

FB6936: IT LEADERSHIP FOR EXECUTIVES

New Syllabus Proposal

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

IT Leadership for Executives

Subject Code

FB - College of Business (FB)

Course Number

6936

Academic Unit

College of Business (CB)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

2

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

NIL

Precursors

NIL

Equivalent Courses

NIL

Exclusive Courses

NIL

Part II Course Details

Abstract

This course aims to provide seasoned executives and professionals with a comprehensive understanding of information technology (IT) leadership and its strategic implications in organizations. Participants will gain the knowledge and skills necessary to effectively analyze, evaluate, and leverage information systems and technologies to enhance decision-making, formulate strategic plans, and drive organizational success in a digital and data-driven business environment.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Analyze and evaluate the role of information technology (IT) in enabling organizational transformation, improving business processes, and achieving competitive advantage		x	x	x
2	Appraise different types of information systems, emerging technologies, and IT architectures to make informed decisions about their adoption, integration, and alignment with organizational objectives.		x	x	x
3	Develop strategies and formulate plans to effectively manage IT resources, cybersecurity, data governance, and digital innovation to mitigate risks and ensure compliance with regulatory requirements.		x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Preparatory readings	Students will have some readings in advance to familiarize themselves with the course material and prepare for upcoming lectures or discussions.	1, 2, 3	
2	Online live sessions	Students participate in online live sessions led by experts or guest speakers, where they discuss and explore specific topics in-depth, sharing knowledge and engaging in critical analysis.	1, 2, 3	

3	Assignments	Students complete tasks or projects for applying their knowledge and skills to demonstrate understanding and achieve specific learning objectives.	1, 2, 3	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Group and/or Individual Assignment	1, 2, 3	100	-	Yes

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

1. Assignments

Criterion

Assess students' ability to demonstrate a sound knowledge of the subject matter and its future development, and how that knowledge can be applied to solve real-world problems encountered effectively and creatively.

Excellent

(A+, A, A-)

The arguments show a higher degree of originality and internalization to form a well-defined perspective on the subject matter. Strong evidence of reflection on own position based on a comprehensive understanding of principles/ conceptual framework and the contemporary context.

Good

(B+, B, B-)

The arguments demonstrate a good appreciation of the subject matter, principles/ conceptual framework and the contemporary context with indications of reflection on own position.
Some new insights and questions offered with clear evidence of learning from the course.

Fair

(C+, C, C-)

The arguments are highly relevant and accurate with fair appreciation of the subject matter, principles/conceptual framework and the contemporary context.

Marginal

(D)

The arguments are relevant and accurate but isolated, addressing the subject matter only in part and lacking both a strong grounding in principles/ conceptual framework and understanding of the contemporary context.
No originality, weak justification of conclusions and poorly structured.

Failure

(F)

Little evidence of familiarity with the subject matter;

Fail to submit the individual essay.

Assessment Task

2. Projects

Criterion

Assess students' ability to demonstrate a sound knowledge of the subject matter and its future development, and how that knowledge can be applied to solve real-world problems encountered effectively and creatively.

Excellent

(A+, A, A-)

The arguments show a higher degree of originality and internalization to form a well-defined perspective on the subject matter. Strong evidence of reflection on own position based on a comprehensive understanding of principles/ conceptual framework and the contemporary context.

Good

(B+, B, B-)

The arguments demonstrate a good appreciation of the subject matter, principles/ conceptual framework and the contemporary context with indications of reflection on own position.

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No originality, weak justification of conclusions and poorly structured.

Failure

(F)

Little evidence of familiarity with the subject matter;

Fail to submit the individual essay.

Assessment Task

3. Essays

Criterion

Assess students' ability to demonstrate a sound knowledge of the subject matter and its future development, and how that knowledge can be applied to solve real-world problems encountered effectively and creatively.

Excellent

(A+, A, A-)

The arguments show a higher degree of originality and internalization to form a well-defined perspective on the subject matter. Strong evidence of reflection on own position based on a comprehensive understanding of principles/ conceptual framework and the contemporary context.

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Part III Other Information

Keyword Syllabus

- IT Leadership
- Strategic implications of IT
- Business transformation and performance
- Competitive advantage through IT
- Information systems analysis and evaluation
- Types of information systems and emerging technologies
- Data governance, privacy, and cybersecurity
- Digital innovation and risk management

Reading List**Compulsory Readings**

	Title
1	Baltzan, P. and A. Phillips (2023) Business Driven Information Systems. 8th Edition. McGrawHill.
2	Brown, J. (2023). Executive's Cybersecurity Program Handbook#: A Comprehensive Guide to Building and Operationalizing a Complete Cybersecurity Program. (1st ed.). Packt Publishing, Limited.
3	Brown, J. W. (2023). Leading the digital workforce#: IT leadership peak performance and agility (1 Edition.). CRC Press. https://doi.org/10.1201/9781003314707
4	Calder, A. (2019). Duty of care: an executive's guide for corporate boards in the digital era (1st ed.). Wiley.
5	Jahankhani, H., M. O'Dell, L., Bowen, G., Hagan, D., & Jamal, A. (2020). Strategy, Leadership, and AI in the Cyber Ecosystem: The Role of Digital Societies in Information Governance and Decision Making (1st ed.). Elsevier Science & Technology. https://doi.org/10.1016/B978-0-12-821442-8.09990-0

6	Rinderle-Ma, S., Mangler, J., & Ritter, D. (2024). Fundamentals of Information Systems Interoperability: Data, Services, and Processes. Springer. https://doi.org/10.1007/978-3-031-48322-6
7	Sahid, A., Maleh, Y., & Belaisaoui, M. (2021). Strategic information system agility#: from theory to practices. Emerald Publishing Limited.
8	Sharp, M. K., & Lambros, K. (2022). The CISO Evolution: Business Knowledge for Cybersecurity Executives (1st ed.). John Wiley & Sons, Incorporated.
9	Travica, B. (2020). Business and information system strategies for the informing view of organization. IGI Global. https://doi.org/10.4018/978-1-7998-2760-3