1. **Introduction**

My name is Beni Iyaka H00181266 currently studying with Heriot watt through CTI Education group in bedfordview Johannesburg South Africa.

This report was submitted in partial fulfilment of the necessary course work for Heriot watt Bachelor of Science in Computer Systems.

This report emphasises on critical and strategic problems as given in the recommended case scenario.

As appointed consultant, I will address through findings gathered from students, academic staff and other internal and external personnel through interviews, surveys, observation and other evaluation techniques; and the use of different methodologies, management tools and assessment techniques the area which needs to be changed including short comings together with a certain strategy recommended that the institution needs to implement for a better functionality of the institute.

1. **Evaluation of Methodologies**

This is a tool to help understand how to conduct a qualitative and successful evaluation. There are many evaluation methodologies which can help me conduct a qualitative and successful evaluation; namely:

* 1. **Burk and Horton**

This is an information mapping method used for identifying tangible information resources in organisations (Underwood, 1994:59).

This method was created in 1988; it involves the making of inventories of all information entities by using their cost and values by relating them to their structures.

This methodology focuses on evaluating:

* **Survey staff using questionnaires or surveys**. Looking at this institute, in order for me to successfully gather information, a survey needs to be conducted and questionnaires need to be answered to get an honest truth from the staffs so as to improve the situation faced by the institute.
* **Measure the information resources against cost/value**. Looking at this institute, after gathering information needed, I have to compare the resources to improve the institute against the cost. Because by doing so, I will know either the problem can be solved in relation to the budget offered to successfully help improve this institute.
* **Analyse resource.** Looking at this institute, after measuring the resources against the cost, I will now analyses the resources to know if they will be good enough to improve the problems faced by the institute.
* **Identify the strength and weakness of the information resources against the objective of the institute.** Looking at this institute, after analysing the resources, I have to identify the strength and weaknesses of this institute which can be internally and externally. If this done successfully, the institute will be able to compete with other institute or universities around them.
* **Booth and Haines**

This is the type of evaluation methodology whereby information is gathered by:

* **Identifying and reviewing objectives.** Looking at this institute, this stage will help me understand the objectives of this institute so that I should know what the institute expect from me. (Booth & Haines, 1993)
* **Deciding what information is needed to meet requirements.** Looking at this institute, after understand their objectives, I have to decide on what objectives are important and if implemented, it will be the institute’s requirements. (Booth & Haines, 1993)
* **Conducting an information audit by using questionnaires and interviews.** Looking at this institute, after deciding what information is needed to meet requirements, I will draft out questionnaires and conduct interviews with staffs and students so as to know if clearly the chosen information will meet the institute demand. (Booth & Haines, 1993)
* **Addressing information “gaps” and problems.** Looking at this institute, after gathering information from staff members and students through interview and questionnaires, I will now analyse their answers and then identify whether or not the chosen information will be enough to meet their requirements. (Booth & Haines, 1993)
* **Developing an information management policy.** Looking at this institute, after analysing their answers, I will then draft the result in form of a graph, pie chart and other format to illustrate the chosen information and explain how it will improve the problems and gaps. (Booth & Haines, 1993)
* **Buchanan & Gibb**

This the type of evaluation technology used to describe “Universal model as an integrated strategic approach to information audit” (Buchanan & Gibb, 1998)

This evaluation methodology consists of five phases namely:

* **Promote.** Looking at this institute, I will use this phase to promote the benefits of telecommunication and IT policy by increasing awareness and their importance in an environment such as an institute. (Buchanan, 1999)
* **Identify.** This phase uses the top-down strategic analysis. In this phase, looking at this institute, I will identify and define: the mission of the institute, the organisational environment in allocation to PESTEL, the structure of the institute, the culture of the institute, information flows and information resources. (Buchanan, 1999)
* **Analysis.** Looking at this institute, after collecting information obtained in the previous phase, I will use this phase to analyse and evaluate the institution’s information resources and to formulate plans on how to improve the situation identified in the previous phase. After doing so, I will write a preliminary report and create action plans. (Buchanan, 1999)
* **Account.** Looking at the institute, after analysing the information resources and formulating plans on how to better the situation, I will now have to calculate the cost of the information resources and to evaluate the profit at which the institute will get after implementing those information resources. (Buchanan, 1999)
* **Synthesise.** Looking at this institute, after evaluating the cost of information resources, I will the draft out a final report and submit to the management team so as to get a final go ahead from them. (Buchanan, 1999)
* **Webb**

This is a type of evaluation methodology that information is gathered in three different stages namely:

* **Initial audit.** This is a phase whereby I will have to collect sufficient information as possible so that I should successfully improve the situation in this institution. I will use different strategies to collect information such as getting the institution’s profile which will include information on the institution’s main aims and objectives, number of employees and students. (Vo-Tran, 2011)

I will also collect information on the institution’s environment as to help me get an overview of the current situation of the institution. I will compile an existing inventory of systems and resources.

By doing this, it will help me compare the available information resources to the identified information need.

* **Collecting of data.** After completing the initial audit phase, I will then use this phase to help me collect enough information through the use of interviews, surveys, observations, group voting and group interviews so as to help me gather information to help improve the situation in this institution. (Vo-Tran, 2011)
* **Data analysis.** After completing the process of collecting data, this stage will help me analyse them with the aim of finding answers to questions such as:

What information is needed by the staff to work properly?

Is the information needed available internally or externally?

Is information needs currently being met?

After the questions have been answered, I will have to investigate on what information resources are available but not being used and try to find reasons behind that. (Vo-Tran, 2011)

* **Susan Henczel**

This is a type of evaluation methodology whereby information is gathered using seven different stages namely:

* **Planning.** In this stage, I will get to understand more about the institution and get to their clear goals and objectives in such a way that after gaining a deeper understanding of the institution, I will then determine the scope in which to help me look at the cost of conducting an audit across the staff members. I will use this stage to also develop a communication strategy so as to help everyone know and understand their roles and responsibilities. (Henczel, 2000)
* **Data collection.** After completing the planning phase, I will then use this phase to help me collect enough information through the use of interviews, surveys, observations, group voting and group interviews so as to help me gather information to help improve the situation in this institution. (Henczel, 2000)
* **Data analysis.** After completing the process of collecting data, this stage will help me analyse them with the aim of finding gaps, duplications and bottlenecks. The data collected can be analysed in three different type namely **general analysis** which involves open questions, spreadsheet or database programs. **Strategic significance analysis** which looks at each resources available and analysis their relevance and usefulness to the institution. **Information flow mapping** which controls the in and out flow of information. This helps determine how information is being used by people of this institution and how the information can be used to improve their competitiveness. (Henczel, 2000)
* **Data Evaluation.** After the analysing process, I will then evaluate the collected data within the context of the institution. In this stage, cost becomes important because not all the problems will be addressed. (Henczel, 2000)
* **Communicating recommendation.** In this stage, I will communicate the recommendation that were formulated during the evaluation stage and the way at which recommendation should be communicated will be value by the communication strategy that was developed. (Henczel, 2000)
* **Implementing recommendations.** After communicating the recommendations to the management team of the institution, this stage will help me ensure that the staff members of this institution owns the process of implementing the recommendations and I will be monitoring them through that. (Henczel, 2000)
* **The information audit as a continuum.** After implementing the chosen recommendations, I will then create baseline information and a database of information related to information resources. This stage will help me plan for the future. (Henczel, 2000)

After having evaluated different methodologies, I have determine the best possible methodologies **Burk and Horton** together with **Buchanan and Gibb** and **Susan Heinczel** will be combined for further use of focus to address the identified short comings in the information.

With the use of:

* **Burk and Horton,** I will use my questionnaires (See appendix 1), perform interviews, conduct surveys (See appendix 2) and panel discussions to help me successfully gather information.



(Mukherjee, 2013)(Anon., 2013) (Humphreys & Brennan, 2014)

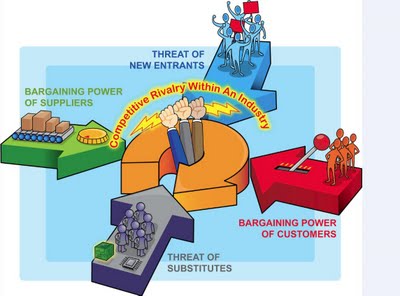
* **Buchanan and Gibb,** I will be able to promote the benefits of telecommunication and IT policy and increase awareness and their importance. This will also help me identify their mission and culture, analyse information resource and formulate plans to improve the institution, account the profit that the institution will get after implementing those information resources and synthesis a final report and submit to the management.
* **Susan Heinczel,** I will be able to plan on how to gather information, collect data after constructing a good strategy of gathering information, analyse the collected data, evaluate the analysed data, and communicate the recommended data after being evaluated, implement the recommended data and implement the recommended data and then inform the audit as a continuum.

1. **Position Assessment**

This is a systematic process of assessing different components either internally or externally that may affect the performance or growth of an organisation.

Looking at this institute, different factors need to be addressed, so as they should not affect the institution in any kind of way. There are many models which I can use to identify the strength and weaknesses of the institute so as to help successfully compete with other institutes. Some of these models are:

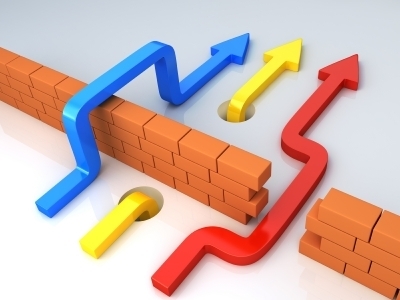
* **Porter’s five forces**



This is an analysing model that uses five forces to determine the profitability of a certain industry and shape a firm’s competitive strategy. (Anon., 2011)These forces are:

**Threat of new entry**

This is one of porter’s five forces that refer to threat at which new competitors could bring to the existing competitors in a certain industry. Looking at this institute, the threat of new entry is the education industry is very low because when a company wants to join the education sector, they require more time to sort out their economies and brand loyalty. With the current government regulations policy in Scotland, it will be extremely hard to enter the education industry. (Anon., 2011)



**Determinant of buyer power**

This is one of porter’s five forces that refer to the pressure from which consumers exerts on organisations to provide them with better quality products. Looking at this institute, their buyers are mainly their students, sponsors, government and investors as they require a quality teaching method so as to be able to compete with other twenty seven universities around Scotland. Failure to do so, the institute will lose their investors and students; which will them to close down the institute. (BERNIGAUD, 2009-2010)



**Threat of substitute**

This is one of porter’s five forces that refer to the products which can perform the same function as another product. Looking at this institute, they are a lot of hardware devices which are being used by their students and staffs that can be substituted to other products just to improve their learning and teaching environment around the institute.(Anon., 2009) E.g.: substituting books for iPad.

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**Supplier power**

This is one of porter’s five which refer to the suppliers and buyers relationships between the organisation and firms from whom they provide raw materials used to create products. Looking at this institute, they should make sure that their suppliers deliver quality products such as good computer units, licensed useful and compatible software. And they should also make sure that the institute relationship with their suppliers is well maintained so as to control them properly.(BVBA, 2012)



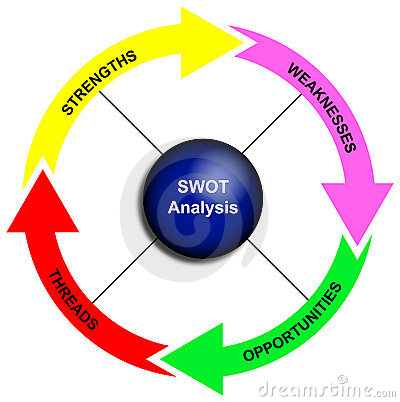
**Rivalry of among existing firms**

This is one of porter’s five forces which refer to the extent at which at which organisations within the industry put pressure on one another; and by doing so; they limit each other’s profit potential. Looking at this institute, their profits will clearly be limited due to the fact that their teaching and learning methods do not meet other universities’ standards. (Anon., 2014)



* **SWOT analysis**

This is an analysing method that helps evaluate the strengths, weaknesses, opportunities and threats involved in a certain organisation either internally or externally. Looking at this institute, the SWOT analysis helped me discover their Strength, Weaknesses, Opportunities and Threat. (Anon., 200-2014) When looking at:



**Strengths**



This focuses on certain positive internal factors of which the organisation possesses. Looking at this institute, there are several internal characteristics that put them at the same level with their competitors or slightly ahead of them. (Anon., 2002-2014). Some of those factors are:

* Some of the external communities around Scotland view them with a positive reputation.
* The institute is filled with dedicated staff members.
* Positive experience with most people that have either been in the institute or had encounter with members of the institute,
* The institute offer a quality assurance of courses with a certification exam result.
* The institute has experienced proficiency and support staff.

**Weaknesses**



These are aspects of the organisation that prevents you from successfully competing with other competitors. Looking at this institute, there are several internal characteristics that put them at the back foot with their competitors and their students and staff. (Anon., 2002-2014) Some of those factors are:

* There is a high dependency on part time lectures in some of the institute’s faculties.
* The institute libraries are not good enough because they do not have updated resources.
* The recruitment process for international students has little emphasis.
* The institute has not much of space for future expansion.

**Opportunities**

These are external factors that shows how likely an organisation is to succeed. Looking at this institute, there are several external characteristics that put them at the same level with their competitors or slightly ahead of them. (Anon., 2002-2014) Some of these factors are:

* There is a high demand for mid-career redirection and lifelong learning.
* There is an increase on the value of higher education completion.
* There is a growth in demand for graduates are the country.
* There are opportunities for partnership with other companies/banks.

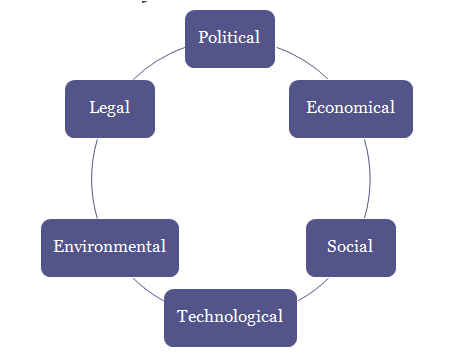
**Threat**



These are external factors that may prevent the growth of an organisation. Looking at this institute, there are several external factors that put them at the risk of being behind their competitors. (Anon., 2008) These factors are:

* The improvement of other institute around the country.
* The public perception is negative.
* The perception of education to students is nothing other than getting a job.
* Experienced staff could be leaving for better conditions in other industries.

**PESTEL**



This is an analysing tool that evaluates the political, economic, social, Technological, environmental and legal aspects in relation to an organisation (Jurevicius, 2013). Looking at this institute, PESTEL analysis played a bigger role in the process of finding out the political, economic, social, technological, environmental and legal factor that affect the institute. When looking at:

* **Political factors**

These are factors that deal with the government rules and policies in relation to the organisation. Looking at this institute, there are several political factors that affect their functionality. These factors are:

* The country’s tax policies;
* Human resources and employees’ handbook are affected by the government employment laws.
* With Scotland being part of England, there are currently politically unstable because whatever law they can come up with, will have to be linked with the English law.
* The country’s infrastructure policies.

With the amount of students enrolled with the institute, it will sort of be hard for the institute to focus on paying policies monthly, meet the country’s infrastructure policies and to help their graduate meet the government employment policies.

* **Economic factors**

These are factors that deal with the government financial rules and policies in relation to the organisation. Looking at this institute, there are several economic factors that affect their functionality. These factors are:

* The country’s growth in economy.
* The country’s policy about unemployment.
* The inflation rate
* The phases of business cycle.

With an increase in the inflation rate and the country’s economy, the institute will be force to increase their fees and other expenses with which by doing that, their raw materials will also be more costly.

* **Social factors**

These are factors that deal with the country’s social rules and policies in relation to the organisation. Looking at this institute, there are several social factors that affect their functionality. These factors are:

* An increase in population growth.
* Change in fashion.
* The population’s living conditions.
* The changes in demography.

With the current institute size, it will be difficult to recruit new student and match the population living conditions because it will be hard to make it bigger.

* **Technological factors**

These are factors that deal with the country’s technological rules and policies in relation to the organisation. Looking at this institute, there are several technological factors that affect their functionality. These factors are:

* Changes in the county’s information technology policy.
* Changes in the mobile technology
* New creations.

With the current technological problems of the institute, it is very difficult to match the country’s development in technology which leads them to still using the old hardware and software.

* **Legal factors**

These are factors that deal with the country’s legislative rules and policies in relation to the organisation. Looking at this institute, there are several legislative factors that affect their performances. These factors are:

* The country’s safety regulation.
* The laws on employment.
* The tax policies.

With the current situation at institute, it is really hard for them to meet the safety rules and regulations.

* **Environmental factors**

These are factors that deal with the country’s environment rules and policies in relation to the organisation. Looking at this institute, there are several environmental factors that affects their performances. These factors are:

* Climate changes.
* The country’s environmental regulation.
* Waste management.
* Management of their resources.
* Pollution regulation.

In order for them to get rid of papers and some useless books, the institute order their workers to burn them right on their premises resulting to pollution and poor waste management.

**MOST Analysis**

This is an analysing tool used to clarify an organisation mission, objective, strategies and tactics. Looking at this institute, the MOST analysis helped frame out their Mission, Objective, Strategy and Tactics on how to improve the institute. When looking at:

* **Mission**

This defines the benefit and goals of an organisation. When looking at this institute, their missions are to:

* Prepare their student to understand and succeed in the rapid improvement of our society.
* Help their students to develop potential trough exposure to a range of academic, sporting and cultural activities.
* To enhance excellence in practice and teaching.
* **Objectives**

This defines the translation of the mission into specific measurable, achievable and timely component. Looking at this institute, their objectives are:

* To become among the best institute in the world.
* To cultivate and sustain an integrated disciplinary institute that facilitates creative teaching and learning method.
* To provide good educational resources for a safe and challenging community at which students are willing to participate.
* Prepare their students to be independent and skilful communicators.
* **Strategic**

This is one of MOST analysis that helps an organisation plan their designed actions to achieve a long term or overall aim.

Looking at this institute, their strategies are:

* To increase the institute market share.
* Strengthening the institute financial resources
* Improving their teaching methods.
* Improving the institute infrastructure.
* **Tactical**

This is one of MOST analysis that helps an organisation put into action a well planes strategy. Looking at this institute, after finding out their missions, objectives and strategies, I used this stage to figure out they planned to achieve them. (Health, 2014) Their tactics are:

* Increase the institute profits by restricting jobs to avoid redundancy.
* Improve their market share by investing heavily on advertisement.
* Making sure that their products are in an effective quality by controlling them. By doing this, they managed to cut down cost related with waste.

The current cohorts together with specialise curriculum, the institute is strategically well positioned for sustainable growth and development in the next few years.

1. **The institute information strategy**

What is an information strategy?

This is a well formed comprehensive plan that is being used by information technology management team to guide their organisation. Looking at this institute, this will help them construct a comprehensive plan that will guide them move forward.

**Purpose**

The purpose of drafting out an information strategy is to achieve the efficient delivery of information of which an organisation needs so as to improve different sectors around.

Looking at this institute, an information strategy will help them achieve the efficient delivery of information of which they need so as to improve their teaching, learning, researching and communication around.

**Present difficulties**

This Scottish institute is a well complex organisation with a highly developed infrastructure. There have been several issues that has been affected their performance all around. These issues are:

* There has been no IT usage policy.
* There is theft of equipment.
* Use of virus infected software.
* No network access control
* Software piracy.
* No user training.

**Strategies on how to fix the present difficulties**

* **There has been not IT usage policy**

This is a document that specifies limitations and practices that a user should agree to before having access to a certain network or internet. (Rouse, 199-2014). Looking at this institute, drafting out an IT usage policy will help them set up rules that employees and students should sign before being given user identification. This document is call “User acceptable document”.

* **There is theft of equipment**

The institute has been victim of equipment theft. There are several ways at which they can safe up their equipment. Namely:

* Cable security kits.
* Stations lock down.
* Entrapment lock-down.
* Disk drive and case locks.
* Security accessories.
* **Use of virus infected software**

The institute has been victim of different sort of virus brought in by their user. There are various ways in which this problem could be solved. Namely:

* The network administrator should be the only person allowed to install software in computers.
* Setting up restriction for users.
* **No Network access control**

This is a methodology used to strengthen the security of a network. (rouse, 2000-20014) Looking at this institute, implementing the network access control will assist them on keeping track of everyone that have accessed the network

* **Software piracy**

This is the use of unauthorised copy of software products. This process is impossible to stop around; but in this institute, it can be controlled by using licensed software which means buying software from different approved retail stores (Beal, 2014).

* **No user training**

This can be fixed by implementing user training all around the institute.

**Conclusion**

With the implementation of solutions to different difficulties encountered to improve the current situation of the institute, it will be wise for the institute to keep in mind that a certain amount of money will be paid to improve the situation at the level at which they want it to be.

1. **Institute policy document**

**September 2014**

**Overall summary**

This policy document covers the use of institute equipment and provides guidance on what is considered as reasonable behaviour when making use of the institute’s equipment or bring in your own equipment.

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**Network usage policy**

* **Copyrights and licenses**: the Computer users should respect copyrights and licenses to software, entertainment materials, published and unpublished documents, and any other legally protected digital information. Protected material may not be copied into any institute facility or system, except permitted by the copyright law.
* **Integrity of information resources**: the institute Computer users should not try to modify or remove computer hardware or software owned by others without their permission; encroach on others' use of the institute's information resources; or intentionally make use of programs that interferes with other network users.
* **Unauthorized access**: the institute Computer users should not access unauthorised information resources.
* **Usage**: Computer users must respect the rights of other users. Use of any electronic communication (email, instant messaging, etc.) to send fraudulent or threatening, messages that are a violation of applicable to the Institute policy is not allowed.

**Residential Network Acceptable Use Policy**

* Users may not modify or extend the network services or wiring beyond their intended use.
* You may not use the Internet access to anyone outside the institute for a purpose other than direct support of the academic mission.
* The residential network is only for the use of residents of on-campus housing, and students living in the residences must register their network connections.
* Routers are not allowed in the student residences.
* Users should provide general protection requirements for computers or mobile devices that contain Institute data.

**Consequences**

**Consequences of misuse** can include disciplinary action up to a dismissal, expulsion or legal action. Users are expected to cooperate with system administrators in any investigation. Computing privileges may be suspended or restricted during an investigation; students may appeal and petition for reinstatement of privileges through the Dean of Students. Student misuse of computer and network privileges such as unauthorized use of another person's identification or password, using the network to send abusive messages, or using computer facilities to interfere with the work of another student or faculty or staff member may also violate the Fundamental Standard. Student Fundamental Standard cases are handled by the Judicial Affairs Office.

**Restrictions**

Users may not do the following:

1. Provide access codes to non-user.
2. Provide access codes to any user that’s not authorized for access.
3. Make use of accounts that are no longer authorized.
4. Interfere with the institute system and network facilities.
5. Use the institute's Internet access in a malicious manner to alter or destroy any information available on the Internet.
6. Remote access credentials must not be shared with other users.
7. Spread computer viruses, worms, Trojan Horses, or other malicious code to the institute E-resources.
8. Damage the computer network systems or have access to accounts for which they are not authorized.
9. Intercept transmissions which are not intended for them.
10. Vandalize the Network computers or software.
11. Attempt to destroy the performance of the system.
12. Forging of email messages.
13. Engage in activities that harasses or threaten others.
14. Act on behalf of the institute over the Internet unless you have the authority to do so.
15. Data that is considered critical or sensitive must be kept within the institute data centre per the Sensitive Information Policy.

**Responsibilities**

1. The system administrators will preserve users' privileges and rights of privacy consistent with this and other applicable institute policies.
2. Provide information to users about policies pertaining to use of and access to the internet.
3. Preserve the availability and integrity of institute systems.
4. Returning the integrity of the affected system in case of abuse, viruses or malfunctions.
5. Determine and authorize the appropriate level of access for each user or class of users.
6. Provide or obtain the necessary training for the proper use of data made available to users.
7. Ensure that all hardware and software licensing agreements applicable to the resources are executed by appropriate institute authority.
8. Ensure that all server and networking device user IDs are administered in relation to the established policies.
9. Assist in the investigation of suspected violations of institute policies.
10. Implement basic logging for all remote access systems and remote access sessions.
11. **Conclusion**

This report introduced different information technology problem such as theft of equipment, virus infected software being used, no IT policies and no access control.

With the use of different methodologies such as Buchanan and Gibb, Susan Henczel, Burk and Horton, I managed to: formulate questionnaire, conduct surveys and set up an observation at which I was able to collect data and I was able to figure out the institute problems. After collecting data, I had to know what the institute future plans were by conducting different analysis such as: Porter’s five analyses to figure out the threat which the suppliers, customers and others have on the institute and helped on how to minimise those threat by improving different aspect. SWOT analysis to figure out the institute’s strengths, weaknesses, opportunities and Threats. PESTLE analysis helped me analyse the Political, Economic, Social, Technological, Legal and Environmental factors that were affecting the performance and growth of the institute. MOST analysis helped me figure out the institute’s Mission, Objective, Strategy and Tactics on how to compete with different institute and universities around the country.

With the implementation of different methodologies, strategies, policies, restriction and responsibilities; as ascertain that the institute is strategically well positioned for suitable growth and development in the next few years.

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