

BusAdm K737

Cases in eBusiness, Innovation & Entrepreneurship

Winter 2022 Course Outline

Information Systems (IS) Area

DeGroote School of Business

McMaster University

COURSE OBJECTIVE

This course offers MBA students an integrated learn-by-participation approach to draw insights from and share logical thinking about selective cases cutting across the domains of eBusiness, innovation, and entrepreneurship. It provides a capstone series of experiential learning to students via cases of varying length and complexity involving the applications of previously learned knowledge, frameworks, models and theories in leadership, the design of eBusiness processes, innovative strategies and beyond. Key issues underlying cases should be penetrated and fathomed along the critical dimensions of problem solving, managerial and policy decision making, as well as evaluation.

INSTRUCTOR AND CONTACT INFORMATION

K737
Dr. Joseph Tan
Instructor
tanjosep@mcmaster.ca
Office: RJC 256; By Arrangements
Office Hours: Via virtual appointments

TA for K737
Leo Feng
Email: fengl6@mcmaster.ca
Class in RJC 263
Tuesday 2:30 – 4:30 pm
Office Hours: Via virtual appointments

Guest Lecturers: May be scheduled from time to time but no more than two (2) separate class sessions; see Schedule and please consult Avenue weekly

COURSE ELEMENTS

Credit Value:	3	Leadership:	Yes	IT skills:	Yes	Global view:	Yes
Avenue:	Yes	Ethics:	Yes	Numeracy:	Yes	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Evidence-Based	Yes	Experiential	Yes	Guest Speaker(s)	Yes	Final Exam:	No

COURSE DESCRIPTION

This course is taught chiefly via the case-method for MBA students. Unlike traditional lectures, students are expected to actively participate in class discussions on a range of issues facing managers and entrepreneurs involved in managing eBusiness and innovation initiatives. A key goal here is to assist students to foster acute skills critical for analyzing, critiquing, and presenting cases. Selected cases are carefully sequenced for ongoing class interactions, presentations, individual and collaborative reporting and debates. Although the course is focused on companies that are involved in eBusiness and new technology initiatives, the issues explored are not specific to IT/IS areas; in fact, the use of principles in strategic analysis, financial analysis, marketing analysis, organizational structure and behaviors, managerial and financial accounting, and operations management in considering non-trivial and complex business situations to arrive at sound recommendations may be deployed. Finally, the course will also help prepare graduate students for case competitions.

Specific Topics covered include, but not limited to:

- Overview of eBusiness/eHealth & Strategy
- Frameworks for eBusiness/eHealth Strategy Analysis & Formulation
- Assessing online market opportunities for eBusiness/eHealth
- EBusiness/eHealth Innovation Models
- MCommerce/mHealth and Social Commerce Integration
- Venture Capital & Entrepreneurship
- Metrics & Evaluation
- B2B markets; and Implementation issues
- Privacy, Confidentiality, Security, Ethical & Legal Issues in eBusiness/eHealth;
- Innovative eBusiness/eHealth Systems
- Project management & case analysis concepts
- Future of eBusiness/eHealth

LEARNING OUTCOMES

Upon completion of this course, students should be able to gain knowledge on the following areas:

A. Assume the role of the decision maker/s or consultant to the decision maker/s in various organizational situations, and perform the following:

1. Assess business models and strategies of eBusinesses and other commercial ventures in various stages of Maturity;
2. Assess situations facing organizations to identify critical issues, and prioritize these issues in terms of urgency and importance;
3. Assess the health of a given industry using a variety of frameworks and metrics (e.g. PEST, Porter's five forces, SWOT) in addition to managerial accounting and finance and HR principles;
4. Leverage entrepreneurship and innovation principles to generate alternatives which address the identified issues in various situations and contexts
5. Identify valid criteria for comparing the generated alternatives to select the ones that are most suited for the situation at hand;
6. Draw a realistic action plan to implement the selected alternatives;
7. Draw a contingency plan to address any potential risks during the execution of the action plan;
8. Professionally present the above analysis and action plan.

- B. Work effectively within teams to research, analyze and present cases;
- C. Develop critical evaluation and critiquing skills to professionally present the above analysis and action plan in competitive situations.

REQUIRED COURSE MATERIALS & READINGS

1. **Texts: K737 Cases by students; *Harvard Business Review*** – course pack, comprising a variety of selected cases. (Required: Access for purchase via <https://hbsp.harvard.edu/import/889185>)
2. **Learning With Cases** - Mauffette-Leenders, et al., 1997, Richard Ivey School of Business (Optional);
3. All readings referenced are available to students via Avenue-to-Learn or via instructor's direct emails/postings. Students are expected to read the assigned readings (as per schedule) prior to class-time.

COURSE FORMAT AND DELIVERY

For optimal learning within a simulated hands-on environment, all assigned case readings must be completed **prior to in-class case discussions**. *Random "cold-calls" will be permitted on students who have no case being assigned for reporting or presenting during specific class session(s).* Otherwise, deliverables include **rotating** group v. individual reports due prior to class; notably, except for **questions to be raised** to the group presenting, details of individual reports must not be discussed *a priori* among classmates and must be submitted for grading to the TA – **late** submissions will **not** be graded. Students who are submitting reports on the assigned cases must do so independently while formulating their **own** evaluations and recommendations.

The instructor oversees all case debates/discussions and tracks weekly attendance to assign participation grades with *zero toleration for plagiarists (copycats)*. For all assigned group presentations, slides are due prior to class with group members' participation mandatory. Questions relating to cases *may or may not* be posed for debates. This year, K737 delivery comprises three (3) parts.

Part-1 (Jan4-Feb8) focuses on analyzing & critiquing student-developed cases, emphasizing eBusiness, entrepreneurship, and innovation concepts. Mid-Term will be held on Feb9, with grades and feedback to students on Feb15, prior to reading week.

Part-2 follows mid-term (Mar1-Mar22), emphasizing more complex cases requiring in-depth group thinking, debating and detailed reporting. Group reports must provide a rationalized view of the opportunities, challenges, and risks within eBusiness, entrepreneurship, and innovation and prioritize key issues linked to well-articulated criteria alongside their envisioned recommended solution among alternatives and contingency plan(s). Students work in groups of 4-6 to analyze the assigned case and formulate their evaluations and strategic plans, resulting in a group report to be graded by the TA.

Following mid-term, running in parallel to reading week, Part-2 of the course, and beyond, **Part-3** (Feb8-Apr5), comprises developmental work for a specific real-world based case as part of a case competition, contributing to analytical insights while leveraging learning throughout the entirety of the course. Group final projects must be approved by the Instruction and will be peer-reviewed, as well as commented by the TA, resulting in a final report and a case guidance piece (of publishable quality) to be graded by the TA (oversee by the instructor).

EVALUATION

Learning in this course will occur largely through case analysis and debates, with independent (individualized) v. group participation and/or reporting. Whenever possible, feedback and exchanges on cases of varying length and projects within the assigned topical domains will serve to evaluate performance of participating students. Additionally, a mid-term with short Q & A plus a take home case to complement the case exercises. The components of each student's grade will be as follows, adjusted for peer evaluation:

Components & Weights

<i>Component</i>	<i>Weight</i>	<i>Grading Procedure</i>
In-class & online participation (Outstanding >21%; Good 15-20%; Pass 11-15%; Fail < 10% – Individual-Based)	25%	Observed Participation/Tracked Attendance, Tardiness & Regular v. Targeted In-Class contributions
Pre-Mid-Term (Part-1) Cases Group case presentation (5%) -Instructor graded - individually grade may differ by +/-1 level from the group average.	15%	Part-1: Individual case reports (5%) to be submitted prior to respective case session(s) – TA graded; Group case report graded by the TA (5%) - all group members will earn the <u>same</u> grade for written report unless there is conflict among the group members, and complaints submitted. Part-2 cases: Instructor will grade verbal component based on feedback from audience and interactions whereas the TA will grade the submitted group case reports (alongside the slides submitted – 5%).
Post-Mid-Term (Part-2) Cases Group case presentation (10%) -Instructor graded - individually grade may differ by +/-1 level from the group average.	15%	
Mid-Term Examination (starting on Feb8 for short Q&A plus 72-hour take home exam – no invigilation but absolutely no discussions with any others – zero tolerance for plagiarism)	15%	TA graded & feedback will be provided on a separate class (Feb15), the week following the examination.
Final Project – Case Competition (Presentation: 15% ; Written Submission: 15%)	15% 15%	Instructor's evaluation adjusted for peer ratings for final project presentations; based on presentation skills & quality of analysis and recommendations.

Conversion

Your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme. **Note that the minimum passing grade for MBA students is B-.**

LETTER GRADE (POINT)	PERCENT	LETTER GRADE (POINT)	PERCENT
A+ (9)	90 - 100	C+ (3)	67 - 69
A (8)	85 - 89	C (2)	63 - 66
A- (7)	80 - 84	C- (1)	60 - 62
B+ (6)	77 - 79	F (0)	0 - 59
B (5)	73 - 76		
B- (4)	70 - 72		

CLASS ATTENDANCE: MANDATORY with no exceptions unless arrangements have been previously made with and approved by instructor due to special circumstances such as being a remotely located part-time student. However, actual attendance is counted towards class participation grade and is required to enhance team performance. Tardiness will be seriously observed and will affect class participation grades.

ACADEMIC DISHONESTY

Students involved in academic dishonesty will receive a **ZERO** grade on the particular component in which the infraction occurred and a notation of academic dishonesty in the Dean's office. Students may also receive a **ZERO** grade on the course, a notation of academic dishonesty on their transcripts, and/or suspension or expulsion from the university. The University Senate Resolutions on Academic Dishonesty states:

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means. In an academic setting this may take any number of forms such as copying or use of unauthorized aids in tests, assignments, examinations, lab reports, term papers, or cases; plagiarism; talking during in-class examinations; submission of work that is not your own without citation; submission of work generated for another course without prior clearance by the instructor of both courses; submission of work generated by another person; aiding and abetting another student's dishonesty; and giving false information for the purpose of gaining admission or credits; and forging or falsifying McMaster University documents. No excuses for violation of this policy, including ignorance of the policy, are accepted.

For more detailed information: http://www.mcmaster.ca/policy/ac_ethics.htm

It is the student's responsibility to understand what constitutes academic dishonesty. Please be careful when handing in assignments, reports, essays and/or cases that are based on individual work. TAs have been instructed to **NOT** grade any paper that is deemed to have similar content with another person's work. In instances when work is suspected to be copied and/or plagiarized, the student(s) involved will be notified and the case will be reviewed by the Dean's office. For more detailed information: <http://www.mcmaster.ca/cis/omr/answersimck.html>

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MISSED TESTS AND ASSIGNMENTS

The Faculty of Business has approved the following policy:

Where students miss a regularly scheduled midterm or one of the term tests for legitimate reasons as adjudicated by the **Academic Programs Office (APO)**, the weight for that test will be redistributed across other evaluative components of the course at the discretion of the instructor.

Documentation explaining such an absence must be provided to the APO within **five (5) working days** upon returning to school. The approved McMaster University Medical Form must be used. There will be no makeup for missed examinations. If an examination is missed without a valid, documented excuse, students will receive a grade of **ZERO** for that component.

Students must notify their instructor at least **ten (10) days** before a midterm examination in the case of a scheduled conflict because of a valid reason. Please contact the academic advisor in the APO well in advance of the 10-day deadline in order to confirm the validity of the conflict. Special examination arrangements may be made due to: a conflict with a religious holiday, and/or a conflict between two overlapping scheduled midterm examinations. Failure to meet the stated deadline may result in the denial of special arrangements. Varsity athletes must contact the APO within **five (5) working days** in order to make special arrangements for the Athletics & Recreation Department to administer a midterm examination due to a scheduled conflict with an athletic event.

In the case of final examinations, students should contact the Examinations Office in Gilmour Hall #114 at least **ten (10) days** in advance of a scheduled period of three (3) final examinations in one calendar day or three (3) consecutive examinations. Academic regulations pertaining to final examinations can be found in the calendar. Once a student sits for (and completes) a final examination, no special consideration will be granted. If a student is unable to complete an examination due to a compelling medical reason, a Petition for Special Consideration requesting a deferral must be filed within **one (1) week** to the APO with signed medical documentation.

Examinations are not rescheduled for purposes of travel. Students must arrange to be available for the entire range of examination dates. For any other issues pertaining to missed assignments or examinations, please refer to the student calendar or contact the APO office.

STUDENTS WITH DISABILITIES

Students with disabilities are required to inform the Centre for Student Development (CSD) of accommodation needs for examinations on or before the last date for withdrawal from a course without failure (please refer to official university sessional dates). Students must forward a copy of such CSD accommodation to the instructor immediately upon receipt. If a disabled student chooses NOT to take advantage of a CSD accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete.

RESEARCH USING HUMAN SUBJECTS

Research involving human participants is premised on a fundamental moral commitment to advancing human welfare, knowledge and understanding. As a research intensive institution, McMaster University shares this commitment in its promotion of responsible research. The fundamental imperative of research involving human participation is respect for human dignity and well-being. To this end, the University endorses the ethical principles cited in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans: <http://www.pre.ethics.gc.ca/english/policystatement/policystatement.cfm>

McMaster University has mandated its Research Ethics Boards to ensure that all research investigations involving human participants are in compliance with the Tri-Council Policy Statement. The University is committed, through its Research Ethics Boards, to assisting the research community in identifying and addressing ethical issues inherent in research, recognizing that all members of the University share a commitment to maintaining the highest possible standards in research involving humans.

If you are conducting original research, it is vital that you behave in an ethical manner. For example, everyone you speak to must be made aware of your reasons for eliciting their responses and consent to providing information. Furthermore, you must ensure everyone understands that participation is entirely voluntary. Please refer to the following website for more information about McMaster University's research ethics guidelines: http://www.mcmaster.ca/ors/ethics/students_intro.htm

Organizations that you are working with are likely to prefer that some information be treated as confidential. Ensure that you clarify the status of all information that you receive from your client. You **MUST** respect this request and cannot present this information in class or communicate it in any form, nor can you discuss it outside your group. Furthermore, you must continue to respect this confidentiality even after the course is over.

Each student in this course will receive a document that spells out in considerable detail the required approach to collect data from human subjects. You must consult your instructor before undertaking any such study.

POTENTIAL MODIFICATIONS TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

Revised COURSE SCHEDULE

Business K737: Cases in eBusiness, Innovation & Entrepreneurship Course Schedule Winter 2022 (**Revised on Blended Delivery**)

#	Date	Topic	Case Presentations	Deliverables
1	Jan 11 online	<ul style="list-style-type: none"> Course overview eBusiness Strategy A framework for Case Learning; the Komatsu Case 	None – Course Outline Komatsu Case	Form three (3) groups & cases assigned – each group having 4-6 members in total.
2	Jan 18 online	How Cases are Read, Analyzed & Reported – Writing a Case Report v. Developing your own case (TA-led) <ul style="list-style-type: none"> Entrepreneurship/5G Assessing online market opportunities eBusiness platforms 	The Entrepreneur's Dilemma (2015) The StressCrete Case	Cases – For Class Illustration only
3	Jan 25 online	<ul style="list-style-type: none"> Branding E-Retailing Group Verbal v. (Ind. Written*) Case Presentations	Air-Canada Jumia Ikea	Group 1 (3*) Present Group 2 (1*) Present Group 3 (2*) Present
4	Feb 1 TBD	<ul style="list-style-type: none"> Structuring a good case summary & writing a comprehensive case report & What's involved in Case Competition for K737? Guest Speaker on Blockchain Technology or Metaverse (TBD) Mid-Term Feedback & Evaluation – STOP n' GO;	Individual v. Group Case Collaboration, Analysis & Reporting <i>Delivery mode depends on Guest Speaker(s)' situation, availability with adaptation to his schedule.</i>	Using BlackBerry (BB) Case as an ILLUSTRATION for Q & A Mid-Term Exam Reviews
5	Feb 8 RJC	<ul style="list-style-type: none"> Mid-Term: A few short essay questions + Unannounced Case (TAKE-HOME) 	Exam Case to be released at 2:30 pm short Q&A due @ 4:55pm Feb 8	(72-hour take-home case due 11:59pm February 11 th , 2022)

6	Feb 15 RJC	<ul style="list-style-type: none"> • Guest Speaker (Mr. Otamere O.) Entrepreneurship, Growth & Transformation (Confirmed) • Digital Technology Business Models & Competitiveness <p>Google v. Other FANNs; Metaverse</p>	EV for GM (Mandatory Class)	<p>Critique of Blackberry Case (Open)</p> <p>ATTENDANCE TRACKED</p> <p>Group 1* Present/Report</p>
7	Feb 22 RJC	<p>Reading Week</p> <p>Groups to meet to generate proposals for final case development to be submitted online for discussions</p>	Proposal for final Case Projects must be approved prior to visiting real-world site for the case development	Project Proposal Approval via online
8*	Mar 1 RJC	<ul style="list-style-type: none"> • New Ventures; Innovation Challenges, Strategy & other issues in eBusiness 	<p>Break-Out Group Discussions on Group Project Proposals</p> <p>EV (Tesla v, Others)</p>	Group 3* Present/Report
9*	Mar 8 RJC	<ul style="list-style-type: none"> • C2C; B2C v. B2B markets & issues (Metaverse); <p>New Business Model Thinking</p>	<p>Feedback on Mid-Term</p> <p>TikTok v.Kuaishou & Metaverse</p>	Group 2* Present/Report
10	Mar 15 Online Consult	<ul style="list-style-type: none"> • Real-World Case Site Attendance - Data Gathering; Preparation for Case Competition 	Individual/Group Consults	Online Interactions with TA/Instructor only
11	Mar 22 Online Consult	<ul style="list-style-type: none"> • Data Gathering; Preparation for Case Competition 	Group Consults Only	Group Meetings only with consults if needed.
12	Mar 29 RJC	<ul style="list-style-type: none"> • Case Competition (CC) <p>Groups 1,2 presentations</p>	<p>Unannounced</p> <p>Cases</p>	TA may be present (if possible) to attend to these final case project presentations
13	Apr 5 RJC	<ul style="list-style-type: none"> • Course evaluation <p>Groups 3 presentation</p> <ul style="list-style-type: none"> • CC Reports 	Unannounced Cases	Case Competition reports due in 10 working days.