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The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

1. General Course Information

1.1 Course Details

COURSE CODE	7117IBA
COURSE TITLE	Business Intelligence Systems
ACADEMIC ORGANISATION	IBA Department of Business Strategy and Innovation
TRIMESTER	Trimester 1 2019
MODE	In Person
LEVEL	Postgraduate
LOCATION	Nathan, On Campus
CREDIT POINT VALUE	10

Course Description:

Business intelligence (BI) is a broad term which refers to the combination of software tools, architectures, databases, models and methodologies for assisting decision makers to achieve business objectives. The course provides students with an understanding of the principles of decision making in organisations, an appreciation of the concepts of business intelligence systems (BI) across various disciplinary areas, and the acquisition of basic skills in the construction of BI systems. This course is suitable for students with minimal information systems background since students are introduced to the fundamentals of decision making and BI. This course is offered: Nathan: Trimester 1 Day (odd years) Night (even years)
Incompatible: 7707IBA OR 7707GBS OR 7117IBA OR 7908IBA OR 7908MKT OR 7304MGT (Data Analysis OR Business Intelligence Systems OR Management Support Systems OR Business Intelligence OR Understanding Data for Decision Making)

Assumed Background:

No Assumed Background

1.2 Course Introduction

This course introduces students to Business Intelligence methodologies and tools that allow presentation of all organisational stakeholder information in a format that facilitates responsible management decision making. It is therefore suitable for students with little or no information systems background.

Previous Student Feedback

Students are satisfied with current delivery and course structure. Students indicated that practical component be included in the course to develop skills in using BI software. Recommendation was considered and a new practical workshop and an assessment item was introduced. The workshop was well received by the student cohort and is being continued.

1.3 Course Staff

Primary Convenor **Dr Kuldeep Sandhu**

PHONE	3735 7718
EMAIL	k.sandhu@griffith.edu.au
CAMPUS	Nathan Campus
BUILDING	Macrossan (N16)
ROOM	1.10

Course Moderator **Dr Luke Houghton**

EMAIL	l.houghton@griffith.edu.au
CONSULTATION	A Course Profile Moderator is an academic with expertise in this field of study. The Moderator checks the Course Profile to ensure that it meets the University's quality requirements as well as its suitability and relevance to your level and the program/major or specialisation. The Course Profile Moderator is NOT part of the teaching team of the course.

1.4 Timetable

Timetables are available on [the Programs and Courses website](#).

The Griffith Business School expects students enrolling in an on-campus course to have the capacity and commitment to attend class. Students should be prepared to commit approximately 150 hours of work over the whole trimester for a 10 credit point course. This includes class attendance and private time spent on learning activities and assessment items including exam revision, and it applies to all modes of course delivery - on campus, online, and on campus mixed mode - irrespective of the duration of the course.

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

Additional Timetable Information

This course will run over the 12 week period of TRI 1.

The Workshops in week 4 - week 6 will run during the second half of the seminar period. The lecture will be conducted in the first half

1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's [Lecture Capture Policy](#).

The lecture series delivered as part of this course will be recorded and accessible via the Learning@Griffith course site.

1.6 Technical Specifications

This is a face-to-face course and normal communication technology is used plus lecture capture is utilised

2. Aims, Outcomes & Graduate Attributes

2.1 Course Aims

Decision makers increasingly rely on computerised support, from stand-alone software applications on personal desktops to Web-enabled distributed systems for collaborative use at multiple locations across organisations. More and more business intelligence systems incorporate the use of the Internet to deliver high-value performance outcomes to decision makers across large geographically dispersed areas.

As organisations move towards a triple bottom line approach to monitoring their organisational performance, the capture, storage, transformation and presentation of environmental and social responsibility data, as well as financial data is essential for informed decision making. This course provides students with an understanding of the principles of triple bottom decision making in organisations, with a focus on the ISO2600 Corporate Responsibility standard., an appreciation of the concepts of business intelligence systems (BI), and the acquisition of basic skills in the use of analytical business tools to extract information required for responsible management decision making.

This course introduces students to information systems methodologies and tools that allow presentation of all organisational stakeholder information in a format that facilitates responsible management decision making. It is therefore suitable for students with little or no information systems background.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Understand how business intelligence can support managerial decision making and problem solving in the contemporary business world
- 2 Recognise the latest technologies, collectively termed business intelligence (BI), tools and models which are available to assist in managerial decision making
- 3 Appreciate existing business intelligence (BI) principles and practices
- 4 Acquire a working knowledge of how BI can be effectively integrated into corporate management decision-making processes.
- 5 Improve conceptual, problem solving, and decision making abilities

2.3. Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

For further details on the Griffith Graduate Attributes please refer to [The Griffith Graduate policy](#).

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators		•	•
Innovative, creative and entrepreneurial	•	•	•
Effective in culturally diverse and international environments		•	

Additional IBA Department of Business Strategy and Innovation Information on Graduate Attributes Professional Skills

All students graduating from the Griffith Business School, will have a thorough grounding in business based courses, and in addition will have acquired a high level of knowledge from specialist courses they have studied in relevant industry or public sector areas.

They will understand in the context of those areas:

- relationships and networks of corporate, non-government and government organisations
- distinctive systems of operations and management
- various stakeholder perspectives
- development of human capital
- customer perceptions of quality
- need for sustainability
- cultural and social responsibilities
- need for analytical decision making using evidence based research
- requirement for strategic thinking

The Griffith Business School Mission statement - *To deliver outstanding business education and research through engagement and industry, government and the social communities we serve, and to do so in ways that contribute to a prosperous, equitable and sustainable future.*

The Griffith Business School Equity statement - *Social inclusion is intrinsic to all aspects of University life. Equity, diversity and social inclusion will be expressed in teaching, research, service and community engagement at all levels.*

Additional Course Information on Graduate Attributes

Additional course information will be posted on learning@griffith as required

3. Learning Resources

3.1 Required Resources

Details of your Required Learning Resources are available from the [Reading List](#).

3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the [Reading List](#).

3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students are included below for easy reference.

[Readings](#) - New online service enabling students to access Required and Recommended Learning resources. It connects to the library catalogue to assist with quickly locating material held in Griffith libraries and enables students to manage and prioritise their readings, add personal study notes and export citations.

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith at myGriffith.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of academic misconduct, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

[Student Services](#) provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

[Careers and Employment Service](#) can assist all enrolled students and recent graduates with career direction, course uncertainty, interview preparation, job search tips, LinkedIn reviews and much more. Our [Unitemps Recruitment Service](#) can assist you with finding paid casual work while you study.

[Information Services \(Study\)](#) provides academic, information and digital skills support resources. The study skills resources on this website include self-help tasks focusing on preparing for your assignment, writing your assignment, exam preparation, referencing and access to free online training to improve your digital skills.

[Support for learning](#) - the University provides access to common use computing facilities for educational purposes.

[Code of Practice](#) - Griffith Information Technology Resources.

IBA Department of Business Strategy and Innovation

3.4 Learning Resources

Teaching and learning partnerships require clear and open communications.

The following guidelines outline the communication channels and how information is provided to students.

1. Staff Consultation Times are posted on the course website on Learning@Griffith (ie. under "Staff Information") and outside staff offices. You can communicate in person with your convenor during office hours, by making an appointment or as appropriate during class time. It is sometimes difficult for convenors to talk with students immediately before and at the end of class due to the other prior university commitments. Please do not be offended if you are requested to visit during office hours for assistance, or asked to make an appointment.

2. Email -Staff to student: From time to time it may be necessary to send an official email about the course to you. Communication will be through your official University student email address only. It is your responsibility to regularly check your university email. You may arrange for your student email to be forwarded to another email address. However, it is your responsibility to ensure that the address used by you has sufficient capacity/ quota to receive messages. Student to staff: All emails to course staff MUST contain the course code and subject heading (eg. 1001XXX Course Name, subject heading), and should come from your official University student email address, otherwise, they may be left unopened or not actioned and therefore you may not receive an answer.

3. Course Communications through Learning@Griffith - Course notices will be delivered at lectures and/or posted under the announcement section on Learning@Griffith. The course web page is an important communication tool for this course. Information related to lectures and/or tutorials, assessment items, learning resources, and other relevant course information will be posted to this site on a regular basis. It is your responsibility to check this site at least twice a week. Remember any posted material is a learning aid only, and is not a substitute for attendance. Lecture notes do not replace the need to develop note-taking skills and to synthesise the information provided during your lectures and/or tutorials.

4. GBS Resource Bank - The Griffith Business School has designed a website to help you develop skills and knowledge needed to achieve success as a student, and as a future graduate in the workplace. This website contains information on writing skills, referencing styles (ie. APA [American Psychological Association]) oral presentation and group work skills. It is recommended that you familiarise yourself with this useful resource.

5. Additional Learning Resources - Students are encouraged to visit the Griffith University library website for information on the Library Help Desk, research support, and workshops and training available at Griffith University.

3.5 Other Learning Resources & Information

Students will be notified of other resources via Learning@Griffith.

4. Teaching & Learning Activities

4.1 Learning Activities

Week Commencing	Activity	Learning Outcomes
25 Feb 19	Week 1 Business Intelligence and its Impacts (Lecture): Introduction to Business Intelligence (BI) and its impacts	1
4 Mar 19	Week 2 Business Intelligence Capabilities (Lecture): Introduction to the key capabilities of BI solutions.	1, 2, 3
11 Mar 19	Week 3 Technologies Supporting Organisation Memory (Lecture):	1, 2
18 Mar 19	Week 4 Workshop Introduction (Lecture): Introduction to practical use of BI technologies. Students are assigned to computer workshops after lecture.	2, 3, 4, 5
25 Mar 19	Week 5 Technology Enabling Information Integration (Lecture):	2, 3, 4, 5
1 Apr 19	Week 6 Technologies Enabling Decision Making (Lecture):	2, 4, 5
8 Apr 19	Week 7 Technology Enabling Presentation (Lecture):	2, 3, 4
15 Apr 19	Mid-Trimester Break (Independent Study):	
22 Apr 19	Week 8 BI Tools and Vendors (Lecture):	1, 2, 3, 4, 5
29 Apr 19	Week 9 BI Development (Lecture):	1, 3, 5
6 May 19	Week 10 Management of BI (Lecture):	1, 2, 3, 4, 5
13 May 19	Week 11 Future Directions of BI (Lecture):	1, 2, 3, 4
20 May 19	Week 12 Revision and Exam Review (Lecture):	1, 2, 3, 4

4.2 Other Teaching and Learning Activities Information

CONTENT, ORGANISATION AND TEACHING STRATEGIES

The course is organised in the following way:

Lectures (Week 1 – 12): Students are expected to attend all the lecture sessions during the semester. During the lecture, a presentation will be made highlighting the principles that are deemed to be important and providing instruction relevant to assessment work. Some lectures will include videos and/or student activities.

Students will be engaged in exercises on relevant topics; discussions using realistic case studies; review questions and other content from the textbook. Students will benefit from having read prescribed chapters and attempted some exercises in advance of workshops.

Learning@Griffith Website: The Learning@Griffith website provides access to course tools for lecture notes, workshop and assessment details, an electronic announcement board advising of current course activities, and communication tools for sending emails and for effective teamwork. This course is categorised as Web Dependent. That is, the use of the Web to access instructional material and to communicate with staff is mandatory in this course.

CONTENT SUMMARY

The course will be delivered in the following manner. Students will be advised if the order of topics vary.

The University shall provide reasonable adjustments to assessment for students with disabilities consistent with the Disabilities Standards for Education 2005, while maintaining the academic integrity of its programs. Adjustments shall be made on an individual basis. Please refer to this policy as it sets out the principles and processes that guide the University [Reasonable Adjustments for Assessment - Students with Disabilities](#)

5. Assessment Plan

5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.

ASSESSMENT TASK	DUE DATE	WEIGHTING	MARKED OUT OF	LEARNING OUTCOMES	MAXIMUM EXTENSION PERIOD
<i>Assignment - Problem Solving Assignment</i> Applied Case Study	26 Apr 19 via Safe Assign	20%	20 marks	1, 2, 3, 4, 5	
<i>Assignment - Written Assignment</i> Individual Project	17 May 19 via Safe Assign	40%	40 marks	1, 2, 3, 4, 5	
<i>Exam - selected and constructed responses</i> Final Examination	Examination Period	40%	40 marks	1, 2, 3, 4, 5	

5.2 Assessment Detail

Title: Applied Case Study

Type: Assignment - Problem Solving Assignment

Learning Outcomes Assessed: 1, 2, 3, 4, 5

Due Date:

26 Apr 19 via Safe Assign

Weight: 20%

Marked out of: 20

Task Description:

Case study will be given to students to analyse.

Students are required to identify issues and input the data into BI software.

Students are required to then interperate the report generated by the system and produce a business report outlining the issues, proposal solutions and recommendataions.

Criteria & Marking:

Further information will be published on Learning@Griffith.

Submission: via Safe Assign

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a resubmission provision

Title: Individual Project

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 1, 2, 3, 4, 5

Due Date:

17 May 19 via Safe Assign

Weight: 40%

Marked out of: 40

Task Description:

The Individual Project is an individual effort to demonstrate each student's organisational abilities and communication skills. The purpose of this assignment is to develop a proposal for a BI initiative which will be constructed individually. The project will be an opportunity to consider the most recent academic and industry literature on BI in a selected discipline. Discipline selection is dependent on the student's knowledge of their proposed field and will be carried out individually in consultation with the convenor of the course. The project fulfills all the learning objectives.

Minimum Performance Standard Requirement. To be eligible to pass the course, students must submit this assessment item, in addition to achieving a minimum of 50% in the sum of all marks for all assessment tasks.

Criteria & Marking:

A rubric is used to assess the final project. The criteria for this is outlined below

Executive Summary
Introduction and Background. Describe the business context, the problem and the main aims of the report.
Literature review: relevant literature review to the topic, systems and/or the BI applications proposed in this report. Evaluation. Explain the model approach used and the development process. Reflect on the usefulness and limitations of the BI as well as any management issues identified.
Discussion and analysis: using relevant ways and approaches to explain the main issues supported by relevant citations. Charts, diagrams and tables should be also used to help explain your argument Main BI issues in the study should be covered, explaining the impacts of BI on organizational aspects such as performance, quality of products and services, and customer satisfaction
Demonstrates creative and original thinking Comprehensiveness of report Write clearly and present report professionally. Use correct spelling and grammar
Conclusions and recommendations Clearly state the main conclusions of the report and case study with some practical suggestions or solutions for your organization.

Submission: Via Safe Assign

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a resubmission provision

Title: Final Examination

Type: Exam - selected and constructed responses

Learning Outcomes Assessed: 1, 2, 3, 4, 5

Due Date:

Examination Period

Weight: 40%

Marked out of: 40

Perusal: 10 minutes

Duration: 120 minutes

Format: Closed Book

Task Description:

The Final Examination will assess each student's overall knowledge of the course, in particular, critical analyses of the theoretical aspects of topics. The final examination addresses all learning outcomes other than oral communication and group-work.

Minimum Performance Standard Requirement. To be eligible to pass the course, students must submit this assessment item, in addition to achieving a minimum of 50% in the sum of all marks for all assessment tasks.

Criteria & Marking:

Final exam consist of multiple choices and essay questions covering topics from week 7 to week 12.

This assessment item:

- is a centrally organised activity
- is an individual activity
- does not include a self assessment activity

5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Convenor, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 10% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

5.4 Other Assessment Information

Griffith University Disclosure Statement

The University shall provide reasonable adjustments to assessment for students with disabilities consistent with the Disabilities Standards for Education 2005, while maintaining the academic integrity of its programs. Adjustments shall be made on an individual basis. Please refer to this policy as it sets out the principles and processes that guide the University [Reasonable Adjustments for Assessment - Students with Disabilities](#)

Supplementary Assessment is not available for this course.

Final Grades

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).

The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

Return of Assessment Items

Students will be advised about the collection of submitted assessment items on the Learning@Griffith website.

Notification of Availability of Feedback on Assessment

Marks will be posted on the Learning@Griffith website. Feedback will be available in several ways: notes on the assessment item by the marker; comments at lectures and workshops; and in face-to-face consultation with teaching staff if requested.

6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the [Policy Library](#)

6.1 Assessment Related Policies and Guidelines

University Policies & Guidelines

The University's assessment-related policies can be found in the [Griffith Policy Library](#).

The Assessment policy covers topics including: assessment requirements; award of grades; supplementary assessment; special consideration; extensions and deferred assessment; conduct of students in examinations; cheating; plagiarism; notification of results; appeals against the award of grades.

Academic Integrity

Student academic misconduct encompasses all behaviour:

- involving the misrepresentation of academic achievement; or
- undermining the core values (honesty, trust, fairness, respect and responsibility) of academic integrity; or
- breaching academic integrity;

whether intentional or unintentional. Student academic misconduct includes doing as well as attempting to do any of the acts, omissions or things that constitute academic misconduct.

Student academic misconduct is defined in the [Institutional Framework for Promoting Academic Integrity among Students](#).

Please also refer to the [Student Academic Misconduct Policy](#).

Reasonable Adjustments for Assessment - Students with Disabilities Policy

The [Reasonable Adjustments for Assessment - Students with Disabilities](#) Policy sets out the principles and processes that guide the University in making reasonable adjustments to assessment for students with disabilities while maintaining the academic integrity of its programs.

Griffith University Disclosure Statement

The [Griffith University Disclosure Statement](#) has been developed to identify and negotiate whether necessary and reasonable accommodations and adjustments can be made, wherever possible, to enable students with disabilities and/or health conditions to undertake required learning activities. Course Convenors are encouraged to reference the Griffith University Disclosure Statement in the Learning Activities and Assessment Plan sections of their course profiles.

Assessment, how to submit an assignment and exams, viewing your grades

All you need to know about [assessment, exams and grades](#)

Text Matching Software

The University uses text matching software. Students should be aware that your Course Convenor may use software to check submitted assessment tasks. If this is the case, your Course Convenor will provide more detailed information about how the software will be used for individual assessment items.

Related links:

- [Academic Integrity website](#)
- [Academic Standing, Progression and Exclusion Policy](#)
- [Assessment Policy](#)
- [Assessment Submission and Return Procedures](#)
- [End of Trimester Centrally Administered Examinations Policy and Procedures](#)
- [Governance of Assessment and Academic Achievement Standards](#)
- [Standards for First Year Assessment](#)
- [Institutional Framework for Promoting Academic Integrity among Students](#)
- [Student Academic Misconduct Policy](#)

IBA Department of Business Strategy and Innovation

Assessment Guidelines

1. All assignments submitted for grading must be word processed. You are expected to retain copies of all assessment items submitted until a final grade for the course has been awarded. Creating a backup of all your computer files is highly recommended.
2. If the assessment task is not submitted in the specified manner at the specified time, as contained in this Course Profile, penalties for late submission will apply. Refer to "Unit" Section on Late Submission Assignments.
3. It is recommended that you utilise the text-matching service prescribed for this course prior to submitting your written assessment. This service can aid in understanding plagiarism and the importance of proper attribution of any borrowed content. Please check the submission requirements in this course profile to confirm the required text matching service (ie SafeAssign or TurnItIn) to be used in this course.
4. Citation and referencing format should conform to the GBS guidelines both in the body of your paper and its attached reference section. Please check with your convenor to confirm the required style (ie. APA (American Psychological Association) or Harvard) and refer to the GBS Resource Bank for correct referencing format.
5. Students enrolling in this course are expected to have attained a grade of 4 or better in any prerequisite course/s. Where prerequisite course requirements have been fulfilled through credit arrangements for prior study, students are expected to be able to demonstrate the skills and knowledge equivalent to those required for a grade of 4 at Griffith University. Where students are unable to demonstrate skills and knowledge at this level they may experience difficulty with the course.

6.2 Other Policies and Guidelines

University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the Learning@Griffith website. Additional information regarding the content of this course may be published on the Learning@Griffith website.

Copyright matters

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies.* You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the [Copyright Guide for Students](#) for further information.

Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information is available on the [Health, Safety and Wellbeing](#) website.

Other Key Student-Related Policies

All University policy documents are accessible to students via the [Griffith Policy Library](#) and links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)
- [Health and Safety Policy](#)
- [Student Administration Policy](#)
- [Student Charter](#)
- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedures](#)
- [Student Complaints Policy](#)

Other Course Guidelines

Additional Guidelines will be on learning@griffith as required

Learning Summary

Below is a table showing the relationship between the learning outcomes for this course, the learning activities used to develop each outcome and the assessment task used to assess each outcome.

Learning Outcomes

After successfully completing this course you should be able to:

- 1 Understand how business intelligence can support managerial decision making and problem solving in the contemporary business world
- 2 Recognise the latest technologies, collectively termed business intelligence (BI), tools and models which are available to assist in managerial decision making
- 3 Appreciate existing business intelligence (BI) principles and practices
- 4 Acquire a working knowledge of how BI can be effectively integrated into corporate management decision-making processes.
- 5 Improve conceptual, problem solving, and decision making abilities

Assessment & Learning Activities

LEARNING ACTIVITIES	LEARNING OUTCOMES				
	1	2	3	4	5
Week 1 Business Intelligence and its Impacts (Lecture)	●				
Week 2 Business Intelligence Capabilities (Lecture)	●	●	●		
Week 3 Technologies Supporting Organisation Memory (Lecture)	●	●			
Week 4 Workshop Introduction (Lecture)		●	●	●	●
Week 5 Technology Enabling Information Integration (Lecture)		●	●	●	●
Week 6 Technologies Enabling Decision Making (Lecture)		●		●	●
Week 7 Technology Enabling Presentation (Lecture)		●	●	●	
Mid-Trimester Break (Independent Study)					
Week 8 BI Tools and Vendors (Lecture)	●	●	●	●	●
Week 9 BI Development (Lecture)	●		●		●
Week 10 Management of BI (Lecture)	●	●	●	●	●
Week 11 Future Directions of BI (Lecture)	●	●	●	●	

LEARNING ACTIVITIES	LEARNING OUTCOMES				
	1	2	3	4	5
Week 12 Revision and Exam Review (Lecture)	•	•	•	•	
ASSESSMENT TASKS					
Applied Case Study	•	•	•	•	•
Individual Project	•	•	•	•	•
Final Examination	•	•	•	•	•

Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators		•	•
Innovative, creative and entrepreneurial	•	•	•
Socially responsible and engaged in their communities			
Culturally capable when working with First Australians			
Effective in culturally diverse and international environments		•	