



ECMM 6020 Fall 2017

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Course Description:

The course will examine the recent and rapid growth of technology in business from multiple approaches: business process re-engineering; electronic commerce and the Internet; and, organizational issues in digital transformation.

Prerequisites:

Students are expected to have completed the assignments handed out with the introduction letter for the course.

Learning Objectives:

By completion of the course, you will have:

- 1 A familiarity with current topics in strategic innovation management, such as innovation networks, idea brokering, open innovation;
- 2 A familiarity with innovation processes and structures in the context of technology use in firms
- 3 An understanding of the strategies most effective for exploiting technology;
- 4 The ability to apply these concepts directly to real world situations;
- 5 Skills to identify, evaluate, and resolve a variety of issues relating to poor technology performance in large firms as well as entrepreneurial firms.

Learning Materials:

The required text for this course is:

The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company. Balnk and Dorf. NY: K&S Ranch.

<https://www.amazon.com/Startup-Owners-Manual-Step-Step/dp/0984999302>

Ground rules:

Students are expected to act mature and behave as if they were in a professional setting. Non-professional behaviour will not be tolerated. Additionally, classes will focus on current events as much as practical. Therefore it is incumbent upon the students to stay abreast of current business and economic news. Class will be conducted in a discussion format as much as possible and students are expected to participate in class discussion. Students should expect to be cold-called.

Grading Scale for Masters Students

Grading Scale as per Dalhousie Faculty of Graduate Studies Calendar
Regulation 6.6.2 Grading Policy

Letter Grade	Numerical % equivalent
A+	90 - 100
A	85 - 89
A-	80 - 84
B+	77 - 79
B	73 - 76
B -	70 - 72
F	0-69

Method of Evaluation/ Marking Scheme:

Assignments (4 @ 25% each) **100%**

Assignment	Due	Topic
1	Sept 30	Literature Review of the Technology upon which you want to focus.
2	Oct 30	Interview a current user
3	Nov 23	Metrics for the success of a technology deployment
4	Dec 10	Discussion of the use case and possible impacts on Industry of technology advances

For further descriptions of assignments, see the end of the Syllabus.

NOTE: Students must pass the final exam in order to pass this course!

Class Participation and Performance:

**DO NOT MAKE ANY TRAVEL PLANS UNTIL THE SCHEDULE IS POSTED
BY THE REGISTRAR’S OFFICE**

Certificates of illness:

Medical notes must be submitted to the MBA Program office or Professor, whichever you prefer. Please note that it is a university regulation that medical notes will not normally be accepted after a lapse of more than one week from the examination date.

Students with Disabilities:

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation – Form A.

A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to participate in the class.

Academic Integrity in the Faculty of Management:

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is a non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student *Contract on Academic Integrity* and it is your responsibility to ask questions if there is anything you do not understand. (page 4 of <http://management.dal.ca/Files/AcademicIntegrity.pdf>)

Dalhousie offers many ways to learn about academic writing and presentations; so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through online tutorials. See Researching Ethically tutorial at: <http://infolit.library.dal.ca/tutorials/Plagiarism/>

Do not plagiarize any materials for this course. Further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, <http://plagiarism.dal.ca/Student%20Resources/>

Please note that Dalhousie now subscribes to SafeAssign.com, a computer based service that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course, students should read the Policy on Intellectual Honesty contained in the Calendar or on the Dalhousie web site at:

<http://www.registrar.dal.ca/calendar/ug/UREG.htm#12>

Furthermore, the University's Senate has affirmed the right of any instructor to require that student papers be submitted in both written and computer readable format, and to submit any paper to a check such as that performed by anti-plagiarism software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand.

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Academic Integrity Officer.

School of Business clarification on Plagiarism versus Collaboration:

Note: The following can be modified by individual instructors to suit their particular course requirements.

There are many other opportunities for plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments and copying solutions from others. It is alright to work on assignments with your friends. In fact, working in groups may be beneficial. For best results, you should always attempt to solve the problem alone, prior to meeting with the group. Whenever you collaborate with your colleagues on assignments, **you must always prepare your own submission. Copying is plagiarism!** This includes copying the work of others, making changes, and submitting it as your own work.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of a tutor as your own
- Including your name on a group submission when you have not contributed to that submission

Specific examples of acceptable collaboration include, but are not limited to, the following:

- Discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, in their own words.
- Working on a computer-based exercise collaboratively, and then each of the students creating their own submissions individually, from start to finish.

STATEMENT ON THE USE OF SCENTED PRODUCTS

Dalhousie University and the organizations which represent students, faculty and other employees support the efforts of the Dalhousie University Environmental Health and Safety Committee to create a smelly University. In consideration of the difficulties that exposure to these products cause sensitive individuals, the University encourages faculty, staff, students and visitors to avoid the use of personal care products. Thank you for helping us all breathe easier!

SCHEDULE AND COVERAGE (subject to change w/ notification via Brightspace)

The course will have an regular schedule of meetings combined with experiential learning components where students will be expected to complete assignments based on the applicaiton of class theories to solving actual problems.

Schedule of Readings from the Text

Week (beginning Monday Sept 4)	Step 1, 2
Week (beginning Monday Sept 11)	Step 3-5
Week (beginning Monday Sept 18)	Step 6-9
Week (beginning Monday Sept 25)	Step 10-12
Week (beginning Monday Oct 2)	Step 13-14
Week (beginning Monday Oct 9)	Step 15-17
Week (beginning Monday Oct 16)	Step 18-19
Week (beginning Monday Oct 23)	Step 20-21
Week (beginning Monday Oct 30)	Step 22-23
Week (beginning Monday Nov 6)	Step 24
Week (beginning Monday Nov 13)	STUDY BREAK
Week (beginning Monday Nov 20)	To be distributed
Week (beginning Monday Nov 27)	To be distributed

Additional readings will be be distributed to the text readings through Brightspace.

Assignment timelines and deadlines will be established on the first day of class, and an updated Syallabus will be uploaded to Brightspace.

Assignment 1 Rubric

Rubric for Literature Review

Criteria and Qualities	Does not Meet	Meets	Exceeds
Introducing the idea	Neither implicit nor explicit reference is made to the topic or purpose of the article.	Readers are aware of the overall problem, challenge, or topic of the article	The topic is introduced, and groundwork is laid as to the direction of the article.
Body: Flow of the review	The summary appears to have no direction, with subtopics appearing disjointed.	There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order.	The summary goes from general ideas to specific conclusions. Transitions tie sections together, as well as adjacent paragraphs.
Coverage of content	Major sections of pertinent content have been omitted or greatly run-on. The topic is of little significance to the course.	All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected. Significance to the course is evident.	The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made. Significance to the course is unquestionable.
Clarity of writing and writing technique	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident.	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive. Few (3) spelling, grammar, or punctuation errors are made.	Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate and supports ideas with examples. No spelling, grammar, or punctuation errors are made.
Conclusion: A synthesis of ideas and application	There is no indication the author tried to synthesize the information or make a conclusion based on the literature under review..	The author provides concluding remarks that show an analysis and synthesis of ideas occurred. Some of the conclusions, however, were not supported in the body of the report. Weak discussion of applications.	The author was able to make succinct and precise conclusions based on the review. Insights into the problem are appropriate. Conclusions and the applications are strongly supported in the review.
Citations/References: Proper APA format	Citation for the article did not follow APA format and was missing essential information.	Citation for the article did follow APA format ; however, a few (2) errors in essential information were evident.	Citation for the article did follow APA format . Essential information was accurate and complete.

Assignment 2 Transcript

Rubric for Interview

Criteria	Exceeds	Meets	Not Meets
Preparation	<input type="checkbox"/> Research is extensive <input type="checkbox"/> Person interviewed is extremely appropriate for topic	<input type="checkbox"/> Research is suitable <input type="checkbox"/> Person interviewed is appropriate for topic	<input type="checkbox"/> Research not shows some knowledge <input type="checkbox"/> Person interviewed is poor choice for this topic
Understanding of Research	<input type="checkbox"/> Shows in-depth understanding of topic <input type="checkbox"/> 3-4 underlying concepts presented	<input type="checkbox"/> Shows understanding but lacks depth <input type="checkbox"/> 2 underlying concepts presented	<input type="checkbox"/> Shows little understanding of topic <input type="checkbox"/> No / One underlying concepts presented
Interview Questions	<input type="checkbox"/> Open ended questions <input type="checkbox"/> Questions designed to draw out information from person interviewed	<input type="checkbox"/> Some open ended questions <input type="checkbox"/> Some questions were designed to draw out information from person interviewed	<input type="checkbox"/> Few questions were open ended <input type="checkbox"/> Few questions were designed to draw out information from person interviewed
Logical and Sequential	<input type="checkbox"/> Questions asked in logical order <input type="checkbox"/> Questions are designed to build on previous questions	<input type="checkbox"/> Most questions asked in logical order <input type="checkbox"/> Some questions are designed to build on previous questions	<input type="checkbox"/> Few questions are asked in logical order <input type="checkbox"/> Few questions are designed to build on previous questions
Taping /Transcription of Interview	<input type="checkbox"/> Transcription provides clear record	<input type="checkbox"/> Transcription provides unclear / partial record	<input type="checkbox"/> Transcription provides no clear record
Conclusions	<input type="checkbox"/> Statement of Conclusions provides a brief summary of the interview and effectively communicates analytical insights	<input type="checkbox"/> Statement of Conclusions provides a summary of the interview and attempts to communicate analytical insights	<input type="checkbox"/> Statement of Conclusions does not provides a summary of the interview and fails to communicate analytical insights

Assignment 3

	Fails to Meet	Meets	Exceeds
Knowledge	Recalls some financial / operational content and definitions but not always accurately	Identifies most financial / operational definitions, principles, methodologies and theories accurately	Identifies significant financial / operational definitions, principles, methodologies and theories accurately
Understanding	Explains/demonstrates financial / operational ideas, concepts and principles with limited accuracy and irrelevant examples	Explains /demonstrates financial / operational ideas, concepts and principles with some accuracy and relevant examples	Explains/demonstrates financial / operational ideas, concepts and principles accurately and relevant examples
Application	Constructs and applies financial / operational knowledge, technology, and concepts with little consistency or accuracy	Constructs and applies financial / operational knowledge, technology, and concepts with some degree of consistency and accuracy	Constructs and applies financial / operational knowledge, technology, and reasoning with consistency and accuracy
Analysis	Compares and breaks down financial / operational analysis theories, models, graphs, calculations, and arguments into their elements with difficulty	Compares and breaks down financial / operational analysis theories, models, graphs, calculations, and arguments into their elements with minimal difficulty	Compares and breaks down financial / operational analysis theories, models, graphs, calculations, and arguments into their elements with accuracy
Synthesis	Integrates relevant financial / operational knowledge and concepts from diverse perspectives with little depth and breadth	Integrates relevant financial / operational knowledge and concepts from diverse perspectives with some depth and breadth	Integrates relevant financial / operational knowledge and concepts from diverse perspectives with depth and breadth
Evaluation	Determines with a minimal degree of effectiveness financial / operational decisions, policies, or theory in problem solving	Determines with some degree of effectiveness financial / operational decisions, policies, or theory in problem solving	Demonstrates ability to assess the effectiveness of financial / operational decisions, policies, or theory in problem solving

Assignment 4

	First Level / Not Meet	Meets	Exceeds
<p>Inquiry and Analysis <i>A systematic process of exploring issues,</i></p>	Asks appropriate questions and finds evidence related to inquiry	Asks in-depth and specific questions regarding the material, including reliability of the source, and evaluates it critically. Includes evidence to back up statements.	Asks specific and in-depth questions, and explores further with the aid of quality research. Asks and attempts to answer many questions from a critical perspective.
<p>Problem Solving <i>Is a process in which one works through a series of operations to come to a conclusion</i></p>	Identifies issues/opportunities	Identifies and solve issues in a creative manner. Considers and rejects less acceptable approaches and creates and follows a plan.	Creative approach addresses a current issue, also looks to the future to similar issues. Evaluates different approaches to solving problems; devises arguments using these methods and articulates rationale
<p>Creativity <i>Involves the ability to adapt to situations of change, to initiate change and to take intellectual risks</i></p>	Fails to Recognizes creative solutions to problems and seeks for beneficial future changes.	Shows a creative mind that is also able to look at long-terms goals. Considers change in an innovative way.	Exemplifies the capacity to think in untested and innovative directions and take intellectual risks.
<p>Depth and Breadth of Understanding <i>Demonstrates detailed knowledge in one or more disciplines and integrates knowledge across disciplinary boundaries</i></p>	Does not Apply basic concepts to specific disciplines.	Extracts and integrates information and perspectives from a variety of disciplines.	Gathers, reviews, evaluates and interprets information; compares the merits of alternate hypotheses in many different disciplines. Demonstrates mastery of a body of knowledge and critically evaluates the limits of their own knowledge and how these limits influence analyses.