EMORY UNIVERSITY
BUS 450G: FOUNDATIONS OF DIGITAL ENTERPRISES
SPRING 2013

TENTATIVE SYLLABUS - 01/11/2013

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Office Hours: Office hours by appointment, Room 422
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Required Course Materials

- Articles & Case Studies posted on Blackboard / Study.net / EReserves
- Miscellaneous handouts

Course Description

BUS 450G is a course that integrates management concepts and technology - we will discuss how technology is applied for competitive advantage, and used to enhance other disciplines such as marketing, accounting, finance, and operations. You will learn to apply management concepts to understand threats posed by and opportunities offered through the effective use of information systems. You are expected to develop an advanced, managerial level competency in understanding various technologies and their effective uses. While the 'big picture' is most important, the details (types of technologies and their relative advantages and disadvantages, definitions, acronyms, case/example specifics, etc.) are still very important and should not be ignored.
Course Overview and Objectives

Anyone with a Business Week subscription knows that a third or more of the magazine's cover stories are directly related to technology. Get excited - Information Systems (IS) have the power to create and restructure industries, empower individuals and firms, and dramatically reduce costs. Get scared – when poorly implemented, IS can squander shareholder wealth, taxpayer money, and destroy firms and careers.

As a manager you will not be able to ignore the role that technology, tech industries, and information systems will play in your career. Finance people will be lending to tech firms, they'll buy and sell tech stocks, and will try to figure out how technology shifts impact their investments. Investment bankers will most likely be taking tech firms public. Marketers will use tech to discover what customers want and how to sell it to them - from CRM to Google your career will be driven by tech. An accountant who doesn't understand technology is next to worthless – nearly all the data an auditor needs is stored in a company's information systems. Human resource staff use tech to find, train, and evaluate employees. Operations experts make firms more efficient by leveraging tech. And the hottest areas in corporate law involve privacy, piracy, and intellectual property – all tech topics.

Graduates who blend business and tech aren’t seeing their jobs go abroad, instead tech jobs are growing faster than almost any other profession. And tech rules entrepreneurship. The last time you saw a 20-something on the cover of a business magazine, what industry did they work in? Tech firms also dominate the Fortune list of Best Companies to Work For, and have recently appeared at the top of Money Magazine’s Best Careers list.

By the end of this course you should be able to:

- **Talk the talk** - understand and discuss various interdisciplinary management concepts, and issues related to systems and technologies.

- **Walk the walk** - assess the current role of IS in an organization, identify areas for the strategic use of IS, and understand where technology makes firms and markets vulnerable to disruption. You will have a recall-level awareness of several successful and failed attempts to use IS for competitive advantage so that in meetings you will be able to back up any assertions with concrete examples. Executed well, this will give you the cred to throw down during any job interview. The economies grim and these skills differentiate you from students at other universities. Pursue our course objectives with a realization that what you achieve in this class may very well determine if you get hired over applicants from other schools.

BUS 450G is a course that integrates management concepts and technology. We will discuss how technology is applied for competitive advantage, and used to enhance other disciplines such as marketing, accounting, finance, and operations. Our readings are torn from business headlines, so you'll not only learn valuable theory, but also how this relates to what's happening today. You'll learn to apply management concepts to understand threats posed by and opportunities offered through the effective use of information systems. You are expected to develop an advanced, managerial level competency in thinking about how technology and business interrelate. While the 'big picture' is most important, the details (types of technologies and their relative advantages and disadvantages,
definitions, acronyms, case/example specifics, etc.) are still very important and should not be ignored. Remember, we're not preparing you to earn a grade; we're preparing you for a career. Students who do well in BUS 450G typically do very well when asked to perform in individual or group interviews where it is common to be given a business problem to evaluate and to recommend a course of action. This is your training ground. Good luck!

**Method of Instruction and Work Expectation**

The methods of learning in this course require advance preparation by the participants. The presentation and exposition of the technology concepts will be through a mix of lecture, discussion, group learning, and case discussion. The textbook and accompanying lecture/discussions expand on the concepts and ideas which provide the basis for informed decision making. The cases provide you with an opportunity to discuss and apply these concepts in "real world" situations.

In addition to the three hours of class time, students are expected to study outside of the classroom for a minimum of nine hours per week for each four credit hour course. In a typical week this would amount to approximately:

- Three hours reading and reviewing the textbook and preparing for exams,
- Three hours of online participation and individual homework assignments, and
- Three hours working in groups on the assigned case write ups

The weekly distribution of the workload may vary. Keep in mind that nine hours per week is the bare minimum defined by the university catalogue and that some students might need significantly more time to properly digest the material and prepare for class.

**CURRENT TECHNOLOGY NEWS**

On the lecture/discussion days, we will reserve the first ten minutes of class to discuss how current issues in technology, such as the Internet and electronic commerce, are posing new challenges and opportunities to businesses. I expect this topic to come from you, although I can always think of an important issue. If you have opinions, thoughts, or questions related to something happening in the real world, be prepared to bring it up in class. In addition, please post related articles on the Blackboard course page. **This is a useful way to enhance your class participation grade.**

**Course Components**

**PARTICIPATION AND IN-CLASS DISCUSSIONS (10%)**

An effective class session can only occur if both you and I are involved in the learning process. It requires openness, a sense of skepticism, and an interest in learning new ideas and concepts. This suggests that whatever the topic there will always be room for the subjective, the opinion and the intuition. You should be willing to share ideas with the other participants and also be willing to listen to them. Your active participation will help us test our own assumptions and assertions. Your enthusiasm, your intellect and your physical presence can contribute tremendously to your learning. Furthermore,
your colleagues are important sources of learning. Take advantage of your colleagues’ knowledge and ideas, and do your part by being prepared and contributing to both group and class meetings.

Since your consistent involvement in these class sessions is essential to achieving the objectives of the course, your learning will be impeded if you do not read the material assigned prior to class or if you skip information and try to read it at a later date. Class participation will be graded on a daily basis. Participants are expected to come to class prepared to discuss, ask questions and contribute to the learning process. For many situations, there might not be a single right answer. I encourage you to be creative risk takers. You will always have the option to explain, clarify and justify your work and positions. Class participation is a critical component of my evaluation of your performance.

In evaluating class participation, I try to reward contributions that:

1) Get the discussion off to a productive start,
2) Shape the discussion through the introduction or use of concepts and frameworks,
3) Provide enlightening quantitative analysis,
4) Help change direction when needed,
5) Summarize others' comments, all in a concise manner with avoidance of repetition.

Participation will be graded every session and the grades will be posted in a timely manner on Blackboard. If you provide a meaningful comment you will receive 1 point for the session. If you provide insightful comments, you will receive 2 points. **If you only attend, you will receive 0 (ZERO) points.**

An average score of 1 will get you a 90% for participation at the end of the semester. Participation is 10% of your final grade!

**ONLINE PARTICIPATION AND HOMEWORK ASSIGNMENTS (10%)**

Your homework assignments will consist of both answering questions regarding the book chapters AND of finding and posting topic related articles, explaining the relevance to class AND commenting on your peers posting. Be aware that the quality of your contributions will be graded, not the quantity. The more you partake in online discussions, the more you will learn. At the end of the semester, we should have a knowledge base that is not only peer produced, but should also help you to prepare for your future career.

**CASE DISCUSSIONS AND CASE WRITE-UPS (2 X 10% = 20%)**

An effective way to help students learn about the principles of information systems is the analysis of cases of real-world companies and events.

Cases are assigned to provide an opportunity to apply the principles of information systems and to enhance one’s analytical ability to assess technology related problems. Analysis of cases provides for the application of course concepts to real world situations, and students are expected to have read and
analyzed the cases thoroughly prior to class. The objective of the use of cases is to apply the various
principles/concepts of technology to an in-depth analysis of a given company or industry.

You are required write 2 case analyses. The case write ups are INDIVIDUAL projects.

Each analysis should consist of a maximum of two double-spaced page per case question. Case
questions will be posted on Blackboard during the semester. The case write ups have to be handed in
before we discuss the corresponding chapter in class. Late submission will not be accepted.

* Free riders beware! There will be an anonymous peer evaluation at the end of the group
  work. If you don’t do you part, your grade will suffer.

Some additional tips on writing these case write-ups:

- You may use a bullet point form
- Answer each question separately, on its own page
- The quality of your analysis is critical. Make sure that you explain the rationale behind each
  recommendation or conclusion that you make and provide their related pros and cons.
  - You should develop the alternative solutions for the problem
  - You should state the relevant criteria on which to evaluate these solutions
  - Make a recommendation based on the above analysis
- If necessary, structure your answers using sub-headings to make it clear that you have used an
  analytical approach to reach your conclusions.

**EXAMS (3 X 10% = 30%)**

Students are responsible for all of the material covered from the textbook, lectures, outside speakers,
and any videos/DVDs shown. If you keep up with the readings, prepare the cases, follow class
discussion and work through the assigned homework you will be prepared for the exams. You will not
do well if that is the first time you have read the material. All material in the text is fair game on the
exams, as are any handouts provided in class.

We will have TWO exams during the semester (see schedule). The exams will be a mix of multiple
choice questions, short essays and mini case analysis. The final exam will not be comprehensive in
nature.

**GOOGLE MARKETING CHALLENGE (30%)**

The Challenge is a great opportunity for you to gain practical, real world online marketing experience
and gain valuable skills that potential employers are looking for. It's also a great way to help local
businesses and your community by supporting them with your online marketing knowledge.
You’ll compete with other students from around the globe for a chance to visit Google. The global winners and their professor/lecturer will receive a trip to the Googleplex in Mountain View, California to meet with the team that developed AdWords. In addition, regional winners will receive a trip to their Google regional office.

**What is the competition goal?**

- The primary goal is for students to work with the selected businesses to create a practical and successful campaign. It’s not just about people clicking on your ads - it’s about setting up the right campaign that fits with the objectives of the business. Students should aim to maximize targeted and relevant traffic to the business’ site, using optimization techniques to refine and improve the effectiveness of the campaign over the three-week competition period.

- The second goal is demonstrated learning. Student groups submit two reports - Before the campaign, they submit a Pre-Campaign Strategy. After the campaign, students assess their results, what they learned and how the business can improve their online marketing campaigns in the Post-Campaign Summary. Details of these reports are in the Student Guide. (http://www.google.com/onlinechallenge/files/student_guide.pdf)

**Learning Objectives**

At the end of the Google Online Marketing Challenge, your students should be able to:

- Given the opportunity, choose to discuss online marketing and media planning.
- Using examples, share the learning experience of group work and business consulting.
- Using examples, explain the following terms: banner advertisement, click-through-rate, conversion, landing page, optimization techniques, ROI and text advertisements.
- Using examples, contrast mass advertising and context-sensitive advertising.
- Using examples, contrast the advantages and disadvantages of three online advertising payment models: pay-per-click, cost per thousand impressions (CPM) and affiliate (refer to the Glossary at https://adwords.google.com/support/bin/topic.py?topic=29)
- Using examples, illustrate technical and cultural factors affecting the success of online advertising campaigns.
- Using examples, illustrate the difficulties of developing a web-based marketing campaign that will stand out among the billions of web pages available.

**Major Milestones**

The Challenge will require the fulfillment of several milestones (listed below). The due dates for the milestones are listed in the course schedule.

- **Nominate a team captain.** Your professor will receive instructions from Google and let you know next steps, but you’ll need to choose a team captain as part of this process.
• **Select a business.** Your team must agree with your professor on who you will work with. You will need to present the business with a copy of the ‘Letter to Businesses’ (included with this guide) and have them verbally agree to work with you.

• **Meet with your business and write your Pre-Campaign Strategy.** To be successful in the Challenge, you will need to understand what the business does and what it hopes to achieve from online marketing. Allocate time to meet with them, write your Pre-Campaign Strategy and submit it to your professor and Google before you start your campaign. (Instructions on how to submit your reports to Google will be provided to your professor).

• **Contact the business librarian to schedule your time for the adwords online tutorial.** Once at the work station go to iplogin.lynda.com. Search for Google adwords to start the online adwords tutorial. The entire tutorial takes about 3.5 hours to complete.

• **Set up your AdWords account and begin your campaign.** Once you receive your US$200 account access, you should review the section in this guide titled ‘Making the Most of Your Campaigns’ for details on how to structure your account. Your campaign must run for three consecutive weeks between the 26th of January and the 22nd of May. Over these three weeks your team will check the results, run reports and optimize your campaign.

• **Write your Post-Campaign Summary.** Within no more than three weeks after your campaign ends, your team must write and submit the Summary to your professor and Google. This report must be submitted to Google no later than the 12th of June 2010 or your team will not be considered for regional and global judging. (Instructions on how to submit your reports to Google will be provided to your professor). Remember: Google MUST receive both your Pre-Campaign Strategy and Post-Campaign Summary on time!

• **Submit your recommendations to your selected business.** Once your campaign is over and your reports are complete, submit your recommendations to your selected business. If you and the business believe Google AdWords is right for them, they should send an email to onlinechallengebusiness@google.com requesting to begin their AdWords campaign in line with your recommendations.

**Notes**

• You will receive more detailed instructions and handout regarding the exercise toward the end of January.

• **Unless the class unanimously agrees on a method of group formation, the teams will be randomly picked.**

• **Free riders beware! There will be an anonymous peer evaluation at the end of the group work. If you don’t do you part, your grade will suffer.**

**GRADING**

I will grade based on a curve to reward excellence. The curve will be based on the grade distribution set in the course catalog:
Grade | BBA Elective
--- | ---
A | 15% - 25%
A- | 15% - 25%
**Not to exceed** 40%
B+ | 15% – 25%
B | 15% – 25%
B- | 10% - 15%
**Not to exceed** 50%
C+ or below | 10%

Group-based grades will be mediated by the outcomes of the peer review to acknowledge individual contributions.

I expect to base grades on the following proportions:

**Individual** 50%
- In-Class Participation 10%
- Online Participation & HW 10%
- Case 1 10%
- Case 2 10%
- Exam 1 10%
- Exam 2 10%
- Final 10%

**Group** 30%
- GMC Pre Campaign Report 10%
- GMC Presentation 10%
- GMC Post Campaign Report 10%
- TOTAL 100%
COURSE POLICIES

Schedule Adjustments

Note that occasionally changes in the schedule of the course or in the assignments are announced during class. It is your responsibility to ensure that you have received all of the changes and you will still be responsible for this information.

Classroom Etiquette

Students are encouraged to express their viewpoints but are expected to do so in a civil, respectful and polite manner. Furthermore, you are expected to respect the opinions voiced by others. In class, cell phones, I-Pods, and other similar devices must be turned OFF. Laptops can be used for note taking only. Students that repeatedly violate the classroom etiquette will be asked to leave the classroom AND receive a negative participation grade for the session.

Absence from Class

Excessive absences will have a detrimental effect on your class participation grade. Remember that when you miss class you lose something that cannot be reproduced. After all, a class is a service and services cannot be inventoried to be consumed later. If you are going to miss class, send me an email informing me of your absence. If you miss a class, get the notes.

Late Submissions

Late submissions will not be accepted. No exceptions!

Exam Policy

To ensure compliance with the University’s policy on academic performance, during examination periods, once one student completes his/her exam, no additional student(s) will be allowed to enter the classroom to take the exam. Cell phones, calculator watches, and/or PDAs cannot be used as calculators during exams. Students must have a separate business calculator.

Academic Integrity

The University is committed to a policy of honesty in academics. Conduct, which compromises a breach of this policy, may result in academic and/or disciplinary action. Cheating is a violation of student academic behavior standards. Any student who violates or knowingly helps another student violate academic behavior standards will be pursued through the BBA Honor Code Council. The current Honor Code can be reviewed at http://goizueta.emory.edu/degree/undergraduate/documents/bba_honor_code1.pdf.
Disabilities and Other Special Needs

I will make all the necessary accommodations for class members with disabilities that have registered with the Office of Disability Services (http://www.ods.emory.edu/registration.htm). Those students who require or who wish to request special accommodations are encouraged to contact the instructor after the first class of the semester.

COURSE RELATED COMMUNICATION

Blackboard will be used to enhance communications and interaction across the participants. Be sure to monitor Blackboard and your email on a daily basis for updates and information related to this class. In addition, Blackboard can provide a forum for you to communicate your ideas, comments, insights and thoughts to your colleagues.

You can access Blackboard by going to http://courses.emory.edu.

OFFICE HOURS

Time is valuable (Yours, your peers and mine). Hence, I have devised a process that will make help us manage this scarce good. If you have a question please follow these simple steps:

1. Check the syllabus.
2. Check the class conference on Blackboard.
3. Write me an email. I will check emails between 9am and 9pm on weekdays. I will respond to all emails within 24 hours.
4. I will only be available on campus on Tuesdays. Alternatively I can be reached via skype. In either case a meeting needs to be scheduled via email a day in advance.
## TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Book</th>
<th>Required readings/activities</th>
</tr>
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<tbody>
<tr>
<td>15-Jan</td>
<td>Technology and The Modern Enterprise</td>
<td>1</td>
<td>Syllabus, Chapter 1 : <em>The information economy</em> Shapiro/Varian</td>
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<tr>
<td>22-Jan</td>
<td>Technologies and Competitive Advantage</td>
<td>2</td>
<td>FreshDirect discussion</td>
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<td>29-Jan</td>
<td>Comparing Zara and Gap, Information Systems at Zara</td>
<td>3</td>
<td><em>Investing in the IT that makes a competitive difference</em> McAfee/ Brynjolfsson, HBR 2008</td>
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<tr>
<td>5-Feb</td>
<td>The Netflix Business Model</td>
<td>4</td>
<td>Lynda.com Adwords tutorial</td>
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<td>4</td>
<td><em>Chapter 3 : Pricing Information</em> Shapiro/Varian</td>
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<td>4</td>
<td><em>The Long Tail</em> Anderson– Wired Magazine, 2004</td>
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<td>12-Feb</td>
<td>Moore’s and Other Laws of Technology</td>
<td>5</td>
<td>CASE: <em>Toys Become Tools: From Virtual Worlds to Real Commerce</em> – Vitzthum et al 2011</td>
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<td></td>
<td>Exam Preparation / Exam Questions</td>
<td>1-5</td>
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<tr>
<td>19-Feb</td>
<td>EXAM 1</td>
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<td>Adwords Lab I</td>
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<td>26-Feb</td>
<td>Network Effects</td>
<td>6</td>
<td><em>Chapter 7 : Networks and Positive Feedback</em> Shapiro/Varian, <em>Strategies for Two-Sided Markets</em> Eisenmann et al.</td>
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<td>Peer Production, Social Media, and Web 2.0</td>
<td>7</td>
<td><em>Harnessing the power of the oh-so-social web</em> Bernoff/ Li - MIT Sloan Mgmt Rev., 2008</td>
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<td>5-Mar</td>
<td>Facebook</td>
<td>8</td>
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<td>13-Mar</td>
<td>Spring Break</td>
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<td>19-Mar</td>
<td>Understanding Software</td>
<td>9</td>
<td>CASE: <em>Opening up of the Software Industry</em> Farhoomand – CAIS 2009</td>
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<td>Software in Flux</td>
<td>10</td>
<td><em>Free! Why $0.00 Is the Future of Business</em> - Wired C Anderson, 2008</td>
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<td>Adwords Kickoff</td>
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<td>26-Mar</td>
<td>The Data Asset</td>
<td>11</td>
<td><em>Big Data: The Management Revolution</em> McAfee/ Brynjolfsson HBR 2012</td>
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<td>Internet and Telecommunications</td>
<td>12</td>
<td>CASE: <em>Acquisition of Skype SA</em> Vitzthum/Konsynski – CAIS, 2009</td>
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<td>Exam Preparation / Exam Questions</td>
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<td>2-Apr</td>
<td>EXAM 2</td>
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<td>Adwords Lab 2</td>
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<td>9-Apr</td>
<td>Google Business Model / Google Case</td>
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<td>Google Economy</td>
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<td>Google Future / Peer Evaluation Due</td>
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<td>16-Apr</td>
<td>Wrap up and review</td>
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<td>23-Apr</td>
<td>Project presentations</td>
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<td>TBD</td>
<td>Final</td>
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