

BusAdm K737

Cases in eBusiness, Innovation & Entrepreneurship

Winter 2023 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: leofeng6@gmail.com
Class in RJC
Tuesday 2:30 – 4:30 pm
Office Hours: Via virtual appointments

Guest Lecturers: May be scheduled from time to time either for physical classes or via Zoom depending on the convenience and availability of speakers 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 MBAs. Unlike traditional lectures, students will participate in class discussions actively on a range of issues facing managers/entrepreneurs involved in managing eBusiness and related innovation initiatives. Missing in-class/online discussions will impact on one's total grade as only up to 50% of course grade will be group-based; the rest, individually targeted.

A key goal here is to foster acute skills critical for students in analyzing, critiquing, and presenting cases individually and/or as part of a group. Selected cases are thus sequenced for ongoing class interactions, presentations, reporting and debates. Although the course is focused on companies that are involved in eBusiness and new IT/IS initiatives, the issues explored may not be IT/IS specific; in fact, the use of principles in strategic, financial, marketing, and organizational analysis in non-trivial and complex business situations will be expected in order to arrive at sound recommendations while resolving issues. Importantly, the course will help prepare MBAs for case competitions.

Specific Topics covered include, but not limited to:

- Overview of eBusiness/eHealth Planning & Strategy
- Frameworks for eBusiness/eHealth Strategic Analysis & Formulation
- Assessing digitalization opportunities for eBusiness/eHealth: eBusiness/eHealth Innovation Models
- M-Commerce/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 successful completion of this course, students should be able to complete the following tasks:

- A. Write individual essays; work effectively within teams to research, analyze and present cases;
- B. Assume the role of the decision maker/s or consultant to key stakeholder(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 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
- 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:**
 - a. **K737 Cases by students (required access via TBD)**
 - b. **Harvard Business Review** – course pack, comprising a variety of selected cases. (Required: Access for purchase via <https://hbsp.harvard.edu/import/1010607>)
 - c. **Learning With Cases** - Mauffette-Leenders, et al., 1997, Richard Ivey School of Business (Optional);
2. 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 OVERVIEW & ASSESSMENT

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 individual v. group essays/reports due prior to class; notably, except for **questions to be raised** to the group presenting, details of individual essays/case 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** thinking, evaluations and/or recommendations. To aid instructor in assigning in-class participation grades, all students must display a name tag for all classes, and if failed to do so, may simply lead to **zero** participation grade (intentionally or not).

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 (Jan-Feb) focuses on individual essays; analysis & critique of student-developed cases, emphasizing eBusiness, entrepreneurship, and innovation concepts. Mid-Term will be held in Feb, just prior to reading break with grades and feedback to students following reading week.

Part-2 (Mar), emphasizes more complex group-led 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 4-7 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, **Part-3**, 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 Instructor 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). Missed tests/submissions on due dates will receive a grade of zero unless the student has submitted and been approved for a Notification of Absence or MSAF. Late assignments will be penalized 100% and not be graded.

Learning in this course will occur largely through essays, 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 series of 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:

Your final grade will be calculated as follows:

Grade Component	Weight	Description
Engagement/Ind. Class Presentations of Cases (Parts 1-3)	13%	3% Attendance (individual-based) 5% in-class/on-line contributions to discussions 5% in-class individual Case-based Presentations of Students' Developed Cases
Essay (Part -1) Due-Date: Later on in January – as scheduled	12%	Based on an assigned case, each student must pen a 1,200-1,450 word essay on (i) a series of 3 key case questions they feel should be asked of the assigned case (4%); (ii) which aspect(s) of the case methodology they would most likely excel when working with others on this student-developed "real-life" case (4%); and (iii) why the choice of questions raised and your perceived contribution being deemed critical to the success of the intended overall case analysis (4%)?
Mid-term (Part-1) Date: TBD – likely to be pre-reading week	25%	Individual-based – two parts: (1) in-class to perform a short case analysis of one of two assigned student-developed cases, including the provision of responses to a series of case questions posed for the selected case (10%); do a 48-72 hour take-home full case analysis (15%).
Group Case Analysis/Report (Part-2: as per class schedule)	20%	10% Class Group Case Presentation of Harvard Cases 10% Team (4-7) Full Case Report
Group Final Case Competition Report (Part-3: as per class schedule)	30%	20% Group-Developed Case Submission 10% Team (4-7) Case Presentation with Guided Logic for Case Questions

COURSE DELIVERABLES

Assignment #1 – Essay

This assignment is worth **12%** of your final grade and will be marked individually. You will read an assigned case, develop 3 key questions for this case, discuss important aspects of case methodology that would be deemed relevant to this case that you feel you can best contribute to a group discussion of the case, and provide rationale for your question choices and the underlying reasoning on the methodological contributions. Your essay must be between 1,200 to 1,450 words.

Mid-Term Part #1 – Short Responding Exam Case Questions

This is a Q & A examination for one-and-a-half hour that accounts for **10%** of your final grade. The case exam will ask specific questions relating to the selected case as there will be two case choices. It is an **open-book** exam.

Mid-Term Part #2 – Case Exam Take-Home for 48-72 hours

This is a take home case examination that accounts for **15%** of your total grade. You will be responsible for reading, analyzing, and typing up a full solution to the case. Each solution must be completed individually.

Class Group Case Presentation as Scheduled – Team Exercise

This is an important case analysis worth **20%** of course grade vis-à-vis team collaboration in groups of 4-8 students depending on the class enrollment figures. Each team comprises a Team Leader (& a co-Lead); 1-2 Technocrat (to assist with presentation slides & technical issues); 1-2 Social Lead (network coordinator); 1-2 Detailed Checker (monitoring deliverables within due dates) and 1-2 backup researchers (to perform case background research and current developments).

Participation

To earn participation marks individually, there will be no excuse for failure to showcase your name cards (possibly with photos when online) to ascertain credits are given to your individual participation. You must have a name card, or (in case of Zooming and other online sessions, log in, with your **full first and last name** clearly written and displayed for every class). Since student participation is an important component of this course, official McMaster student ID photographs will be used to ensure that each student is assessed accurately. The instructor will use the photograph to ensure the accuracy of participation marks, group work, and for identifying students for grading purposes

Final Group Developed Case

This final exercise is intentionally cumulative, and is worth **30%** of total grade – all of previous exercises in the coursework is to be aggregated so each group works towards collaborating intelligently in generating a “publishable” case worth 20% of final grade; as well, 10% additional grade is allocated to having the group present the work to the instructor, TA(s), classmates or other invites – assessment will be peer-based. The case must also have a logic guiding document to showcase its purpose, potential case questions to be asked and the real-life lessons to be learned.

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. **For any 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.

COMMUNICATION AND FEEDBACK

Students who wish to correspond with instructors or TA(s) directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants. All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default. *For Level 1 and Level 2 courses, this feedback must equal a minimum of 20% of the final grade. For Level 3 courses and above, this feedback must equal a minimum of 10% of the final grade.*

Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in the curriculum delivery.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar [“Requests for Relief for Missed Academic Term Work”](#) and the link below;

<http://ug.degroote.mcmaster.ca/forms-and-resources/missed-course-work-policy/>

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

For information on the various types of academic dishonesty please refer to the [Academic Integrity](#)

[Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. email, Avenue to Learn (A2L), web pages, TopHat, MS Teams, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of

all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

RESEARCH USING HUMAN SUBJECTS

All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster's Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process.

McMaster Research Ethics Board (General board): <https://reo.mcmaster.ca/>

Hamilton Integrated Research Ethics Board (Medical board): <http://www.hireb.ca/>

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in Business K737 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.