IMS1501: Information Systems Foundations 1  
Week 1: Introduction to IMS1501

Outcome of session
• Ensure you are in the correct studio  
• Familiarise yourself with the unit website  
• Get to know other students in your studio session  
• Complete your SWOT analysis

Assessment
This session will not be assessed.

Preparation required
Nil

Activity 1: Studio Registration Process
• Check with your tutor to register your presence – they will check your name against the Allocate Studio lists, and advise you of and record any discrepancies – these will be attended to as soon as possible. You will also be requested to provide us with your email and phone contact details. We will use this if we need to follow up any unit related matters with you.  
• If you need to move to another Studio session (different time and/or day), it is important that you let your Studio academic and tutor know to check if this can be arranged.  
• We may not be able to accommodate all requests to change classes but in the event of clashes it may be necessary to swap students around rather than having to deal with overloading some classes and under loading others.  
• Please notify your studio academic if you have issues relating to clashes of IMS1501 with other units– they will obtain your details and where possible these issues will be resolved as quickly as possible – it may take a day or two to fix these but we will attempt to minimize any inconvenience.

Activity 2: The IMS1501 unit web site
Login into your account and visit the IMS1501 website.  
Ensure that you can do the following:  
• Download and view the seminar notes and the studio notes.  
• Send an email to your tutor and studio leader with the Subject Header: IMS1501 and your name

Activity 3: Studio Induction Manual
Each student will be issued with a Studio Induction Manual. Please make yourself familiar with the contents of the Manual; the Studio Academic will go through the relevant sections with you.

Activity 4: Tour of the Studio precinct
Activity 5: Getting to know each other - Ice breaker

Take some time to get to know the students in your studio. Your studio staff will conduct an ice breaker activity. See attached sample of the type of activity in Appendix 1. As you get to know your classmates keep in mind that an IMS1501 Studio Representative will be selected later in the studio, so please give some thought to who this person should be as you spend this time getting to know each other.

Activity 6: Select Studio Representative

Students will be asked to nominate a female and male studio representative. After all nominations have been received two studio representatives will be selected. Details of the studio representatives will be collected by your studio academics and then posted up on the IMS1501 Website so that students in this studio can email the representatives with any comments and concerns regarding the operation of the studio.

Activity 7: SWOT Analysis

This material has been taken from Manktelow, James “Understanding Strengths, Weaknesses, Opportunities and Threats”. Web site: http://www.mindtools.com/swot.html

Why do a SWOT Analysis?

SWOT Analysis is a very effective way of identifying your Strengths and Weaknesses, and of examining the Opportunities and Threats you face. Carrying out an analysis using the SWOT framework helps you to focus your activities into areas where you are strong and where the greatest opportunities lie, and work on your weaknesses and threats. It is an important step in finding life and career direction.

How do you do a SWOT Analysis?

To carry out a SWOT Analysis, write down answers to the following questions.

Strengths:

- What advantages do you have?
- What do you do well?
- What relevant resources do you have access to?
- What do other people see as your strengths?

Consider this from your own point of view and from the point of view of the people you deal with. Don't be modest. Be realistic. If you are having any difficulty with this, try writing down a list of your characteristics. Some of these will hopefully be strengths!

In looking at your strengths, think about them in relation to other people/students you know.

Weaknesses:

- What could you improve?
- What do you do badly?
- What should you avoid?

Again, consider this from an internal and external basis. Do other people seem to perceive weaknesses that you do not see? It is best to be realistic now, and face any unpleasant truths as soon as possible.
**Opportunities:**

- Where are the good opportunities facing you?
- What are the interesting trends you are aware of?

Useful opportunities can come from such things as:

- Changes in social patterns, population profiles, lifestyle changes, etc.
- Social or University Events

A useful approach to looking at opportunities is to look at your strengths and ask yourself whether these open up any opportunities. Alternatively, look at your weaknesses and ask yourself whether you could open up opportunities by eliminating them.

**Threats:**

- What obstacles do you face?
- Is your environment changing dramatically?
- Do you have financial issues?
- Do you have time management issues
- Could any of your weaknesses seriously threaten your success in this unit or course?

Carrying out this analysis will often be illuminating - both in terms of pointing out what needs to be done, and in putting problems into perspective.
Appendix 1 – Getting to know your studio class

Find a student in your studio that satisfies one of the criteria (row + column) in the table below. Once you have found someone get them to put their signature in the box. Each signature must be unique. Make sure you have spoken to everyone in the room.

<table>
<thead>
<tr>
<th>Has Cable connection</th>
<th>Would like to be the IMS2000 Studio student rep</th>
<th>Speaks a European language</th>
<th>Speaks an Asian language</th>
<th>Enjoys being a team leader</th>
<th>Likes Visual Basic Programming</th>
<th>Likes public speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drives to uni</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catches a bus to uni</td>
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<td></td>
</tr>
<tr>
<td>Walks to uni</td>
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<tr>
<td>Lives near the campus</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Has a brother</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Has a sister</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Owns a pet</td>
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</tbody>
</table>