

Syllabus  
**BIS5015 Information Management**  
KA Kevin Johnston  
Winter Semester 2023/24

<b>Level</b>	Master	
<b>Credits</b>	3	
<b>Student Contact Hours</b>	14 units of 90 minutes each	
<b>Workload</b>	78 hours in total. 28 hours in class, 30 hours for the preparation of team presentations, 10 hours for individual submissions, 10 hours for examination	
<b>Prerequisites</b>	There are no special academic pre-requisites for the course beyond basics in management and being interested in informational matters. Each student will need a laptop with access to high speed internet.	
<b>Time</b>	11:30 on 24.11.23	
<b>Room</b>	W4.1.06	
<b>Start Date</b>	24.11.2023	
<b>Lecturer(s)</b>	<b>Name</b>	KA Johnston
	<b>Office</b>	W4.1.01
	<b>Virtual Office</b>	MS-Teams
	<b>Office Hours</b>	Monday, 11:30 – 13:00
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## Outline of the Course

The course is based on Information Management issues as of 2023, and a case study approach. Students will hopefully discover how to try and stack things in their favour by Managing Information.

All students will be expected to participate in the discussions and will be evaluated on their contributions made in forums. All students are expected to reflect on each of the five Blocks.

BEFORE each Seminar:

1. All students will be expected to have read the VOS Case Study and question.
2. One or more students will be pre-selected to:
  - a. Source a video (maximum of 4 minutes) which explains an aspect of the IS topic, and answer a question on an aspect of the topic using ChatGPT.
  - b. Prepare an answer to an examination-type question (to present for a maximum of 5 minutes).

DURING each Seminar (45 minutes):

1. The lecturer will give a lecture of 25 minutes on one of the information management issues. The lecture will provide a theoretical background to issues in the case study.
2. The pre-selected student(s) will then show a 4-minute (maximum) video they have sourced on one (or more) aspects of the topic to the class, Plus show a question they generated, and Appraise the answer supplied by ChatGPT.
3. The pre-selected student(s) will then make a 5-minute (maximum) (500 word maximum) presentation to the class answering the selected exam question from the case study.
4. There will then be an open session to discuss, ask and answer questions on the Case Study and the specific topic.

Within 48 hours AFTER each Seminar Block:

1. Each student will be expected to contribute to the DISCUSSION & QUESTIONING Forum within 48 hours of the last seminar of the Block.
2. Each student will be expected to submit a REFLECTION on the Block within 48 hours of the last seminar of the Block.

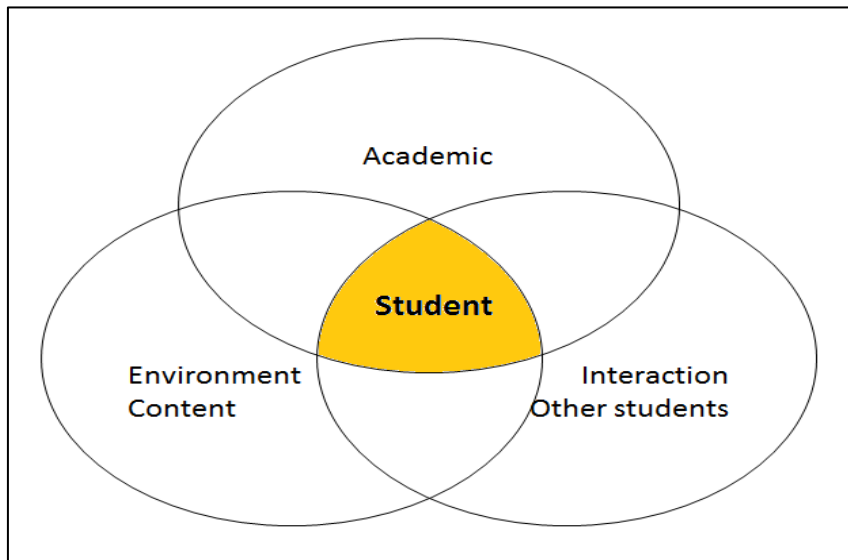
The seminar approach is based on interactivity, so each student has to come prepared by having read the case study, and prepared answers and questions.

## Course Intended Learning Outcomes and their Contribution to Program Intended Learning Outcomes / Program Goals

Program Intended Learning Outcomes		Course Intended Learning Outcomes	Assessment Methods				
After completion of the program the students will be able...		After completion of the course the students will be able...	Presentation	Presentation	Laboratory Work	Essay	Written Exam
			10%	20%	5%	15%	50%
			Individual	Collective	Collective	Individual	Individual
1 Responsible Leadership in Organizational Contexts							
1.1	... to know and explain important leadership principles.	to demonstrate knowledge and application of leadership by asking and answering questions on the Forums, and by submitting individual reflection pieces.				X	
1.2	... to apply leadership concepts to an organizational context or a specific case.	To apply leadership concepts and principles to the VOS case study.	X				
2 Creative Problem Solving Skills in a Complex Business Environment							
2.1	... to identify & classify problems.	to identify complex problems through questioning, and to determine the stakeholders		X			
2.2	... to analyze problems.	To acquire data necessary to be analysed to solve complex problems		X			X
2.3	... to creatively solve problems.	To share and interpret insights & recommendations. Defend opinions & decisions and justify a course of action by making judgments, & proposals of how results could be leveraged, next steps, & predictions.		X			X
2.4	... to explain problems and their solutions in a comprehensive manner.	To present the questions, the process followed (acquire, appraise, analyse), and the answers.		X			
3 Applied research skills							
3.3	... to obtain innovative results using relevant research methods.	To demonstrate research skills in asking and answering questions in Forums, in Class and in presentations. To source videos, to question ChatGPT and to assess both.	X	X			
4 Innovation management and management of digital transformation							
4.1	... to have fundamental knowledge of operational innovation processes and of processes of digital transformation.	Students will work in teams to cover the five steps of Design Thinking: Empathy, Define, Ideate, Prototyping and Test in a Workshop.			X		
4.2	... to assess a company's innovation potential and its needs/opportunities with respect to digital transformation.	to identify and discuss innovation potential and a company's needs/opportunities in a case study.					X
4.3	... to develop complex technological strategies and strategies for managing digital transformation.	to develop and suggest complex technological strategies in a case study					X
5 Management of the challenges of global sustainability and awareness for social and corporate responsibilities							
5.3	... to develop sustainability strategies.	To demonstrate that they are able to assess the challenges of globalization, as well as intercultural issues and are able to develop effective suggestions		X			

## Teaching and Learning Approach

The course follows a constructivist learning approach, which puts the student at the centre of active learning as shown below. Learning is an active activity in which students find, contextualize and process information to construct knowledge. The student is expected to draw on their own personal experiences, interact and draw on the personal experiences of fellow students, interact with the academic, and the environment to source information and to develop knowledge.



This course uses five approaches to ensure the student is active in constructing knowledge.

1. Supported learning – providing scaffolding and bite-sized chunks plus feedback. Students are provided with literature lists and reviews of topics.
2. Exploratory learning – students are encouraged to explore and discover new knowledge, to source videos, to ask and answer questions and to reflect.
3. Collaborative learning – students obtain multiple perspectives and critical thinking skills, and collaborate to produce presentations.
4. Problem based learning – students are encouraged to post problems, questions as well as answers on the learning management system.
5. Evidence Based Management (EBM) or practice, which uses four main sources of evidence: Scientific literature, Professional expertise, internal organisational data, and Stakeholders values and concerns. The EBM approach is Ask, Acquire, Appraise, Apply and Assess.

Students may come into the classroom with the expectation that the academic has all the answers and that he will impart his wisdom to the students. The course is designed so that students spend more time presenting, while the academic acts more as an advisor (the “**guide on the side**”).

## Literature and Course Materials

There is no prescribed textbook for the course. All course materials will be made available on Moodle, and a reading list supplied.

## Assessment

Assessment	Counts	Due
Video & ChatGPT in Seminar (1 per student)	5%	24 hours prior to seminar
Exam Answer in Seminar (1 per student)	5%	24 hours prior to seminar
Design Thinking Workshop (in teams of students)	5%	6 hours after workshop
Team Project & Presentation (in allocated teams)	20%	11:00 on 7 December
Discussion & Questioning Forums (5 per student)	10%	48 hours after each Block
Reflections (5 per student)	5%	48 hours after each Block
Final Exam (1 per student)	50%	15 December
<b>TOTAL</b>	<b>100%</b>	

### Video & ChatGPT in Seminars (5%)

The designated student(s) must carry out a focused search for a recent and relevant academic/business **video** which contains a succinct, focused and relevant contextualization and definition on one (or more) aspects of the topic. The student must provide a brief overview of the **CRAP test** (Currency, Reliability, Authority, Purpose/Prejudice) conducted on the video. **The URL of the video and the CRAP test must be emailed to KJ 24 hours prior to the seminar.**

Videos will be assessed according to the following table:

Excellent 5	Very Good 4	Good 3	Fair 2	Poor 1
Excellent video containing a succinct, focused and relevant contextualization and definition. Key concepts clearly identified and explained. Easily passes CRAP test.	Very good video containing a clear and relevant contextualization and definition. Key concepts identified and explained. Passes CRAP test.	Good video containing good contextualization and definition. Key concepts identified and explained, with a small amount of irrelevant material. Passes CRAP test.	Video which is weak in contextualization, and definition. Key concepts not clearly identified or explained. Fails one aspect of CRAP test.	Poor video which is unclear or poor in contextualization, and definition. A fair amount of irrelevant material. Fails more than one aspect of CRAP test.

The designated student(s) must generate a **relevant question** related to the topic, and generate an answer using ChatGPT. The student(s) must then **Appraise (judge)** the answer supplied by ChatGPT based on the following key factors suggested by ChatGPT (similar to CRAP test).

These include:

**Relevance:** Is the answer relevant to the question that was asked?

**Accuracy:** Is the information in the answer accurate and well-researched? Are any sources cited to support the information?

**Clarity:** Is the answer clear and easy to understand? Does it use language that is appropriate for the audience?

**Completeness:** Does the answer provide all of the information that is necessary to fully address the question?

**Objectivity:** Is the answer impartial and free from personal bias or opinions?

**Credibility:** Is the answer based on credible sources and evidence?

By evaluating an answer based on these factors, one can determine its quality and accuracy, and make an informed decision about how well it answers the question.

Appraisals will be assessed according to the following table:

Excellent 5	Very Good 4	Good 3	Fair 2	Poor 1
Excellent appraisal containing a succinct, focused and relevant determination of answers quality and accuracy, and an informed decision about how well it answered the question.	Very good appraisal containing a clear and relevant determination of answers quality and accuracy, and an informed decision about how well it answered the question.	Good appraisal containing a good determination of answers quality and accuracy, and a decision about how well it answered the question.	Weak appraisal which failed to determine the answers quality and accuracy, and a poor decision about how well it answered the question.	Poor appraisal which failed to determine the answers quality and accuracy, and a poor or no decision about how well it answered the question.

### Exam Answers in Seminar (5%)

Exam answers should be structured, and applied to the case study. Answers may use relevant theory or models. Answers must be a maximum of 500 words. **The answer must be emailed to KJ 24 hours prior to the seminar.**

An EBM approach to answering a Question is Ask, Acquire, Appraise, Apply and Assess.

**ASK** what is the question (understand the question), what is the structure of a possible answer (Follow the structure of the Question, or of a Theory)?

**ACQUIRE** the most relevant and best evidence (Scientific literature, Professional expertise, internal organisational data, and Stakeholders values and concerns) to answer the question. Use direct Quotes from the Case.

**APPRAISE** the evidence critically for validity, relevance, and applicability.

**APPLY** the evidence, along with critical expertise, preferences and values.

**ASSESS** the effectiveness and efficiency of the previous four steps and seek ways to improve one's ability to ask, acquire, appraise, and apply.

Answers **MUST APPLY** to Case, avoid vague high level answers, **USE DIRECT QUOTES** from the Case.

Answer the question – don't answer some other question, **BE SPECIFIC**.

Complete the Answer (all parts of Question).

Avoid pure theory (with **NO APPLICATION**).

AI tools such as ChatGPT may be used, **BUT MUST BE ACKNOWLEDGED**.

Each answer will be assessed as in the exam. Each answer is worth 10 marks and marked in integers from 0 to 10 as follows (not all the adjectives will apply in every case):

0. Meaningless, nothing relevant
1. One or two relevant points, a token gesture
2. Two or three relevant points, very weak
3. A poor answer, but a few relevant points noted
4. Shows some knowledge of the subject matter, no application
5. Covers half of the subject matter, with a little application
6. Adequate, covers over half the key points, with some application
7. Good answer, most key points covered and applied
8. Very good, covers and applies all key points, one or two minor faults/omissions
9. Complete, concise, excellent, - all key points applied
10. Brilliant, faultless, shows depth and creative thinking

### **Design Thinking Workshop (5%)**

Students will ideally work in pairs, the workshop will be time-managed by the academic. The workshop will cover the five steps of Design Thinking: Empathy, Define, Ideate, Prototyping and Test.

**Due 6 hours after workshop.**

Assessment for the Workshop is based on Rubric below:

Assessment	Mark
Exceeds Expectation	5
Successfully meets Expectation	4
Partially meets Expectation	3
Does not meet Expectation	2
Token attempt	1
No attempt	0

### **Team Project and Presentation (20%)**

Students will work in Teams to complete and then present their Project. A mark for the team project will be determined in the presentation, each students mark may then be adjusted depending on the peer assessment.

Students are asked to identify a challenge that will hone their problem-finding skills. Students then work in teams to find a solution. This is an unstructured journey. Students are encouraged to get out of the classroom and out of their heads, to speak and listen to potential customers. Remember that the market's opinion of your solution is far more important than your own opinion. Learn that mistakes are an opportunity to learn and improve, and sometimes to change course.

AI tools such as **ChatGPT** may be used BUT **MUST BE ACKNOWLEDGED**.

The presentations should be structured and applied, and include an e-Poster. The e-poster and PowerPoint presentation must be emailed to [kevin.johnston@uct.ac.za](mailto:kevin.johnston@uct.ac.za) **by 11:00 on 07 December 2023**.

The presentation must be completed in a maximum of 20 minutes. Points are awarded based on a 5 (or 10 or 15) point scale, where 1=poor, 2= fair, 3= approaches expectation, 4= meets expectation, and 5= exceeds expectation.

Issue	Mark
<b>Data management (20%)</b>	<b>/20</b>
Visual Aids/Delivery	1-5
Poster – Title, Aim/motivation, Value	1-10
Time Keeping (maximum 20 minutes)	1-5
<b>Content (80%)</b>	<b>.../80</b>
Introduction	1-5
Case Overview	1-5
<b>Define Questions – What Question(s) are you trying to answer, for whom?</b>	1-15
<b>Acquire/Collect.</b> Explain how data was identified, verified & collected.	1-5
<b>Appraise.</b> Explain the tools & processes used to clean, filter & structure data.	1-10
<b>Analyze.</b> Explain how data from internal and external sources were <b>analysed</b> , how data were examined and categorized, and how patterns and relationships were explored. Share the tools selected and used.	1-15
<b>Answer.</b> Share and interpret insights & recommendations. Defend opinions & decisions and justify a course of action by making judgments, & proposals of how results could be leveraged, next steps, & predictions.	1-15
<b>Innovation.</b> Type (incremental/radical). Need (trivial/significant). Interdisciplinary(one/multi disciplines). Market readiness (low/high).	1-5
<b>Social awareness.</b> Empathy (emotions & views of users). Service ethic (understand and meet needs of users). Organizational awareness (understand dynamics & politics of Organizations).	1-5

### Discussion & Questioning Forums (10%)

Participation in discussions and questioning is core to this course. **All students are expected to participate in EACH of the 5 DISCUSSION & QUESTIONING FORUMS**, by **making submissions (questions, answers, articles, videos)** relevant to the topics under discussion. **Due 48 hours after each Block.**

Students should be prepared to ask questions and give answers. All students will be expected to participate in ALL of the discussions, and will be evaluated on their submissions. Asking questions is an important part of this course. Students will not gain marks simply by asking an obligatory question or two, nor will marks be based on the number of questions or comments made. Marks will be gained by asking open ended questions which cause fellow students to think and grow. Participation grades will reflect the total impact the student has had on the class over the course, through significant and insightful comments, and a demonstration of good problem-solving and analytical skills. Finding relevant and recent papers and or videos and sharing these with the class will be rewarded.

In each Forum, students may conduct research into one or more of the topics of the block and find a high-quality, relevant article or video (the video must be no longer than 5 minutes) on the given topic. Submit the link to the article/video in the forum, and critically evaluate the article/video using the CRAP test. View your peers' contributions in the forum, then share your thoughts by questioning and commenting on the posts (you must comment on at least two other submissions) and vote for



those that you think are the most informative by liking the post. You may also ASK questions related to the topics in the Block, and ANSWER questions posed.

Leadership is not knowing all the answers, it is knowing which questions to ask, and to whom, and listening to the answers. Peter Druker once said, "The leader of the future will be a person who asks."

Each submission (question, answer, article, video) will be assessed and given a mark (1-5), based on the following criteria:

- 5 – Excellent, demonstrates knowledge, understanding, insight, and or creativity.
- 4 – Very good, could be clearer and or shorter.
- 3- Good answer, most points covered, perhaps some application.
- 2- Shows some knowledge of the subject matter, but no application.
- 1- Meaningless, nothing relevant, a token gesture.
- 0- No attempt.

### **Individual Reflections (5%)**

Reflection is not simply reporting events or presenting the opinions of others. Reflection is your **O-PINION**, your **THOUGHTS**, your **FEELINGS**, your **OBSERVATIONS**, reflection shows some analysis, explores motives for views/behaviour, reflection can be critical of views/actions. Reflection contains an element of 'standing back' from an event/issue, and reflection recognizes that one's frame of reference can change. Reflection also takes the views and motives of others into consideration, and considers them against one's own views and motives. Reflection recognizes that previous experience, thoughts, socialization, background etc., interact with the production of one's own behaviour. **Due 48 hours after each Block.**

Reflective practice is an essential skill, and one that is often overlooked by those in a position of leadership. You will be given the opportunity to hone your skills of critical reflection in each Block. Engaging in regular reflection allows for insight into your experience in the workplace, which can be translated into practical steps towards your own personal and professional development. This reflection will illuminate areas in which growth is needed, while highlighting strengths and successes. Each Reflection should be 200–400 words.

An interesting site to look at is <https://www.reboot.io/>.

An interesting book to read is Colonna (2019). Colonna, J. (2019). Reboot. Leadership and the art of growing up. Harper Business, New York.

**Reflection requires us to think about the past, in the present, and apply what we are learning to the future.**

Students are expected to submit seven reflection pieces (each of a maximum of 400 words) after each Block. Students are invited and encouraged to reflect on issues such as:

- a. What are the two-four most important things I learned in this block?
- b. Did the block change any of my opinions, which ones, and how?
- c. What outstanding questions or unaddressed critical issues do I have?
- d. Did anything relate/agree/disagree with any of my experiences?
- e. What (if anything) would I consider doing differently?
- f. Does this refute or support what I already know?
- g. How is this relevant to what I may be working on?
- h. What could/should I do with this information?
- i. Can this become relevant to my future projects?
- j. Is the information presented objectively?
- k. What can I learn from this?
- l. Do I need a fragment or the whole thing?

Each reflection will be assessed and given a mark (5-0), based on the following criteria:

- 5- Excellent, critical reflection which takes account the socio-political context in which events take place and decisions are made (roles, relationships, responsibilities, gender, ethnicity, etc.).
- 4 - Very good, dialogic reflection which is a form of discourse with one's self, mulling over reasons and exploring alternatives (I wonder...? perhaps ...? maybe...?).
- 3 - Good, descriptive reflection which provides reasons (often based on personal judgement), although only in a reportive way (I did x because y).
- 2 - Fair, descriptive, but not reflective, merely reporting events with no attempt to provide reasons (I did x; s/he said y).
- 1- Poor – neither descriptive nor reflexive.
- 0 - No reflection.

### **Final Exam (50%)**

A one-hour open book exam based on a case study will make up the final 50% of the course mark. The exam will be done on each students own laptop in an exam venue, laptops must be charged for at least two hours or students must bring a charging cable to the venue. Students will receive an email to their university email address once in the venue with two documents, the EXAM QUESTIONS (based on a Case Study), and an ANSWER Paper. Once all students have received the Questions and Answer paper, students will be given 20 minutes to read the documents. Students must then SAVE the Answer paper to their desktop with their name. The invigilator will start the exam. After 120 min students should SAVE the DOCUMENT WITH their NAME and upload it. Once the invigilator has received all papers, students may leave the venue.

Answers should be structured, should use relevant theory or models, be specific to the case in question, and show application.

Each answer in the exam is worth 10 marks and is marked in integers from 0 to 10 as follows (not all the adjectives will apply in every case):

- 0. Meaningless, nothing relevant
- 1. One or two relevant points, a token gesture
- 2. Two or three relevant points, very weak
- 3. A poor answer, but a few relevant points noted
- 4. Shows some knowledge of the subject matter, no application
- 5. Covers half of the subject matter, with a little application
- 6. Adequate, covers over half the key points, with some application
- 7. Good answer, most key points covered and applied
- 8. Very good, covers and applies all key points, one or two minor faults/omissions
- 9. Complete, concise, excellent, - all key points applied
- 10. Brilliant, faultless, shows depth and creative thinking

Knowledge gained in the seminar topics is examined. The amount of knowledge is vast, so students should ensure they learn along the way and do not leave it to the last minute.

### Schedule (optional)

Date; Times	Topic	VOS Q
24/11; 11:30 12:15	Introductions/Assignment & Project allocations	
24/11; 12:15 13:00	Introductions/Assignment & Project allocations	
24/11; 13:45 14:30	Self-Management	
24/11; 14:30 15:15	Self-Management	Q2
27/11; 13:45 14:30	You, you, & you	Q3B
27/11; 14:30 15:15	You, you, & you	Q3C
27/11; 15:30 16:15	Building high-performance teams	Q4A
27/11; 16:15 17:00	Building high-performance teams	Q4C
29/11; 11:30 12:15	Team Management	Q5C
29/11; 12:15 13:00	Team Management	Q5D
29/11; 13:45 14:30	Organiz(s)ations	Q6B
29/11; 14:30 15:15	Organiz(s)ations	Q6D
01/12; 11:30 12:15	IT in Organizations	Q7C
01/12; 12:15 13:00	IT in Organizations	Q7D
01/12; 13:45 14:30	Business Processes	Q8C
01/12; 14:30 15:15	Business Processes	Q8B
04/12; 13:45 14:30	Strategy, Business Models, Canvas +OPSP	Q9D
04/12; 14:30 15:15	Project Management & Change Management	Q10A
04/12; 15:30 16:15	Project Management & Change Management	Q10B
04/12; 16:15 17:00	Risk Management, Knowledge Management	Q11D
06/12; 11:30 12:15	Risk Management, Knowledge Management	Q11A
06/12; 12:15 13:00	Innovation Management	Q12C
06/12; 13:45 14:30	UI, UX, CX & Design Thinking	Q13D
06/12; 14:30 15:15	DT workshop	No Q
08/12; 11:30 12:15	Team Presentations	
08/12; 12:15 13:00	Team Presentations	
08/12; 13:45 14:30	Team Presentations	
08/12; 14:30 15:15	Key IT Management issues & Futures Learning	Q14B
14/12; 13:45 15:15	Open Book Examination	VOS

## **Academic Integrity and Student Responsibility (optional)**

The University considers plagiarism to be the deliberate passing off of another person's work as though it was your own, and will NOT be tolerated. At the very least, you would get zero for your work, and we would request that you withdraw from the Course.

Since so much of the course mark is awarded for work done outside of our direct control, a great deal of trust is involved. We therefore view plagiarism in the same way as we do cheating in examinations. Similar rules apply to all student work such as projects and other assignments.

Some examples of what we would consider to be plagiarism are:

- You downloaded material from the Internet and submitted it as your own work
- You downloaded material from the Internet and copied whole paragraphs or pages of text into your assignment/answer, but you edited them slightly so they fitted in. You might have written other parts of the assignment/answer yourself, but chunks of it are made up of copied material.
- You found a few articles or books that really say everything you need. You designed the structure of the assignment/answer yourself and wrote quite a bit of it. But one or two sections are almost word-for-word from the articles or books you used. You did this because they said things in a way you felt you could not improve upon.
- You acquired assignments/answers from previous year's students and used them in the manner described above.
- Someone else wrote all (or part of) the assignment /answer or project for you, either as a favour or for some kind of reward.
- **Unacknowledged** use of AI tools or use of AI tools such as **ChatGPT** to generate answers or writing.
- Falsifying or manufacturing (creating) of any data.

So what would the consequences of plagiarism be? At the very least, you would get zero for your assignment/submission, you will have to appear before the Dean, and we would request that you withdraw from the Course. In cases where blatant copying has taken place, we would take disciplinary action, which could result in suspension or expulsion from the University.

What is acceptable?

Part of the objective of the course is for you to find lots of other material. All we ask is that you use it in an ethical, honest and scholarly way. This requires you to be able to analyse and discuss a broad selection of the material you found, and that you reference the material you use!

Acceptable use of another person's material means that the assignment/answer structure, layout and contents are all your own work. AND

- You used no more than one directly quoted paragraph per page, and you referenced the author as per APA 7th guidelines
- You used ideas, phrases, concepts, diagrams and statements already stated by others, but you rewrote them in your own words AND you referenced them
- You have quite a lot of references on each page, but they are taken from several different sources. (If they are all from the same source, then you have relied too heavily on that source!)

### **Code of Conduct for online Teaching (optional)**

[Link to the Code of Conduct for online Teaching](#)

### **Teaching Philosophy (optional)**

I expect each of us to learn and grow during our time together. I do not believe anyone knows all the answers, but I believe that everyone has questions. I believe that learning begins with inquiry, with questions. I hope to get students to develop and ask questions that stimulate debate, provoke reflection, get useful information, and initiate action.

I believe that there are no stupid questions, only stupid answers. I wish to make students comfortable to ask insightful questions.

If you have any problems or questions, please speak up, or e-mail as soon as you possibly can. The longer you wait the fewer options we have to help you.

***The course is as Green as possible, there are no paper hand-ins or hand-outs – all deliverables and documents are electronic on Moodle, including the final exam.***

### **Additional Information (optional)**

Know what's expected of you – ASK QUESTIONS. Question everything (WIIFM?)

Change and facilitate change

Listen

Learn

Plan, plan, plan – “failing to plan, is planning to fail”

Look for examples around you

Pass

Enjoy yourself – have fun