The course also addresses how IT systems can be used as a management tool for collecting, storing, disseminating and providing access to knowledge and information..

- **Required Textbook**

Managing Information Systems, 2<sup>nd</sup> ed. FT Prentice Hall  
Boddy, D Boonstra, A, Kennedy, G (2004).

**LEARNING OBJECTIVES FOR LESSONS ONE TO FIFTEEN**

LESSON ONE	<b>1. Organization and Information Systems (IS)</b>	Data, information and knowledge. The importance of (IS) for organizations.
LESSON TWO	<b>2. Social Context and Perspectives on IS.</b>	Social context within organizations, different perspectives, technology interaction with the organization.
LESSON THREE	<b>3 Internal IS, Enterprise Wide Systems.</b>	Evolution and classification of (IS), information flows and enterprise wide systems.
LESSON FOUR	<b>4 External IS, knowledge, CRM and e-Business.</b>	Managing knowledge, customers and external parties using IS.
LESSON FIVE	<b>5. Cost and Benefits of IS.</b>	Sources of cost and benefit, tangible and intangible factors, formal-rational evolution.
LESSON SIX	<b>6. Evaluation of IS.</b>	Balanced portfolio of IS, wider criteria for evaluating IS, organizational implications.
LESSON SEVEN	<b>7. Cultural, Structural and Political aspects of IS.</b>	Culture and IS, how IS affect structure, central and local decision making, political aspects of IS.
LESSON EIGHT	<b>MIDTERM EXAMINATION</b>	
LESSON NINE	<b>9. People and (IS), Interpretation.</b>	Human needs, information ownership, legal and ethical issues.
LESSON TEN	<b>10. People and IS, Virtuality and Control.</b>	Using IS for commitment and control, managing distributed work.
LESSON ELEVEN	<b>11. People and IS, Technology Acceptance</b>	Technology acceptance and the socio-technical approach
LESSON TWELVE	<b>RESEARCH PRESENTATION</b>	
LESSON THIRTEEN	<b>IS and Change</b>	Implementing IS and the context of change, critical aspects of a project, understanding, models of change.
LESSON FOURTEEN	<b>Stakeholder Management</b>	Identifying and influencing stakeholders.
<b>WEEK FIFTEEN FINAL EXAMINATION</b>		

## DELIVERY

Students should have access to the internet to provide them with case studies and other information. Whilst there is a technical element to this course, the stress on the effective development of systems to support management decision making needs to remain the focus.

Delivery will normally be through a mixture of lectures and seminars. Students will be required to work on case studies and to participate in role play to allow them to practise skills. Variety in delivery beyond seminars and tutorials will be of value in developing this course to ensure that students have opportunities to gain experience through a range of avenues of discovery and learning. The course requires an investigative approach through research, background reading, and case studies and, where possible, workplace experience with an emphasis on exchanges of learning and understanding between learner groups and teams.

## Support materials

### Textbooks

- Avgerou C — Information Systems and Global Diversity (Oxford University Press, 2003) ISBN: 0199240779
- Boddy D, Boonstra A and Kennedy G — Managing Information Systems; An Organizational Perspective (FT Prentice Hall, 2002) ISBN: 0273655957
- Kovacic B — New Approaches to Organizational Communication (State University of New York Press, 1994) ISBN: 0791419185

## Assessment

Evidence may be generated through assignments, examinations and/or case studies and may encompass performance in role-play situations. Students who are in work or who are able to participate in relevant work experience may be able to generate evidence from real workplace situations. Where the working situation of a student renders this impractical, students should be encouraged to use a 'host' organisation or a job situation with which they are familiar to simulate the role of a manager. Good use could be made of managerial situations even if these are unpaid and/or part-time in nature.

### ***Evidence of outcomes may be in the form of at least two of the following:***

1. Inviting students to participate in discussion about a topic either in pairs or small groups, then asking a representative of each pair/group to share the thinking within the group.
2. Presenting several possible answers to a question and asking the students to debate the alternatives.
3. Comparing students understanding at the beginning and end of lessons to see how well they comprehend taught terminologies and concepts and how well they apply these to specific contexts.
4. Asking all students to record answers to a question and calling on students randomly to read their answers to the group.
5. Asking students to summarise the main ideas they have acquired from a lecture, discussion or assigned reading.
6. Asking students to solve a few problems or answer questions at the end of the lecture/tutorial, and checking their answers.
7. Assigning brief writing assignments related to certain topics or learning outcomes, to be completed in class or for homework.