



BUSINESS SCHOOL
Te Kura Pakihi

INFO 302 Information Systems Strategy and Governance

COURSE OUTLINE

Semester Two, 2021

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Paper Description and Aims

This course explores the way organisations use information systems to drive and sustain business processes, including how structures and policies are used in creating value opportunities and enabling corporate governance. Topics covered include IS concepts, information use in organisation's strategy, ethical consideration for information use, IS organisation governance, cost-benefit trade-offs in implementing IS, IS sourcing strategies, business analytics and knowledge management, and ethical issues related to IS.

Learning Outcomes

Upon successful completion of this paper, you should be able to

1. Explain the key concepts that underpin IS strategies, including the role that information plays in positioning an organisation's strategy, and how organisational strategy is realised.
2. Contribute to developing IS strategy, and persuasively present a business case for an IS-related project.
3. Identify the tenets of IS sourcing strategies and IS organisation governance, and analyse cost-benefit trade-offs in implementing IS.
4. Explain the concepts of business analytics and knowledge management and describe their importance in various contexts.
5. Exhibit critical thinking in considering IS-related ethical issues, and the broader impact of Information Systems on society.

Teaching Staff

Paper Coordinator

Name: Dr. Sander Zwanenburg
Office: Otago Business School, Room 8.03
Email: sander.zwanenburg@otago.ac.nz



Contact him for general inquiries, his lectures, the exam, the case critique, and the start-up proposals. Feel free to approach him before/after class, by email, or make an appointment by email.

Sander will be on parental leave during August, and possibly part of July. During his leave, Sander is not available. You can contact other teaching team members with the above inquiries.

Lecturer

Name: Dr. Sergio Biggemann
Office: Otago Business School, Room 4.10
Email: Sergio.biggemann@otago.ac.nz



Contact Sergio for enquiries related to the Case Presentations.

Lecturer

Name: Associate Professor. Lincoln Wood
Office: Otago Business School, Room 6.06
Email: Lincoln.wood@otago.ac.nz



Contact him for enquiries related to his lectures.

Lecturer

Name: Dr. Sherlock Licorish
Office: Otago Business School, Room 9.03
Email: sherlock.licorish@otago.ac.nz



Contact him for enquiries related to his lectures. Contact Sherlock for general inquiries when the Course Coordinator is on leave. Feel free to approach him before/after class, by email, or make an appointment by email.

Lecturer

Name: Professor Stephen Cranfield
Office: Otago Business School, Room 7.17
Email: Stephen.cranfield@otago.ac.nz



Contact him for enquiries relate to his lecture. Feel free to approach him before/after class, by email, or make an appointment by email.

Course Delivery

Please refer to your eVision timetable for the time and location of the lectures and tutorials.

This paper is **taught on-campus**, and is designed as such. Attendance to lectures and tutorials is strongly recommended and expected. A key feature of both tutorials and lectures in this course is **participation**. During some lectures, in-class activities are organised that are part of the assessment. While we attempt to record every lecture's audio and slides, learning from the recordings will not be as effective as learning in class.

Students who are unable to come to campus because of the impact of **COVID-19** are welcomed. We will make special arrangements for them such that they will be offered the same or equivalent learning opportunities and assessment, wherever possible. All students will be asked to be as inclusive as possible, especially those on-campus students who will form groups with off-campus students, such as by meeting and communicating online.

These off-campus arrangements are exceptional and are only provided for students in special circumstances.

Lectures present the key conceptual material through discussion and interaction between teaching staff and students. Lectures are supported by readings. While attendance to lectures is not

compulsory and an attempt will be made to record all lectures, we **strongly recommended you to attend**, since learning from recordings will be more difficult.

Tutorials are interactive, collaborative sessions in which students can cement concepts presented at lectures with their peers in a supportive environment. During most tutorials, groups of students present their work on cases, answer questions from the audience, and are evaluated by the audience. Tutorials begin in the **first** week of semester.

Tutorials offer you the opportunity to work in groups on a series of tasks designed to apply the concepts that you have been exposed to in class and from your reading, and to stimulate your interest in the course as it applies to “everyday” issues. **Please prepare for tutorials before going to them.**

Course Calendar The course calendar (in this outline) details scheduling information. Note that this calendar may change as the course proceeds. Any changes will be announced at lectures and be detailed on Blackboard.

Students are expected to prepare for and attend all classes to gain full benefit from the course

These activities should be prepared for by reviewing information detailed on Blackboard and completing any assigned readings. Students unable to attend a lecture are expected to catch up on missed material. Unless stated otherwise, all aspects of the course are examinable.

Expected Workload

Participating in one lecture per week	13 * 2 hours
Participating in one tutorial per week	13 * 1 hour
Studying independently and preparing for the lecture and tutorial per week	13 * 6 hours
Preparing assignments	13 * 4-5 hours
Total workload	Around 180 hours

Course Learning Resources

Textbook

Students are encouraged to use the following book (or earlier editions):

Pearlson, Keri E., Saunders, Carol S., and Galletta, Dennis F. (2016) Managing and Using Information Systems: A Strategic Approach, 6th Edition, ISBN: 978-1-119-25521-5 (336 pages)

Find it in the library here:

https://otago.hosted.exlibrisgroup.com/permalink/f/q5v1tf/OTAGO_ALMA21223276920001891

While using this book will aid the achievement of the learning outcomes, it is not strictly necessary to successfully complete the course. Textbook material is not examinable.

Readings

Readings will be released on Blackboard as the Semester progresses. Some of them are mandatory and examinable, others are only suggested readings. No readings will be provided outside of Blackboard.

Blackboard

Blackboard <https://blackboard.otago.ac.nz/> provides you with access to course materials, class notices, discussion boards, etc. Blackboard is used to email the whole class so it is important that you check your student email and *Blackboard* regularly.

Students should log in to Blackboard during the first week of the semester to ensure that they are able to access the site. The login details for Blackboard are the same as those used for logging on to laboratory computers, namely the username, as printed on student ID cards and the chosen password from last year. For students who have not used Blackboard before, the password should have been included with the course approval mailed out. Students experiencing problems can contact the ITS helpdesk, by phoning 479 8888 or emailing the helpdesk at helpdesk@otago.ac.nz.

Lecture notes

Lecture slides will be released on Blackboard before the lecture. Students are expected to make their own notes based on the material presented in the lecture and other course resources. Some lectures may be recorded and made available through Blackboard as an added service.

Email

Your student email may be used as a means of communication. Please ensure you read emails sent to your student email address within a few days, ideally within a few hours.

Assessment overview

All material presented is examinable (except where stated otherwise) by assignments and the final examination. All-important assessment information such as due dates and times, content, guidelines and so on is given in the Appendices. Also they will be discussed at lectures and, where appropriate, detailed on Blackboard. *Students are responsible for ensuring that they are aware of this information, keeping track of their own progress, and catching up on any missed classes.*

Assessment	% of final grade
<p>In-class activities</p> <p>Some of the lectures will involve activities, often with the aim to have you actively implement or apply concepts discussed in class. This involves the use of online tools and paper and pen exercises. All activities combined will determine 10% of your overall mark.</p>	10
<p>Case Seminar</p> <p>In groups of four*, you deliver a case seminar as part of the course assessment. This will start in week 2. In the seminar, the group delivers a summary and a critical reflection of a case regarding an organisation using Information Technology. Students will be evaluated based on the content of their group's ideas as communicated in the seminar, the delivery of their ideas, and their individual contributions. More details will be communicated in the first lecture.</p> <p>* Given the class-size, and students leaving or joining late, there may be groups of three or five (but never 2 or 6).</p>	10
<p>Case Critique</p> <p>Individual students will write their own critique on one case on a strategic issue regarding using IT in organisations. Students are encouraged to formulate their report for these cases concisely in 2-3 pages. In it, students should demonstrate sound reasoning and critical reflection. Deadline for submission is Friday 5pm in week 4 (6 August)</p>	10
<p>IT Start-up proposal</p> <p>Towards the end of the semester, in groups of about four, students will act as IT-savvy entrepreneurs, coming up with a well-thought out plan for an IT focused start-up. Students will deliver their work in a presentation and a report.</p>	20
<p>Final Exam</p> <p>The final exam will be two hours long, and run by the Examinations Office. It will contain questions from material covered in the lectures, readings, case seminars, and the case critique. More details will be provided later.</p>	50

Course Requirements

There are no Terms Requirements in this paper: The weighted average of your scores on the assessment components will determine your overall mark.

Late Assignments

Late Submissions will not be accepted unless circumstances are evidentially exceptional (e.g. doctor's notice).

Referencing Style and Style Guide

When you include references in any of your written assignments, please follow consistently one of the reference styles referred to on the library:

<http://www.otago.ac.nz/library/quicklinks/citation/index.html>

Quality Assurance

At the Otago Business School we monitor the quality of student learning and your learning experience. Your assessed work may be used for assurance of learning processes, such as evaluating the level of achievement of learning outcomes, with the aim of improving the quality of our programmes. All material used for quality assurance purposes will be treated as confidential and the outcome will not affect your grades.

Assessment of Learning Outcomes

The following allocation of assessment and learning outcomes is tentative.

Learning Outcome	In-class Activities	Case Presentation	Case Critique	IT Start-up proposal	Exam
Explain the key concepts that underpin IS strategies, including the role that information plays in positioning an organisation's strategy, and how organisational strategy is realised.	*	*	*		*
Contribute to developing IS strategy, and persuasively present a business case for an IS-related project.	*	*		*	*
Identify the tenets of IS sourcing strategies and IS organisation governance, and analyse cost-benefit trade-offs in implementing IS.	*			*	*
Explain the concepts of business analytics and knowledge management and describe their importance in various contexts.	*				*
Exhibit critical thinking in considering IS-related ethical issues, and the broader impact of Information Systems on society.	*	*	*	*	*

Grading System

The grading scheme used at Otago is:

A+	90-100	C+	60-64
A	85-89	C	55-59
A-	80-84	C-	50-54
B+	75-79	D	40-49
B	70-74	E	<40
B-	65-69		

Academic Integrity and Academic Misconduct (Plagiarism)

Students should ensure that all submitted work is their own. Plagiarism is a form of academic misconduct (cheating). It is defined as copying or paraphrasing another's work and presenting it as

one's own. Any student found responsible for academic misconduct in any piece of work submitted for assessment shall be subject to the University's dishonest practice regulations, which may result in serious penalties, including forfeiture of marks for the piece of work submitted, a zero grade for the paper, or in extreme cases, exclusion from the University. The University of Otago reserves the right to use plagiarism detection tools.

Students are advised to inform themselves about University policies concerning dishonest practice and take up opportunities to improve their academic and information literacy. If necessary, seek advice from academic staff, or the Student Learning Centre. The guideline for students is available at this link: <http://www.otago.ac.nz/study/academicintegrity/index.html>

Course Calendar

Week in year	Week in semester	Lecture 3-5pm	Lecture topic	Lecturer plan A, backup	Tutorial Thursday 12-1pm	Tutorial content	Tutorial moderator	Comments
28	1	Monday, 12 July	<i>Introducing the course</i>	Sander, Lincoln	15 July	Intro to presenting	Sander, Sergio	
29	2	Monday, 19 July	<i>Reviewing Goals and Strategies</i>	Sander, Lincoln	22 July	CP: Group 1	Sergio	
30	3	Monday, 26 July	<i>Analysing Businesses and Organisations</i>	Sander, Lincoln	29 July	CP: Group 2	Sergio	
31	4	Monday, 2 August	<i>Redeveloping Business Processes with IS</i>	Stephen	5 August	CP: Group 3	Sergio	Sander on leave; Case Critique due Friday
32	5	Monday, 9 August	<i>Redesigning Work with IS</i>	Sherlock	12 August	CP: Group 4	Sergio	
33	6	Monday, 16 August	<i>Structuring Organisational IS</i>	Sherlock	19 August	CP: Group 5	Sergio	
34	7	Monday, 23 August	<i>Governing IS & Managing IS Projects</i>	Sherlock	26 August	CP: Group 6	Sergio	
35	BREAK							Sander back
36	8	Monday, 6 September	<i>Sourcing IS</i>	Sherlock	9 September	CP: Group 7	Sergio	
37	9	Thursday, 16 September	<i>Financing and Accounting for IS</i>	Sander	16 September	CP: Group 8	Sergio	
38	10	Thursday, 23 September	<i>Leveraging IS data and knowledge</i>	Sander	23 September	CP: Group 9	Sergio	
39	11	Thursday, 30 September	<i>Pitching IS start-ups (Groups 4-9)</i>	Sander	30 September	Pitch: Groups 1-3	Sander	Proposal pitches due
40	12	Thursday, 7 October	<i>Reviewing Ethics & Societal Impact</i>	Sander	7 October	Lecture	Sander	Proposal reports due on Friday
41	13	Thursday, 14 October	<i>Reviewing Ethics & Individual Impact</i>	Sander	14 October	Wrap up	Sander	

Student Learning Support and Information

Student Charter

<http://www.otago.ac.nz/about/otago005275.html>

Guidelines for Learning at Otago

<http://hedc.otago.ac.nz/hedc/wp-content/uploads/2012/12/Guidelines-for-Learning.pdf>

<http://hedc.otago.ac.nz/hedc/learning/>

Student Learning Centre

The Student Learning Centre, which is part of the Higher Education Development Centre, provides learning support, free of charge, to ALL enrolled students. Their services include:

- a [workshop programme](#) designed to help students to improve their learning strategies and their generic skills;
- individual assistance with learning issues;
- on-line study skills advice;
- a [student leadership programme](#)
- a student-led [peer support programme](#) for students of all ages and backgrounds.
- conversational English groups for students from a non-English speaking background

The Centre also provides two very helpful study guides, "Guidelines for Writing and Editing" and "Writing University Assignments" and these are available on the SLC website.

<http://slc.otago.ac.nz/>

Library Support

The Library website <http://www.otago.ac.nz/library> provides access to resources and services, including group room bookings, library hours and locations, past exam papers, subject guides, article databases and more.

If you need assistance either check out the self-help guides <http://otago.libguides.com/selfhelp>, or ask Library staff at the ground floor service desks, or email ask.library@otago.ac.nz

Māori Student Support

Tamati-Elliffe Taikawa is the new Kaiāwhina Māori. His email is taikawa.tamati-elliffe@otago.ac.nz
Tamati is based on the ground floor of the Otago Business School in the Divisional Office.

OBS Pacific Student Support Facilitator (Part-time)

Mary Jane Kivalu: My role is to liaise with Academic Departments and Student Services relating to Pacific students and their course of study. I am based in the Pacifica room on the ground floor of the Otago Business School. I work part time, so it is best to email me to make an appointment.

Email: mary-jane.kivalu@otago.ac.nz

Disability Information and Support

Students are encouraged to seek support if they are having difficulty with their studies due to disability, temporary or permanent impairment, injury or chronic illness. It is important to seek help early, through one of the contacts below:

Website: <http://www.otago.ac.nz/disabilities>

Student Feedback

We encourage your feedback. This can be in the form of contacting staff, participating in course evaluation surveys and communicating with class representatives. Continual improvements will be made to this course based in part on student feedback. Recent changes to this course as a result of constructive feedback include improvements to the mapping of cases with lectures, reducing the student's workload, improvements to assessment transparency and to the timing of the release of assignment material.

Class Representatives

The class (or student) representative system is an avenue for encouraging communication and consultation between staff and students. It provides you with a vehicle for communicating your views on the teaching and delivery of the paper and provides staff with an opportunity to communicate information and gain constructive feedback from students. It contributes to the development of a sense of community within a department and it adds a further dimension to the range of support services offered to students.

Volunteers for the role of class representatives will be called early in the semester. The OUSA invites all class representatives to a training session, conducted by OUSA, about what it means to be a class representative and some of the possible procedures for dealing with issues that arise. They also provide information on the services that OUSA offers and the role OUSA can play in solving problems that may occur. The OUSA provides support to class representatives during the semester. Departmental staff will also meet with class representatives during the semester to discuss general issues or matters they wish to have considered.

Your class representative's name and contact details will be posted on Blackboard early in the semester.

Concerns about the Course

We hope you will feel comfortable coming to talk to us if you have a concern about the course. The Course Co-ordinator will be happy to discuss any concerns you may have. Alternatively, you can report your concerns to the Class Representative who will follow up with departmental staff. If, after making approaches via these channels, you do not feel that your concerns have been addressed, there are University channels that may aid resolution. For further advice or more information on these, contact the departmental administrator or head of department.

Disclaimer

While every effort is made to ensure that the information contained in this document is accurate, it is subject to change. Changes will be notified in class and via Blackboard. Students are encouraged to check Blackboard regularly. It is the student's responsibility to be informed.

Appendix A: Case Critique

Case Critique Overview

You will be working on an individual Case Critique which is worth 10% of the total course mark. The Case is available on Blackboard, and the Critique is due at the end of week 4 (Friday 6 August 5pm). The Case Critique will cover contemporary Information Systems (IS) strategy and governance issues. Students will be required to carefully study the content in the case, and extract important parts for further critical analysis. Students are required to survey further readings in understanding how the cases apply to the broader IS issue under consideration. Case reports should demonstrate sound reasoning, and cover thinking(s) introduced during lectures and seminars. Students are encouraged to formulate their report for these cases concisely in 2-3 pages. The case critique is an individual assessment, not a group assignment.

Deliverables and Submissions (10%)

Submit your report via TurnItIn on Blackboard. Please check for inadvertent [plagiarism](#) through the TurnItIn originality report, and resubmit if needed. Please make sure your final submission is on time, to avoid any penalties of 5/100 points per day (the number of days is rounded up).

Document Requirements

Submissions to Blackboard must be in DOC, DOCX, or PDF format, using A4 paper size, using an 11pt font for the main text, with line spacing of 1.5. Please use the following structure:

- Front page with your name, student number, assignment title, date
- Main body of 2-3 pages
- References (start on a new page)
- Appendices (if any; start on a new page)

Appropriate citations to other work must be in a consistent accepted format (e.g., APA). [Information about acceptable citation styles is provided by the University library.](#) Submissions must also be fully proof-read for errors in grammar, punctuation and spelling. **Any submission that fails to meet these minimum requirements will not be marked.**

Quality is more important than quantity. So rather than copying much from the case, focus on adding value. A good way to do so is by communicating the insights you draw from the case and your research. Potential questions that you can address include: what went wrong, why did it go wrong, what are similar cases, is this a common problem, what could have done better to address or prevent the issue, what can we learn from such cases? It is probably possible to write an entire book on these questions, so please be concise in what you write. Avoid unnecessary repetition or any other clutter. There are no requirements about the structure of your critique. Well-structured critiques that flow logically will be rewarded with higher marks as presentation will be part of the assessment.

Marking & Feedback

Marks will be returned within the three week interval recommended by [University guidelines](#). Feedback on your work will be given at a class-wide level – if you wish to seek further feedback, this can be requested through the Course Coordinator.

Questions, Queries, & Clarifications

The Coordinator is happy to discuss any issues or queries that you may have with the case critique. While direct answers to solving/addressing the case critique will not be provided, strategies to complete the requirements of the critique will be happily discussed. Questions can be addressed in person after lectures, during contact hours, or via email. When the Course Coordinator is absent, such inquiries should be directed to Dr. Licorish.

Appendix B: Case Presentation

Overview

In groups of about four students, you deliver a case presentation as part of the course assessment. This will start in week 2. In the presentation, the group delivers oral advice to an organisation described in the case. Students will be evaluated based on the content of their group's ideas as communicated in the presentation, the delivery of their ideas, and their individual contributions.

Audience

All students in the audience are expected to have read and reviewed the case; they represent the organisation itself (please see below for tips to prepare). This preparation will help them achieve the learning outcomes and contribute to the discussion session with questions that bear strong relevance to the case.

In this discussion session, everyone is encouraged to ask relevant questions, pose alternative viewpoints, or in other ways contribute to the discussion. If you have already contributed to the discussion, please allow other students to do so too. In your questions and answers, please uphold respect for others' viewpoints and personalities.

Process

Over the course of the semester, we will release case studies on Blackboard, each belonging to one week. In each week's tutorial, groups of about four students will present their advice. The style of this presentation is persuasive: you try to convince the organisation that your suggested way is the best way forward. Each group is expected to develop its advice based on a solid review of the case. Students are highly encouraged to leverage class materials where possible, and include additional conceptual research.

Since the cases are about real organisations in the past, please do try to step into the shoes of the key decision makers at that point of time. This means we time-travel and we do not look up or discuss what actually happened after this point of time.

Each seminar is expected to be followed by brief discussion with the entire class who will represent the organisation – individuals are expected to contribute to these discussions.

Case studies for this paper will be taken from a variety of sources, and are not meant to illustrate specific decisions that are right or wrong. They can be used as vehicles to help sharpen thinking, and broaden and deepen our knowledge about the role of Information Systems in Strategy and Governance. This requires carefully studying the case, and use relevant knowledge – which you may already have or can acquire through self-study – to critically reflect on the case. Some cases present the reader with a decision or a dilemma, and some do not. Either way, it can help to think of the following sort of questions:

- What went well and what went wrong in this case, and why?
- What are the pitfalls on the path that the organization has embarked upon?
- What are the costs and benefits of going in one direction or another?
- What is needed to ensure long-term success?

Such questions often have no one right answer, but good quality answers are comprehensive, informed, and thought-out. In sum, a good reflection of the case not only describes what is going on (so that it is readable even to an audience who is uninformed) but also adds value.

Group Formation and Scheduling

Groups are formed through self-selection by students in the first week of the semester through a Google Sheet. Any students that have not indicated a group selection by the end of the first week of semester will be placed into groups randomly.

The presentation itself

Groups are expected to provide a short presentation of *approximately 20 minutes*. They may be stopped when they exceed this time by more than just a few minutes. Within this allocated time, you are required to demonstrate that you understand the topic, you critically analysed the case, and you present a coherent and convincing proposal for the organisation. *Immediately following the presentation, the presenting group will lead a short discussion with class of about 10 minutes*. In this discussion, the presenting group should allow for fellow classmates (or staff members) raising issues with your proposal or requesting clarification on any issues that you have raised in your presentation. You are expected to respond to these questions. If no questions from the audience arise, and there is still time, the group should ask the audience a question to further discuss the proposal.

Individual Contributions

Ideally, each group delivers excellent work with all group members having contributed equally. These members will all be rewarded with the same excellent mark.

When certain group members have substantially over-performed or under-performed, as indicated by the peers in individual online evaluations, this may lead to moderation of group marks at an individual level.

This check and moderation is intended to improve the mark as a reflection of individual performance, and to stimulate the achievement of excellence through teamwork.

Evaluation, Marking & Feedback

After the discussion, everyone will be invited to evaluate the presentation and discussion using a live class-wide poll, during which oral feedback is provided. The results will be incorporated in the mark as appropriate.

Formative feedback, where appropriate, will be given outside of class as requested. The final mark for case studies will be provided once all groups have presented.

Questions, Queries, & Clarifications

Please approach Dr Biggemann with any issues or queries that you may have with the case presentations. Questions can be addressed in person after lectures, during appointments, or via email.

Appendix C: IT start-up proposal (20%)

Presentations in Week 11; Report deadline end of week 12 (Friday 8 October, 5pm)

Overview and Process

In this project you, in groups of four, will take the role of aspiring IT entrepreneurs. You will develop an IT-driven business idea. By the end of semester, you present this idea in a pitch and a report, addressing what the idea is, how you leverage IT and your know-how, and why it would succeed. IT should be a key component of the venture's value proposition. The aim for both the presentation and the report is to convince the audience of this idea, such that they may invest or buy into your proposed venture.

It is suggested but not necessary you include in both the presentation and the report all of the components of the Business Model Canvas which will be introduced early on in the semester. A timeline and an overview of required resources are also potentially helpful elements.

Audacious

You have the option to join the Audacious program offered by StartUp Dunedin (<https://www.startupdunedin.nz/audacious>) to get additional support. It is a free nine-weeks program during the semester that will help you to identify and think through your idea and to pitch it. You can win a prize, receive an Edubit micro-credential in Entrepreneurship from the Otago Polytechnic and gain a supportive network should you ever decide to put your idea into practice.

While we encourage everyone to participate through Audacious, it is not mandatory. **We strongly recommend that either all of the team members participate or none at all, such that balanced teamwork has the best chance of success.**

Grouping and Scheduling

About nine groups will need to form in the course of the semester, and will need to be locked in at a time that is to be confirmed.

Changes to this schedule are permitted where circumstances are beyond your control (e.g. sickness) and an alternative schedule is feasible.

Assessment (total 20%)

Presentation (10%)

You will be assessed on the content of your presentation (e.g., the arguments that you put forward, the viability of your idea), and your presentation style (e.g., your enthusiasm for the idea, communication skills, slide quality, etc.) and how you handle questions, if applicable.

Note that a single mark will be determined for the group for the presentation. However, if there are significant outliers in any of the group members' performances, then individual adjustment of the mark for those individuals may occur.

Written Proposal (10%)

A written proposal is required from the group and will be submitted via TurnItIn on Blackboard prior to **5pm on Friday 8 October**. This should be 8-10 pages long, excluding title page, references, and appendices (if any). There is no mandatory structure for this report. As expected with any academic report, your writing should be formal and attempt to convey your idea in an accurate, concise, and persuasive manner. You do not need to submit your slides, but please keep a copy of the slides as you may be asked to provide them later.

If the assignment is submitted late, a 5/100-point penalty will apply for every day the assignment is late (rounding up, so 1 hour late is considered 1 day late).

You are encouraged to draft the report before your presentation as it will force you to think and/or research through all important aspects. However, your group report can include details that you did not have time for in the presentation. You are allowed to make minor modifications in terms of the business idea.

Marking & Feedback

Marking of your oral presentation will take place within the session that you are scheduled. Formative feedback, where appropriate, will be given outside of class as requested. Marks for this presentation component will be reported when the marking of the report is complete.

Questions, Queries, & Clarifications

Dr Zwanenburg is open to discuss any issues or queries that you may have with the project. Questions can be addressed in person after lectures, during contact hours, or via email. During Dr Zwanenburg's absence, please approach Dr Licorish.