



NYU

TANDON SCHOOL
OF ENGINEERING

Department of Technology Management and Innovation
MG-GY 7503 Electronic Business Management
Spring 2018

<u>Professor:</u>	Michael Driscoll
<u>Contact Details:</u>	michael.driscoll@nyu.edu
<u>Office/Hours:</u>	By Appointment
<u>Class Schedule:</u>	Saturday
<u>Course Pre-requisites:</u>	Graduate Standing

Course Description:

The central focus of this course is Digital Business Management. The course will explore several trends that have emerged in Digital Business in terms of Customers, Competition, Data, Innovation, Technology and Value Propositions. We will learn about the world's most innovative Digital Business companies, their organization and strategies. We will also examine the failures and lessons learned of legacy businesses in the digital age.

Course Objective:

The best thought-out plans in the world aren't worth the paper they're written on if you can't pull them off.

Ralph S. Larsen

Chairman and CEO, Johnson & Johnson

Key Learning Themes of the Course:

- Understanding Business Strategies for Digital Business
- Understanding Technologies for Digital Business
- Understanding Digital Business Implementations
- Understanding the 6 Domains of Digital Business Transformation
- Understanding Digital Business Platform Models
- Understanding Digital Customer Behaviors
- Understanding Digital Customer Networks and Network Effects
- Understanding Concepts of Digital Business Market Value
- Understanding Big Data as a Strategic Asset for Digital Business
- Understanding the Barriers that Firms Encounter in Digital Business Transformation

Course Structure:

Readings:

Required Text(s): The Digital Transformation Playbook, David L. Rogers

- **Series:** Columbia Business School Publishing
- **Hardcover:** 296 pages
- **Publisher:** Columbia University Press (April 5, 2016)
- **Language:** English
- **ISBN-10:** 0231175442
- **ISBN-13:** 978-0231175449

Course materials include recent case studies, articles and relevant websites.

Please note: I will provide current Digital Business material during the semester as I find relevant content during the semester.

Course Evaluation and Grading:

Course assignments comprise seven components. Participants are expected to play an active role in each. The components are:

- **5%** : Class Participation and preparation of course reading assignments and related class discussions
This class is a learning experience for all. Everyone's opinion is valid and welcomed
- **15%**: Individual and Team Presentations which takes place throughout the semester. Individuals are asked to develop and give presentations to the rest of the class. This also includes on-time upload of your material into NYU Classes. It is critical that presentations are: 'Be Brief, Be Smart, Be Gone'
- **25%**: Final Paper (I will discuss in detail during class)
- **20%**: Final Exam (I will discuss in detail during class)
- **10%**: Class Attendance (this includes on-time and being in attendance during the entire class)
- **15%**: On-Time Submission of weekly Economist Assignments
- **10%**: Assigned Homework

Grading Plan

**Grade Point /Description
/Value**

A	4.0	Excellent (100 to 95)
A-	3.7	Excellent (94 to 90)
B+	3.3	Good (89 to 87)
B	3.0	Good (86 to 84)
B-	2.7	Good (83 to 80)
C+	2.3	Passing (79 to 77)
C	2.0	Passing (76 to 74)
C-	1.7	Deficient, but passing (73 to 70)
D+	1.3	Deficient, but passing (69 to 67)
D	1.0	Deficient, but passing (66 to 60)

NYU Grading Policy

“Grades on file with the Registrar at the end of the semester, with the exception of incomplete (I) and temporary grades (S or U), are considered final unless an error in calculating or recording the grade is discovered. No correctly reported final grade may be changed based upon re-taking an examination or completion of additional work. Incomplete (I) grades are handled according to the policies described under Incomplete Grades. Temporary grades (S or U), used for continuing projects, thesis or dissertation, will be converted to standard letter grades upon completion of the project, thesis or dissertation. Once recorded with the Registrar, these grades are treated as all other final grades. If an error in calculating or reporting a grade is discovered, the instructor will submit the change of grade request to the Department Head. On approval of the Department Head, the request will be submitted to the appropriate Associate Provost for approval. Any incorrectly assigned grade must be corrected within one semester.”

“Grades are earned; not given, gifted or negotiated. Earned grades cannot be compromised or changed to accommodate scholarship requirements or any university enrollment provision or status.”

Please Note the following:

- Disrespectful behavior, use of cell phones, absences and habitual lateness all result in a failing grade for class participation and attendance. Do not engage in private conversations, turn cell phones off/vibrate on entry to class and avoid repeated movements in and out of class. Failure to do so will result in a lower final grade.
- In accordance with school policy: the maximum number of permissible absences is 10% of the number of class meetings scheduled for the semester. Medical issues, Urgent Care, Emergency Room, Primary Physician documentation cannot be given to me per University Policy. This documentation must be sent to NYU Tandon School of Engineering's Office of Student Affairs led by the Dean of Student Affairs, Anita Farrington: anita.farrington@nyu.edu
- Grades are earned; not given, gifted nor negotiated. Do not request changes of grades in order to maintain a scholarship and/or to influence your enrollment status.
- Complete reading assignments before class and be prepared to engage in class discussions. Failure to do so will result in a lower final grade.
- Assignments are due by the specified date. There are no make-up nor extra credit assignments.
- Arrange with a classmate to receive any and all missed classroom instruction due class absences. Come prepared for the next class after any absence.
- Check your NYU email address daily.
- Please come to class with a pen and some type of electronic device (laptop, tablet) that will allow you to access material, work on individual or team exercises. I do not think cellphones meet this requirement (yet) based upon previous semesters.

Course Topic Outline

Class Date and Topic	Readings, Assignments, & Exams
Session I: Course Overview Review of Syllabus Innovator's DNA Team Exercises	Please Review Syllabus and Come Prepared With Any Questions. Please Read "The Innovator's DNA" Who Is Clayton Christensen? What Are The Five Discovery Skills? What Is The Thesis Of The Article? Do You Agree or Disagree With The Thesis? Support Your Position. Presentations and Homework Assignments For Session II To Be Discussed/Assigned
Session II: Lecture: Managing In The Digital Age	Please Read: "The Three New Skills Managers Need In Digital Business" MIT Sloan Management Review, Fall 2016 (Presentations Assigned) "Managing In The Digital Age" MIT Sloan Management Review, January 2017 (Presentations Assigned) Presentations and Homework Assignments For Session III To Be Discussed/Assigned
Session III: Lecture: The Domains of Digital Transformation	Please Read: Textbook: Rogers, Chapter 1 (HW Questions Assigned) Please View The HBR Webinar, "What Digital Transformation Really Means" and Complete Assigned HW Questions as well as Presentation Assignments. Please Read: "Aligning The Organization For Its Digital Future", MIT Sloan Management Review, Summer 2016 (Presentations Assigned) Homework Assignments For Session IV To Be Discussed/Assigned

<p>Session IV: Guest Speaker Lecture and Discussion</p>	<p>Please Read: Textbook: Rogers, Chapters 2 and 4: Harness Customer Networks (Chapter 2) Turn Data Into Assets (Chapter 4)</p> <p>Guest Speaker: Phil Jenkins (my former Verizon colleagues and now Director of Customer Engagement)</p> <p>Digital Business At Verizon:</p> <p><u>Next Best Action (NBA)</u> program that uses data insights driven by customer interactions across all channels (call centers, chats, online, mobile, TV) to create simple, smart, and personalized experiences leveraging Artificial Intelligence and Machine Learning platforms</p> <ul style="list-style-type: none"> • <u>Business Intelligence and Governance</u> to include business reporting, data management, metric definition and standardization • <u>Voice of the Customer (VOC)</u> program that provides VOC insights through analysis of customer surveys (NPS), benchmark reporting, and social media interactions • <u>Predictive Modeling</u> including customer segmentation models for acquisition and existing customer segments and propensity models (churn, cancel, frustration, etc.) for service, support, and sales • <u>Speech Analytics Program</u> across Retail Sales and Technical Support Call Centers providing insight and sentiment detection across over 40M calls annually • <u>Rep Guidance / Desktop Design</u> providing guided experiences driven by insights to enable sales and support agents to serve our existing and prospective customers <p>Assignments For Session V</p>
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<p>Session V: Lecture: Digital Business Platforms</p>	<p>Please Read: Textbook: Rogers, Chapter 3: Build Platforms, Not Just Products (HW Questions Assigned)</p> <p>Please Read: “How Digital Platforms Are Reshaping Business” Marshall Van Alstyne, Harvard Business Review, April 2016 (Presentations Assigned)</p>
<p>Session VI: Lecture: Mastering Disruptive Business Models</p>	<p>Please Read: Textbook: Rogers, Chapter 7 (HW Questions Assigned)</p> <p>Please Read: “10 Principles For Winning The Game Of Digital Disruption” Strategy+Business, November 2017 (Presentations Assigned)</p> <p>Please Read: “The Coming Wave of Digital Disruption” Strategy+Business, Spring 2018</p> <p>Homework and Presentation Assignments for Session VII To Be Discussed/Assigned</p>
<p>Session VII: Lecture: How To Choose A Digital Strategy</p>	<p>Please Read: Textbook: Rogers, Chapter 6 Adapt Your Value Proposition (HW Questions Assigned)</p> <p>Please Read: “Mastering The Digital Innovation Challenge” MIT Sloan Management Review, Spring 2017 (Presentations Assigned)</p> <p>Please Read: “Your Company Doesn’t Need A Digital Strategy” MIT Sloan Management Review, Spring 2018 (Class Discussion)</p> <p>Final Exam Review</p>

<p>Session VIII: Lecture: Course Wrap-Up; What Is The Future Of Digital Business?</p>	<p>Final Exam</p> <p>Final Paper Presentations: 2 Slides/5 Minute Maximums</p> <p>Final Paper Submissions Into NYU Classes</p>
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Academic Integrity:

All students are responsible for understanding and complying with the NYU Statement on [Academic Integrity](#).

Academic Integrity for Students at NYU

This policy sets forth core principles and standards with respect to academic integrity for students at New York University. Each school at New York University may establish its own detailed supplemental guidelines for academic integrity, consistent with its own culture, and consistent with the University-wide general guidelines described in this document.

At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others. In turn, these values will create a campus climate that encourages the free exchange of ideas, promotes scholarly excellence through active and creative thought, and allows community members to achieve and be recognized for achieving their highest potential.

In pursuing these goals, NYU expects and requires its students to adhere to the highest standards of scholarship, research and academic conduct. Essential to the process of teaching and learning is the periodic assessment of students' academic progress through measures such as papers, examinations, presentations, and other projects. Academic dishonesty compromises the validity of these assessments as well as the relationship of trust within the community. Students who engage in such behavior will be subject to review and the possible imposition of penalties in accordance with the standards, practices, and procedures of NYU and its colleges and schools. Violations may result in failure on a particular assignment, failure in a course, suspension or expulsion from the University, or other penalties.

Faculty are expected to guide students in understanding other people's ideas, in developing and clarifying their own thinking, and in using and conscientiously acknowledging resources - an increasingly complex endeavor given the current environment of widely available and continually emerging electronic resources. In addition, students come to NYU from diverse educational contexts and may have understandings regarding academic expectations that differ from those at NYU. NYU values and respects all academic traditions; however, while at NYU, students are expected to adhere to the norms and standards of academic integrity espoused by the NYU community and will be assessed in accordance with these standards. Students should ask their professors for guidance regarding these standards as well as style guide preferences for citation of sources for assignments in their courses.

Following are examples of behaviors that compromise the academic and intellectual community of NYU. The list is not exhaustive. Students should consult the websites and guidelines of their individual schools for an extended list of examples and for further clarification.

1. Plagiarism: presenting others' work without adequate acknowledgement of its source, as though it were one's own. Plagiarism is a form of fraud. We all stand on the shoulders of others, and we must give credit to the creators of the works that we incorporate into products that we call our own. Some examples of plagiarism:

- a sequence of words incorporated without quotation marks
- an unacknowledged passage paraphrased from another's work
- the use of ideas, sound recordings, computer data or images created by others as though it were one's own

2. Cheating: deceiving a faculty member or other individual who assess student performance into believing that one's mastery of a subject or discipline is greater than it is by a range of dishonest methods, including but not limited to:

- bringing or accessing unauthorized materials during an examination (e.g., notes, books, or other information accessed via cell phones, computers, other technology or any other means)
- providing assistance to acts of academic misconduct/dishonesty (e.g., sharing copies of exams via cell phones, computers, other technology or any other means, allowing others to copy answers on an exam)
- submitting the same or substantially similar work in multiple courses, either in the same semester or in a different semester, without the express approval of all instructors
- submitting work (papers, homework assignments, computer programs, experimental results, artwork, etc.) that was created by another, substantially or in whole, as one's own
- submitting answers on an exam that were obtained from the work of another person or providing answers or assistance to others during an exam when not explicitly permitted by the instructor
- submitting evaluations of group members' work for an assigned group project which misrepresent the work that was performed by another group member
- altering or forging academic documents, including but not limited to admissions materials, academic records, grade reports, add/drop forms, course registration forms, etc.

3. Any behavior that violates the academic policies set forth by the student's NYU School, department, or division.

Moses Center Statement of Disability

If you are student with a disability who is requesting accommodations, please contact New York University's Moses Center for Students with Disabilities at [212-998-4980](tel:212-998-4980) or mosescsd@nyu.edu. You must be registered with CSD to receive accommodations. Information about the Moses Center can be found at www.nyu.edu/csd. The Moses Center is located at 726 Broadway on the 2nd floor.

The Economist Assignment

- **The Economist Homework Assignment Will Be Due Thursday Nights At 11:55 pm**
Submitted into NYU Classes/Appropriate Assignment Folder; e.g. The Economist Week 1 Assignment.
- The link to The Economist via NYU Libraries: library.nyu.edu (to be shown in class)
- Your Economist Assignment Each Week Will Be To Read The Current Issue (Published Each Saturday) and Select An Article Related To Business and Technology and/or Specific To Digital Business. 1 Paragraph Summary of The Economist Viewpoint (What's Their Point?) and 1 Paragraph Summary Of Your Viewpoint (What's Your Point?). Please Include The Publication Date and Title Of The Article. Folks That Copy Each Other's Assignment Will Both Receive A Zero For The Overall Assignment (15 points off final grade)
- From an Industry Viewpoint, It Is Important To Be Aware Of Current Business Events. This is Especially Important During Job Interviews. This Is The Purpose Of The Economist Assignments – To Prepare You For Industry.

Evaluation of Class Participation

Clearly, you must participate in class if you are going to share your ideas with others. The issue is one of quality, not quantity or frequency.

Below is a description of how I propose to “calibrate” your class contributions:

Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive and provide one or more major insights as well as direction for the class. Arguments, when offered, are well substantiated and persuasively presented. If this person were not a member of the class, the quality of the discussions would be diminished significantly.

Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive and provide good insights and sometimes direction for the class. Arguments, when presented, generally are well substantiated and often are persuasive. If this person were not a member of the class, the quality of the discussions would be diminished considerably.

Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive and provide generally useful insights but seldom offer a major new direction for discussion. Arguments, which are presented sometimes, are fairly well substantiated and sometimes persuasive. If this person were not a member of the class, the quality of the discussions would be diminished somewhat.

Non-participant: This person has said little or nothing in class to date. Hence, there is inadequate basis for evaluation. If this person were not a member of the class, the quality of the discussions would not be changed.

Unsatisfactory Contributor: Contribution in class reflects inadequate preparation. Ideas offered are seldom substantive; provide few, if any, insights; and never offer a constructive direction for the class. Integrative comments and effective arguments are absent. Class contributions are, at best, “cherry-picking” efforts, making isolated, obvious, or confusing points. If this person were not a member of the class, valuable airtime would be saved.

Final Paper

Due Date: Last Day of Class

10 Points off if not submitted into NYU Classes on-time (you start with 15 Points)

Format of Paper

No more than eight written pages not including the cover, abstract and reference pages. The font Times New Roman, 12-point, and double-spacing is required with double-spacing between paragraphs and triple-spacing between sections. Footnotes at the bottom of a page and endnotes at the end of the paper are not allowed.

One Possible (and General) Structure for the Paper

1. A title page.
2. An abstract with an absolute position statement (hypothesis/thesis).
3. A background section in the form of an introduction providing the framework, which supports the abstract, findings and general conclusions.
4. Body of the paper with all the data and facts leading up to the abstract and setting up the position statement.
5. Analysis and interpretation of the research/evidence that concludes with the stated position and corresponding insight and recommendations.

Research Sources for the Paper

High quality sources of research includes articles from major business journals, e.g., The Economist, Harvard Business Review, MIT Sloan Management Review, Business Horizons, California Management Review, Journal of Marketing, Academy of Management Journal, IEEE publications, books, etc. Critical analyses can come from the business press (Business 2.0, The Industry Standard, Red Herring, Upside, Wired Magazine, The Economist, The Wall Street Journal and The New York Times). Industry research analysis can be found from resources such as IDC, Forrester, Gartner, META Group, Ovum, etc. Original, unpublished work is encouraged, i.e., interviews, focus groups, small experiments, etc. Finding these and many other publications can be done through electronic sources including LEXIS-NEXIS, The Brooklyn Business Library, The New York Public Library and others.

Library Access for the Paper

In addition to accessing on-site and electronic resources at NYU libraries (e.g. Bobst in Manhattan and Dibner in Brooklyn), you can get a free New York Public Library (NYPL) card, if you live in New York. The reverse of the library card has a barcode number that can be used to access additional research materials electronically through the NYPL website. For on-site access, the Science, Industry and Business Library (SIBIL) has an excellent collection of books, journals and business periodicals. SIBIL is located at 188 Madison Avenue in Manhattan.

Documenting Research for the Paper Using the APA Method of Citation

In most business writing; and, for this class, the APA method of citation is required, which can be found in the following recommended book (also noted on the second page of the syllabus):

Research and Documentation in the Electronic Age, by Diana Hacker and Barbara Fister, Bedford/St. Martin's, 2010 (ISBN: 978-0-312-56672-2). Additional resources for a better understanding of APA citation are:

http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf or www.dianahacker.com/resdoc.

It is extremely important to cite high quality work. More credibility is added to statements, explanations and analyses by citing research. If something is referred to, paraphrased or condensed from another source, it should be clearly cited giving credit to the original writer. This includes information found online, in books or any other resource. Copied text from websites or anywhere else and turned in as your own is a type of cheating known as plagiarism.