MSI501
FOUNDATIONS IN INFORMATION SYSTEMS AND TECHNOLOGY MANAGEMENT

Number of ECTS credits : 4
Course language : English
Course leader : EL AMRANI REDOUANE
Speakers : CURRIE WENDY

≡ COURSE DESCRIPTION

This is an introductory module in MDBIT. It covers the fundamentals of information systems and technology. It combines the trilogy of business, management, and technology to understand how business sectors, organizations, and management methods and practices have changed as a result of digital technology. Students gain an appreciation of the 'history' of business computing over six decades, and how 'disruptive' technology has changed the shape of business and not-for-profit sectors. The module invites students to exam business cases and reports, and to develop their critical thinking skills to analyze and offer insights on societal, governmental, business, and organizational IT-related issues and debates. Students work in teams to prepare three presentations to class members. The presentations develop skills of public speaking. The module is 50% exam and 50% continuous assessment.

≡ COURSE OBJECTIVES

Define the four / five 'Eras' of Business computing
Analyze how IT change has created new challenges for businesses and managers
Evaluate how information systems can be used strategically by organizations
Evaluate the impact of 'disruptive' technologies to businesses and organizations
Consider how digital technology has changed work organization and jobs
Analysis the threats from IT data privacy infringements

≡ LEARNING OBJECTIVES

C4B learning goal	LG1 - Analysis
C4B learning objective	LO2 - Analyse complex situations
Outcomes	Lev. 3 - Support one's conclusions and issue well-reasoned recommendations

C4B learning goal	LG2 - Action
C4B learning objective	LO5 - Evaluate, prevent and manage short, medium and long-term risks
Outcomes	Lev. 2 - Determine the potential risks plus the degree of probability and time frame, work out various risk scenarios

C4B learning goal	LG5 - Cooperation
C4B learning objective	LO14 - Work effectively in a team
Outcomes	Lev. 2 - Contribute to the development of a collective production

≡ TACKLED CONCEPTS

Mainframe Computing
Mini Computing
Personal Computing
The Internet
Cloud computing
IS Models and Frameworks
Application Service Provision
Strategic Planning and IT
Global ICT Outsourcing
The Role of the CIO
IT Data Privacy and Security
Disruptive Technology

≡ LEARNING METHODS

Readings, case studies, videos, teamworking, exercises and presentations

≡ EXPECTED WORK AND EVALUATION

Students will work individually and in teams. They will be assigned case studies / readings and prepare team presentations for class discussion.

Students will be given a range of case studies / readings where they will develop analytical skills for understanding complex business and IT issues. Students are expected not simply to describe the material in the case studies / readings, but to analyze and present recommendations to the class. All students are expected to participate in these sessions. Students will work individually to revise for the final exam.

≡ BIBLIOGRAPHY

Recommended Resources:

All readings are uploaded on Blackboard.
Students may also obtain publicly available consultancy / government reports from Internet sources.

≡ EVALUATION METHODS

50 % : Final exam FIST
50 % : Continuous assessment FIST

≡ SESSIONS

1 **Introduction to MDBIT - Belbin Team Exercise**
LECTURE & CASE STUDIES : 02h00

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2 **Lecture 1 - Four/Five Eras of Business Computing**
LECTURE & CASE STUDIES : 02h00

Exercise 1 - Work in Teams

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3 **Exercise 1 - Team Presentations**
GROUP PRESENTATION : 02h00

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4 **Lecture 2 - Cloud Computing**
LECTURE & CASE STUDIES : 02h00

Exercise 2 - Work in Teams

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5 **Lecture 3 - Models and Frameworks**
LECTURE & CASE STUDIES : 02h00

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6 **Lecture 4 - Strategic Planning and IS**
LECTURE & CASE STUDIES : 02h00

Send presentations to wcurrie@audencia.com by 6pm

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7 **Exercise 2 - Team Presentations**
GROUP PRESENTATION : 02h00

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8 **Exercise 2 - Team Presentations**
GROUP PRESENTATION : 02h00

9 **Lecture 5 - Competitive Advantage and IT**
LECTURE & CASE STUDIES : 02h00

Exercise 3 - Work in Teams

10 **Lecture 6 - IT Outsourcing**
GROUP PRESENTATION : 02h00

11 **Online Session - Lecture 7 - Digital Business and Marketing**
ON LINE LECTURES : 02h00

12 **Online Session - Lecture 8 - IT Data Security and Privacy**
ON LINE LECTURES : 02h00

13 **Exercise 3 - Work in Teams**
LECTURE & CASE STUDIES : 02h00

Send Exercise 3 Presentations to wcurrie@audencia.com by 11.30am

14 **Exercise 3 - Team Presentations**
GROUP PRESENTATION : 02h00

3 Teams to present

15 **Exercise 3 - Team Presentations/Revision Session**
GROUP PRESENTATION : 02h00

Three Teams to Present

MSI502
CONSULTING IN STRATEGIC MANAGEMENT OF IT

Number of ECTS credits : 4
Course language : English
Course leader : EL AMRANI REDOUANE
Speakers : LLANAS Julien

≡ COURSE DESCRIPTION

If "software is eating the world", IT consultants are the chefs preparing the recipe and writing the menu. These new kinds of professionals are everywhere, due to the continuous penetration of digital and IT in economies and societies. Different species of IT consultants are now dwelling in IT departments, getting out to colonize other portfolios of C-suite key stakeholders. You can find them in finance, marketing, HR... even in the heart of the factory or populating internal taskforces of private and public organizations. The ambition of this course is to develop among students the knowledge and skills necessary to understand this sector, to accompany them in discovering the actual activities defining IT consulting and eventually to measure his motivation to make his hole within it. The presentation of the professional journey of an IT consultant will help students in discovering key notions, theories, references of this domain.

≡ COURSE OBJECTIVES

- Discovering the market, the leaders, the trends, the clients, and their problems
- Defining the role and activities of an IT consultant
- Mastering the structure of an IT consulting engagement and the structure of an IT consulting commercial proposal to discover different methodological approaches and the actual IT consulting business.

≡ LEARNING OBJECTIVES

C4B learning goal	LG1 - Analysis
C4B learning objective	LO1 - Make use of critical analysis/critical thinking skills
Outcomes	Lev. 2 - Formulate a personal and well-informed opinion

C4B learning goal	LG2 - Action
C4B learning objective	LO4 - Make proposals, take initiatives
Outcomes	Lev. 3 - Support and argue new proposals in a context where they were not envisaged

C4B learning goal	LG5 - Cooperation
C4B learning objective	LO15 - Act with flexibility, adaptability and intellectual curiosity
Outcomes	Lev. 3 - Confront several points of view and incorporate external opinions

≡ TACKLED CONCEPTS

- Digital Transformation
- IT consulting trends
- IT consulting business model
- Agile PMO (discovery)
- Lean methodologies (discovery)
- Design methodologies (discovery)
- Change management (discovery)
- Benchmark
- Commercial Proposal

≡ LEARNING METHODS

Lectures, plenary and group discussions, group exercises, small projects (benchmark), case studies

☰ EXPECTED WORK AND EVALUATION

For each session, pedagogical resources will be prescribed to students. Students will work in teams on different case studies and exercises during the course. Students will need to take notes and memorize the essential knowledge of the different sessions to successfully perform quiz evaluation. Collectively, students will work on a knowledge base built with different benchmarks on IT consulting trends, problems, actors, solutions. The final exam is based on the writing of a commercial proposal and a dedicated exercise will be proposed to students two weeks before to prepare them.

☰ BIBLIOGRAPHY

Pedagogical resources will be provided before each course session

☰ EVALUATION METHODS

50 % : Continuous assessment and Project
50 % : Exam

☰ SESSIONS

1   What is IT consulting about?
LECTURE & CASE STUDIES : 02h00

Understanding the IT consultancy market, identifying the different types of actors and leaders within this sector, mastering the panorama of clients and their problems.

2   Main trends in IT consulting
LECTURE & PRACTICAL WORK : 02h00

Discovering the current trends, understanding what's behind the buzzwords and making its own convictions about the near future of IT consulting.

3   Digital transformation
LECTURE & PRACTICAL WORK : 02h00

Defining and illustrating what is digital transformation in 2021eretailers vs marketplaces

4   Role and values of an IT consultant
LECTURE & PRACTICAL WORK : 02h00

Defining the responsabilities of an IT consultant, discovering the specifities of both the journey and the toolbox

5   Feedbacks from the field part 1
LECTURE & PRACTICAL WORK : 02h00

Sharing experience and knowledge about specializations in IT consulting with a little help from field experts (Data, HRIS)

6   Feedbacks from the field part 2 + Assessment
LECTURE & CASE STUDIES : 02h00

Sharing experience and knowledge about specializations in IT consulting with a little help from field experts (Digital marketing)

7   Analyzing client's needs: why organizations are so greedy for IT consulting?
LECTURE & CASE STUDIES : 02h00

Determining what type of engagements and problems you will deal with as an IT consultant.

8   Working on a solution to satisfy client's needs
LECTURE & CASE STUDIES : 02h00

Discovering main trends in consulting methodology (lean-based and design-based) to find solutions to basic IT consulting challenges.

9 — How to make your client's solution come true? IT consultants are not looking for truth but for results.
LECTURE & PRACTICAL WORK : 02h00

Discovering main trends in consulting methodology (PMO and Agile) to implement solutions to solve basic IT consulting challenges

10 — 10 Human Factor and sustainable IT consulting
LECTURE & PRACTICAL WORK : 02h00

Discovering main trends in consulting methodology (Change Management) to implement solutions to solve basic IT consulting challenges

11 — My dear client, what do you need "a benchmark" for?
LECTURE & PRACTICAL WORK : 02h00

Mastering the concept of benchmark and knowing why, when, and how to make one. During the session, groups of students will be asked to choose a benchmark topic to be carried out during the next three weeks.

12 — Commercial proposal in IT consulting part 1
LECTURE & PRACTICAL WORK : 02h00

Knowing more about IT consulting Business Model and the marketing of the IT consultant added value.

13 — Commercial proposal in IT consulting part 2
LECTURE & PRACTICAL WORK : 02h00

Knowing more about IT consulting Business Model and the marketing of the IT consultant added value.

14 — Running-in for the final exam
LECTURE & PRACTICAL WORK : 02h00

Developing an IT consultant approach to deal with a specific client's problem by writing different parts of a commercial proposal applying knowledge and skills acquired during the semester.

15 — Group work presentation and assessment
GROUP PRESENTATION : 02h00

Gathering different studies to build a knowledge base on IT consulting

MSI503
INFORMATION SYSTEMS STRATEGY AND PLANNING

Number of ECTS credits : 4
Course language : English
Course leader : EL AMRANI REDOUANE
Speakers : SEDDON JONATHAN

☰ COURSE DESCRIPTION

The recent move from being "technology-focused" to a "strategic business-focus" drives organizational transformations. Participants should gain understanding of the dynamics between IS strategy, Business strategy and Organizational processes. Planning for design, development and implementation of Information Systems today, will hence require to consider the digital nature of the business. This module will address how IS Strategy and Planning has moved from being "cost-focused" (intra-organizational view) to being a "value-added-activity" (inter-organizational view). Concepts like value chain, strategic alignment and organizational transformations are being critically analyzed in order to assess the contemporary firm's capabilities and challenges.

☰ COURSE OBJECTIVES

Define IS/IT strategy
Analyze competitive advantages of IS/IT
Identify organizational and technological capabilities
Define and propose strategic choices
Decide and plan for Strategic Information Systems (SIS)

☰ LEARNING OBJECTIVES

C4B learning goal	LG1 - Analysis
C4B learning objective	LO1 - Make use of critical analysis/critical thinking skills
Outcomes	Lev. 2 - Formulate a personal and well-informed opinion
Details	A deep understanding of how IS/IT is managed within a market sector

Non-acquired (< 50% of total score)	Developing (50% ⩾ 60% of total score)	Acquired (60% ⩾ 70% of total score)	Advanced (70% ⩾ 80% of total score)	Expertise (80% ⩾ 100% of total score)
Group presentations based on individual analysis				

C4B learning goal	LG4 - CSR
C4B learning objective	LO10 - Identify and understand stakeholder interests
Outcomes	Lev. 1 - Identify and describe the relevant stakeholders
Details	Understanding how regulators structure market behavior and the rules that are imposed on actibvities

Non-acquired (< 50% of total score)	Developing (50% ⩾ 60% of total score)	Acquired (60% ⩾ 70% of total score)	Advanced (70% ⩾ 80% of total score)	Expertise (80% ⩾ 100% of total score)
Group presentations based on individual analysis				

☰ TACKLED CONCEPTS

IS/IT strategy
IS/IT and Business Strategy
Strategic IS/IT planning
Organizational and Technological capabilities
Institutionalization of IS/IT
Organizational transformation (OT)
Strategic Information Systems Planning Methodology

☰ LEARNING METHODS

Blended learning approach. In-class sessions will mix lecture, and case study teamwork. On-line sessions will require participants to work individually, analyze content and build problem-solving skills.

☰ EXPECTED WORK AND EVALUATION

Each on-line session is an opportunity to learn more, to discuss specific themes and questions, as well as propose a solution framework for a given context. Participants contributions are being evaluated.

☰ BIBLIOGRAPHY

A list of articles will be provided by the lecturer

☰ EVALUATION METHODS

50 % : Continous assessment
50 % : Exam

☰ SESSIONS

1 Module Introduction
LECTURE & CASE STUDIES : 02h00

An overview of the financial market is provided to give a context to the software vendors which are discussed. Team work will focus on one of these vendors.

2 Team presentations
LECTURE & PRACTICAL WORK : 02h00

The software vendors that were introduced and researched by the teams will be further researched via team work and then some presented

3 Team work on Da Vinci PLC RFI
LECTURE & PRACTICAL WORK : 02h00

Having finished off the team presentations started in the last lecture, a fictitous company, Da Vinci PLC is introduced. This company is raising an RFI with each of the vendor companies

4 Group Work
GROUP PRESENTATION : 02h00

Each team will focus on answering the RFI requested by Da Vinci PLC

5 Team Presentations
LECTURE & CASE STUDIES : 02h00

Each team will present their response to the RFI

6 What does an order management system do?
LECTURE & PRACTICAL WORK : 02h00

The ethical issues that exist within financial markets are supposedly reduced by the regulatory control built into an OMS. This is discussed and a case is presented.

7 Group discussions on market ethics
PRACTICAL WORK : 02h00

Team work will allow the case study to be finished before the questions are discussed within the class.

8 The cloud
GROUP PRESENTATION : 02h00

The cloud is discussed at a technical level, remembering that this is an information technology (IT) and not a computer science (CS) course. This discussion will move towards the needs by Da Vinci to run their system on the cloud. This will provide all of the direction for the on-line courses

9 On Line Cloud Team work
LECTURE & CASE STUDIES : 02h00

Team work on cloud issues that have been presented for Da Vinci

10 On Line Cloud Team work
LECTURE & CASE STUDIES : 02h00

Team work on cloud issues that have been presented for Da Vinci

11 Presentation of Cloud solutions
BRIEFING : 02h00

Team work following Da Vinci change will be presented

12 Software Vendor Case Study
BRIEFING : 02h00

The evolution of a software vendor from one developer to a multi billion dollar company will be discussed and team work on this case study required

13 Team work and group discussion
BRIEFING : 02h00

The team work on the vendor will be completed and group discussion will occur

14 Evolution of Account Management
BRIEFING : 02h00

Discussion on how a software vendor has had to change the way it interacts with clients as markets change. Group work will answer specific questions

15 Discussion of Account Management
BRIEFING : 02h00

Following further team work, a group discussion will take place. Following this, a review of the course and a discussion of the final exam will be done

MSI504
BUSINESS INFORMATION SYSTEMS & APPLICATIONS

Number of ECTS credits : 4
Course language : English
Course leader : EL AMRANI REDOUANE
Speakers : BERTHE Jeanne , FACQ Pierre , HAUVILLE Jules , PINET Jean-baptiste , SCHEGERIN Matyas

☰ COURSE DESCRIPTION

This course is divided into two sections:.
The first part will discuss the development of a company from its initial development as just as a compliance system to a global enterprise system offering Software as a Solution (SaaS) on a Hybrid cloud platform, partnered with Microsof and Azure.

The second part of this course is selpaced and is delivered by WAGON.
Le Wagon is a coding school. We teach students the core concepts
of programming, web development, UX / UI design, automation and
data science.
Big Data, Machine Learning, Artificial Intelligence , those are the
words you now hear daily on the general news. **Behind the hype and
the buzz words lies tools & techniques** that can be grasped by
students.

☰ COURSE OBJECTIVES

For the first part:
Understanding a company's development in becoming one of the top performing systems in order management. What were the changing strategies that had to be used to keep ahead of their competitors? How did their product evolve? Why has it been necessary to look to the cloud for the future direction of the company? These questions are all answered by the lecturer of this module who worked at this company for almost 15 years and was heavily involved with development withinn EMEA.

For the second part:
Data Analysis in Python: students will learn how to explore,
analyse and visualise big data sets (which they could not
handle in Excel) in order to answer interesting questions.
This course will cover the *basis of the Python programming*
language and will quickly dive into the *daily tasks of a Data Analyst.*
The goal is to quickly dive into *business cases and learn from reallife
datasets.*

☰ LEARNING OBJECTIVES

C4B learning goal	LG1 - Analysis
C4B learning objective	LO3 - Use cross-disciplinary approaches
Outcomes	Lev. 2 - Select appropriate disciplinary fields to resolve a problem / situation

C4B learning goal	LG3 - Entrepreneurship and Innovation
C4B learning objective	LO9 - Develop innovative solutions and test them
Outcomes	Lev. 3 - Design an experimental protocol. Organize feedback to improve the process/product/service

☰ TACKLED CONCEPTS

For the first part:
Software evolution and system change. Strategies to keep up to date with regulatory and business changes. Internal development to handle growing client base.
IS/IT strategy
IS/IT and Business Strategy
Strategic IS/IT planning
Organizational and Technological capabilities

For the second part:
Fundamentals of Programming with Python, Numpy &
Pandas
• Data Exploration & Visualization
• Introduction to Machine Learning

☰ LEARNING METHODS

For the first part:
Blended learning approach. In-class sessions will mix lecture, and case study teamwork. On-line sessions will require participants to work individually, analyze content and build problem-solving skills.

For the second part:
Online material: students keep lifetime access to challenges, video tutorials, quizzes & resources that they can use for their professional and personal projects after the course ends.
- **Individual grading**: Le Wagon's teachers can grade students based on their personal projects submitted on the online platform, e.g. an interactive prototype for the UX & UI Design course, a website for the Web Development course or a data exploration & visualisation for the Data Analysis course.
Forum: students are able to ask their questions on a forum dedicated to each course, where Le Wagon's teachers (professional developers, designers & data scientists) will answer on a weekly basis.

☰ EXPECTED WORK AND EVALUATION

For the first part:
50% of the final grade = project work on exercises

For the second part:
25% of final grade = project work on exercises
25% of final grade = individual grade on online QUIZZ

☰ BIBLIOGRAPHY

For the first part:
A list of articles will be provided by the lecturer

For the second part:
All resources needed will be provided online by WAGON

☰ EVALUATION METHODS

50 % : Quizz
50 % : Contrôle continu

☰ SESSIONS

1 | **Part 1: Introduction to course**
LECTURE & CASE STUDIES : 02h00

Time line of the vendors evolution
Case study on vendor

2 **Vendor Evolution**
LECTURE & CASE STUDIES : 02h00

Class discussion on case study questions
Demo of order management system

3 **Vendor Evolution**
LECTURE & CASE STUDIES : 02h00

Discussion om the reasons why we must have a computerised trading system
Case study on compliance issues surrounding financial crisis

4 **Vendor Evolution**
LECTURE & CASE STUDIES : 02h00

Team work on case study
Group presentations

5 **Vendor Evolution**
LECTURE & CASE STUDIES : 02h00

Develeopment of Client Relationship Management tools and its use by the vendorr
Case study on CRM tools

6 **Vendor Evolution**
LECTURE & CASE STUDIES : 02h00

Group work
Group discussions

7 **Vendor Evolution**
LECTURE & PRACTICAL WORK : 02h00

Discussion of heat maps that are used to evaluate client satisfaction with software developed by the vendor
Group work on vendor clients and RFI

8 **Vendor Evolution**
GROUP PRESENTATION : 02h00

RFI sent to a group who respond to the issues raised as if they were the vendor.
Discussion of how the different types of client have been managed to ensure that they are able to better use the software.

9 **online selfpaced**
ON LINE LECTURES : 03h00

Introduction to Machine Learning
• Regression Problem
• Classification Problem
• Clustering Problem

10 **personal work and exercises**
PRACTICAL WORK : 03h00

This course will require that you work individually on the material and exercises provided. Your final project (program) need to be sumitted for grading prort to milestone defined by the instructor.

MSI505
BUSINESS MODELS AND IT

Number of ECTS credits : 4
Course language : English
Course leader : EL AMRANI
REDOUANE **Speakers** : RONTEAU
SEBASTIEN

≡ COURSE DESCRIPTION

Organizations are challenged by digital trends and opportunities, evolving customer demand and expectations, globalized competition, and hence an on-going need for revising their Business models. This module will focus on specificities of digital business models. A business model is not the strategy of the company, but should rather support the strategy. This module will introduce participants to a theoretical framework to assess characteristics of digital business models, permitting to define and develop business on digital opportunities. Illustrations, through the usage of case studies and professional return on experience, will then help participants to analyze different digital business models that have been successful in driving and creating corporate value, stakeholders commitment, and customer satisfaction, through an efficient Management of Information Systems (MIS). Thus, the core question is rather how MIS can be leveraged in different business models in order to ensure both value creation and sustainability.

≡ COURSE OBJECTIVES

- Define a business model in a digital context
- Analyze value propositions and different value chains
- Design digital platforms business models
- Evaluate high-velocity business models in digital environment
- Challenge strategic choices and advocate strategic moves

≡ LEARNING OBJECTIVES

C4B learning goal	LG1 - Analysis
C4B learning objective	LO2 - Analyse complex situations
Outcomes	Lev. 3 - Support one's conclusions and issue well-reasoned recommendations
Details	through the case studies, students will be asked in group and individually to apply frameworks discussed in the classroom to decrypt real pure players business models

C4B learning goal	LG2 - Action
C4B learning objective	LO4 - Make proposals, take initiatives
Outcomes	Lev. 3 - Support and argue new proposals in a context where they were not envisaged
Details	through the case studies, students will be asked in group and individually to apply frameworks discussed in the classroom to formulate strategic moves according digital challenges faced by companies. they will be asked to operationalize tactis and short term strategies

≡ TACKLED CONCEPTS

- Business models and digital business models
- Digital Platforms
- Digital Merchants
- Sharing Economy
- Freemium BM
- Social Networks BM

≡ LEARNING METHODS

Lectures, plenary and group discussions, group exercises, small projects and working on real life cases.
The purpose of this diversity is to stimulate learning as well as critical and reflective thinking. A considerable amount of the learning will be generated through students' sharing of opinions, own thinking, and ideas.

☰ EXPECTED WORK AND EVALUATION

For each session, key readings will be assigned to participants. Each session will start with a collective restitution of trends and insights associated to the topic of the day.

Participants will work in teams on different case studies. A Prospective strategic report will be assessed on those case studies. Students will be asked to mobilize on purpose frameworks discussed in the classroom and identify key challenges faced by the business and advocate a strategy to face them.

By the end of the semester, a table exam based on a case study will assess their ability to perform an analysis, a diagnosis and reveal key strategic moves on a digital business model.

☰ BIBLIOGRAPHY

Although selective bibliography will be provided for each seminars, no text books are required for this course as most books gets out of date very quickly. The following books may however help students to understand some key concepts of Digital Business Models.
Additional required and recommended reading materials will be provided before the course starts.

- Afuah, A., & Tucci, C. L. (2000). *Internet business models and strategies: Text and cases*. McGraw-Hill Higher Education.
- Amit, R., & Zott, C. (2001). Value creation in e-business. *Strategic management journal*, *22*(6-7), 493-520.
- Choudary, S. P., Van Alstyne, M. W., & Parker, G. G. (2016). *Platform Revolution: How Networked Markets Are Transforming the Economy—And How to Make Them Work for You*.
- Cusumano, M. A., Yoffie, D. B., & Gawer, A. (2019). *The Business of Platforms: Strategy in the Age of Digital Competition, Innovation, and Power*. HarperCollins Publishers.
- Evans, D. S., & Schmalensee, R. (2016). *Matchmakers: The new economics of multisided platforms*. Harvard Business Review Press.
- Osterwalder, A., & Pigneur, Y. (2010). *Business model generation: a handbook for visionaries, game changers, and challengers*. John Wiley & Sons.
- Reillier, L. C., & Reillier, B. (2017). *Platform strategy: How to unlock the power of communities and networks to grow your business*. Routledge.
- Sundararajan, A. (2016). *The sharing economy. The End of Employment and the Rise of*.

Additional digital resources

- http://platformed.info/
- http://techcrunch.com/
- https://www.crunchbase.com/

☰ EVALUATION METHODS

40 % : Collective assignments
60 % : Final Exam

☰ SESSIONS

1   Introduction to digital businesses from a strategic point of view
LECTURE : 03h00

The focus of this session will be to familiarise students with the key characteristics behind digital business models:

- key value drivers behind a digital business
- key dimensions of a digital business model
- Typologies of Digital businesses

2   Digital Platform Issues
LECTURE & CASE STUDIES : 03h00

Assessing the economics/strategies/marketing of Digital Platforms - Economics behind Digital Platforms

- Key drivers of Digital Platforms
- Dynamics of Value Networks
- Launching a Digital Platform?

3   Digital Merchants: resellers vs marketplaces
LECTURE & CASE STUDIES : 03h00

Economics behind e-commerce

- eretailers vs marketplaces
- Danger zone: commoditization
- New trends

4   Workshop on a Symbolic Case Study
PRACTICAL WORK : 03h00

The idea is to collectively apply frameworks and cocnepts discussed so far on a symbolic case study.
Students will be trained and prepared to formalize strategic reports

5   Free-Based Business Models
LECTURE & CASE STUDIES : 03h00

- Typology of free-based BM
- Economics behind freemium
- Different strategies behind freemium BM Strategic
- marketing issues of freemium BM

6   Subscription-based Business Models
LECTURE & CASE STUDIES : 03h00

- Trends & Insights
- Characteristics of Value Proposition
- Characteristics of Value Architecture
- Characteristics of Value Capture
  - SAAS Key Metrics

7   Workshop: Chronicles of a predictable downturn?
PRACTICAL WORK : 03h00

Students will be asked to analyze, diagnose and possibly advocate an alternative strategy to avoid the downturn of a Freemium-based business model.

8   The sharing Economy: Disrupting in a Digital Landscape
LECTURE & CASE STUDIES : 03h00

Basics of the Sharing Economy

- Decrypting AIRBNB success
- Issues and trends on disruption in a digital landscape

9   From Community-based BM to Social Networks BM
LECTURE & CASE STUDIES : 03h00

Crowd vs Community

- Should every Digital Business be social?
- Social Networks Business Issues
- Managing Digital Transformations

10   Analyzing the App Economy
LECTURE & CASE STUDIES & EXERCISES : 03h00

Challenging concepts on a final case study: the App Economy

MSI506
MANAGING BUSINESS TRANSFORMATION AND CHANGE

Number of ECTS credits : 4
Course language : Anglais
Course leader : EL AMRANI REDOUANE
Speakers : BANAHAN Eoin

☰ COURSE DESCRIPTION

With continuing developments in information and communication technologies, profound, disruptive change is taking place in the world of work. With this in mind, this course explores the challenges and key success factors in leading and managing organisational transformation and change in today's fast changing business environment.

Adopting an experiential approach, the course focuses on what the business leader/manager must "know and do" to manage change effectively at the level of the individual, the team and the organisation in an environment in which change is the only constant.

Students will acquire a suite of tools and techniques which are used by corporations in today's business world to implement change and prepare for the demand for continual transformation.

☰ COURSE OBJECTIVES

- Gain an understanding of the impact of change on the individual, team and organisation.
- Become familiar with leading contemporary operational models in implementing change.
- Acquire a suite of actionable tools and techniques to facilitate the design and implementation of transformation and change in a fast-changing business environment.

☰ LEARNING OBJECTIVES

C4B learning goal	LG2 - Action
C4B learning objective	LO4 - Make proposals, take initiatives
Outcomes	Lev. 3 - Support and argue new proposals in a context where they were not envisaged

C4B learning goal	LG5 - Cooperation
C4B learning objective	LO15 - Act with flexibility, adaptability and intellectual curiosity
Outcomes	Lev. 3 - Confront several points of view and incorporate external opinions

☰ TACKLED CONCEPTS

1: The Business Context - Key challenges and Key Success Factors

2: Learning Styles and the Learning Cycle

3: Frames of Reference as Frameworks for Understanding

4: Change Leadership Drivers and Mind-sets

5: Ambiguity and the Impact on Behaviour

6: Change Team Performance

7: Organisational Context and Models

8: Strategic Change Leadership

☰ LEARNING METHODS

This course adopts an experiential approach based on the concept of double-loop learning. The assumption is that to be successful in a continually changing business environment, future business leaders/managers must have the ability to "learn how to learn". Students will explore state-of-the-art models and techniques through experiential exercises and simulations from which they will reflect on what they did and how they did it. They will then draw conclusions and generate actionable key learnings for future performance improvement.

☰ EXPECTED WORK AND EVALUATION

The students will be required to read the case studies used during the course. Articles and book summaries will be distributed as appropriate.

☰ BIBLIOGRAPHY

Digital Darwinism, Goodwin, T. Kogan Page, 2018

Platform Revolution, Parker, G. et al, Norton, 2017

The Great Tech Revolution, How China is Shaping Our Future, Boutrup, C., Saxo, 2019

What's Next?, Al-Khalili (ed), Profile Books, 2017

Embracing Complexity: Strategic Perspective for an Age of Turbulence, Boulton, J et al, Oxford University Proess, 2015

Zero to One, Thiel, P., Virgin Books, 2014

☰ EVALUATION METHODS

40 % : Continuous Assessment
60 % : Final exam

☰ SESSIONS

1 Introduction to Managing Change
LECTURE & CASE STUDIES : 03h00

This 3 hour session is divided into 3 sub-sections as follows:

1. Introduction – This session outlines the course aims and objectives and establishes the performance norms for the programme. The pedagogical approach and learning technologies to be used are explained. Students are briefed on course assessment mechanisms.
2. Environmental context – This session explores a contextual model of transformation and change on 3 levels – the business world, the organisational world and the working world. The key challenges and key success factors for the change leader/manager, at each level, are highlighted.
3. Learning Styles – Using Kolb's Learning Cycle, this sessions looks at the different ways in which people learn. Students have the opportunity to assess their own preferred learning styles. The session is important for 2 reasons. Firstly, it provides a deeper explanation of the pedagogical approach to be adopted and, Secondly, it underlines the importance of understanding how people respond to change when designing and implementing change programmes.

2 Theories, Concepts and Ideas – Eoin Banahan
LECTURE & CASE STUDIES : 03h00

This 3-- hour session is divided into 2 sub-sections as follows:

1. The Power of Assumptions Model – This session looks at the importance of people's assumptions in creating frames of reference at the level of the individual. The implications for understanding change and transformation, and the resulting conflicts which arise as a result of different frames of references are illustrated.
2. The 4 Value Orientations Model - This session looks at the fundamental value orientations which drive individual change leadership behaviour. Students gain an understanding of their own preferred change leadership profile and how this "frame of reference" can be used to implement change. The key learning here is that conflicts and resistance to change arise as a result of the clash between different frames of reference.

3 Disruptive Change - Eoin Banahan
LECTURE & CASE STUDIES : 03h00

This 3-hour session is divided into 2 sub-sections as follows:

1. The Hauser Chemical Case Study - Students consider how the models explored in previous sessions can be applied to a real-life case study. The group is divided into teams and an experiential learning approach is adopted.
2. Workshop 1 – Ambiguity – The question which arises at the end of the case discussion is as follows: "What happens when the change leader starts to implement change?" Therefore, this session involves a workshop in which participants experience how change impacts on human behaviour. The assumption is that if the change leader understands how people behave when transformation and change occurs, they will be in a better position to manage the impact.

4 High performance team
LECTURE & CASE STUDIES : 03h00

This 3-hour session is divided into 3 sub-sections as follows:

1. The High-Performance Change Team – In this session students explore a model of the High-Performance Team. Students have the opportunity to assess themselves according to the model and identify the preferred skills they bring as individuals to the high-performance change team.
2. Change Team Profiles – Working in teams, using the models presented in previous sessions, each team generates a team profile identifying potential strengths and weaknesses in the team.
3. Transformation and Change Project Planning – In teams, the students work through a team simulation focusing on the importance of planning and organising in the transformation and change process. The exercise also allows participants to explore the fundamental assumption underlying the change team, namely, that change teams are more effective than change leaders in implementing change.

5 Leading change
LECTURE & CASE STUDIES : 03h00

This 3-hour session is divided into 2 sub-sections as follows:

1. Workshop 2 – Performance – The question which arises at the end of session 4 is as follows: "What can the change leader do to ensure that the change team is a "high performance team?" Therefore, this session involves a workshop in which participants experience how the change leader can push the team to above average performance.
2. The Caroline Plumier Case Study – This real-life case study illustrates the experience of a young change leader tasked with managing a change team following a take-over. In teams, the students apply the SCQA analysis tool to explore the performance of the change leader and the change team.

6 Recap of learnings and simulation session
PRACTICAL WORK : 03h00

The simulation provides students with an opportunity to experience the dynamics of a change team in action after which each team will assess their performance, identify strengths and weakness and generate key learnings for improving future performance.

7 Creative thinking
LECTURE & CASE STUDIES : 03h00

This 3 hour session is divided into 3 sub-sections as follows:

1. The Importance of Creative Thinking in the Change Process – Students are challenged to find creative solutions in a difficult problem, the solution to which is not as easy as it first appears. Following the experience, students can then assess their performance and generate some key learnings related to creative thinking.
2. Decision-Making in the Change Process – The students are given best practice guidelines on decision-making by consensus and then apply the guidelines to a specific challenge. They then assess their performance in applying the guidelines to achieve results.

8 Resistance to Change
LECTURE & CASE STUDIES : 03h00

This 3 hour session is divided into 2 sub-sections as follows:

1. The Organisational Change Context – In this session students look at a range of techniques for analysing change in the organisational context such as, PESTLE analysis, Lewin's change model, Organisational metaphors etc.
2. The Ken Vaughn Case Study (Managing Resistance) – In teams, students apply the SCOPE analysis tool to explore the issue of resistance. Using the "Nominal Group Technique", students create guidelines for problem resolution.

9 Leadership and change
LECTURE & CASE STUDIES : 03h00

This 3 hour session is divided into 2 sub-sections as follows:

1. Change Leadership Styles – Students explore different change leadership styles and learn when to apply the most appropriate style in the organisational context.
2. Leading Strategic Transformation and Change – The Kotter model of leading strategic change is explore. The elements of the model are as follows:

- Directing – The Greek Temple Model – Vison/Strategies/Behaviours
- Mobilising - Managing Motivation in the Change Process – A look at the McClelland model on motivation, students assess themselves according to the model.

- Implementing – The Kotter 8-step Process Model of Implementing Change

10 Communication and change
LECTURE & CASE STUDIES : 03h00

This 3 hour session is divided into 2 sub-sections as follows:

1. The Communication Challenge – the group goes through an experiential exercise and process of analysis focussing on communication skills which change leaders use in managing business transformation and change.
2. A Final Wrap-Up Simulation – In this session students apply course learnings to a final group challenge.

MSI507
DIGITAL BUSINESS AND BIG DATA

Number of ECTS credits : 4
Course language : English
Course leader : EL AMRANI REDOUANE
Speakers : CURRIE WENDY

≡ COURSE DESCRIPTION

This module covers the fundamentals of digital business and big data. Building on MDBIT modules of FIST and ISSP, this module provides an in-depth analysis of how business sectors, organizations, and management methods and techniques are changing in the 21st century. Students will work in teams on emerging issues and topics on digital business and big data. Cases will include how the banking sector is undergoing fundamental changes as a result of artificial intelligence, cloud computing, mobile and electronic payments. Blockchain and bitcoin technology is analysed by considering case studies in the FinTech sector, especially the confluence of blockchain and cloud computing. How IT vendors are changing their business models to incorporate blockchain technology will be further examined. In conjunction with case studies, students will work on an extended team project on a specific area of digital business and big data. Project topics will include: the future of money; regulation of technology; big data in government and public organizations; cryptocurrency; and digital transformation and change.

Students will be expected to carry out specific research to develop their team presentations, which will provide the basis of class discussion alongside the lectures and case studies. Assessment is 50% exam and 50% continuous assessment.

≡ COURSE OBJECTIVES

1. To gain an appreciation of the issues, debates, and themes of digital business and big data
2. To develop research an analytical skills to tackle the business, management, and technical factors relating to digital business and big data.
3. To improve critical thinking on how digital technology is disrupting traditional businesses.
4. To demonstrate analytical skills by providing insights and potential solutions to case study themes and topics
5. To work in teams to improve skills and capabilities of negotiation and working towards a final deliverable (e.g. presentation to class)

≡ LEARNING OBJECTIVES

C4B learning goal	LG1 - Analysis
C4B learning objective	LO1 - Make use of critical analysis/critical thinking skills
Outcomes	Lev. 2 - Formulate a personal and well-informed opinion

C4B learning goal	LG1 - Analysis
C4B learning objective	LO2 - Analyse complex situations
Outcomes	Lev. 3 - Support one's conclusions and issue well-reasoned recommendations

≡ TACKLED CONCEPTS

Digital Business Transformation
FinTech
Big Data Fundamentals
Financial Markets and Algorithmic Trading
Blockchain, Bitcoin and Crypocurrency
RegTech

≡ LEARNING METHODS

Lectures, case studies, videos, reports/readings, presentations

≡ EXPECTED WORK AND EVALUATION

50% on continuous assessment:
3 Case studies
1 Team Presentation
1 Team Report
50% final exam

☰ BIBLIOGRAPHY

All Case Studies/Readings are uploaded on blackboard.

☰ EVALUATION METHODS

50 % : Continuous Assessment
50 % : Final Exam

☰ SESSIONS

1

Lecture 1 - Digital transformation I
LECTURE & CASE STUDIES : 02h00

Case Study 1 - Work in Teams

2

Case Study 1 - All Teams Present Answers to Case - Class Discussion
GROUP PRESENTATION : 02h00

3

Lecture 2 FinTech
LECTURE & CASE STUDIES : 02h00

Case Study 2 - All Teams Work on Case Study

4

Case Study 2 - All Teams Present Answers to Case Study - Class Discussion
GROUP PRESENTATION : 02h00

5

Lecture 3 - Financial Markets and Algorithmic Trading
LECTURE & PRACTICAL WORK : 02h00

Introduction To Team Projects (All materials on Blackboard)

6

Online Session - Lecture 4 - Big Data Fundamentals
ON LINE LECTURES : 02h00

Revise for online Quiz

7

Online Session - Online Quiz
ON LINE LECTURES : 02h00

Into. to Case Study 3

8

Case Study 3: All Teams Present answers to Case Study - Class Discussion
LECTURE & CASE STUDIES : 02h00

All Teams present answers to Case Study 3.

9

Lecture 5 - Blockchain, Bitcoin, and Cryptocurrency
LECTURE & CASE STUDIES : 02h00

All Teams Work on Team Project

10

Lecture 6 -RegTech
INDIVIDUAL OR GROUP WORK : 02h00

All Teams work on Team Project

11 **All Teams work on Team Project**
INDIVIDUAL OR GROUP WORK : 02h00

12 **Work in Teams on Final Presentation**
INDIVIDUAL OR GROUP WORK : 02h00

13 **Work in Teams on Final Presentation**
INDIVIDUAL OR GROUP WORK : 02h00

Send Team Presentation to wcurrie@audencia.com by 11.15am

14 **Team Project Presentations**
BRIEFING : 02h00

15 **Team Project Presentations/Revision Session**
BRIEFING : 02h00

Submit report to wcurrie@audencia.com by end of session 15.