

ELECTIF 1 - Digital World & Information Systems ELE4211MA_21

Program	PGE2	Number of hours	
		Type of exam	
Public (Studies/Studies + Work)		Number of course hours	24 heures
		Number of ECTS credits	
Professor in charge of the course	_____	Teaching language	English

1. Presentation and overview of the course

The role of IT ('Information Technology') is changing, as open standards, data interoperability, outsourcing, and the emerging cloud computing paradigm shift IT from a perceived source of competitive advantage to a shared and common utility. This challenges existing organisational structures and strategies, and their capacity to compete in a 'Digital Economy'. At the same time, the wider Information Systems (IS) environment is now seen as a source of competitive advantage through the creation of new forms of stakeholder value, based on data, interoperability and connectivity. Strategic Information Systems (SIS) is information systems which are developed in response to corporate business initiatives: they may deliver a product or service at lower cost, is better differentiated, is innovative, or that focuses on a particular market segment. They may enable new business models, deeper relationships with customers and suppliers and/or radical adjustments to costs. If implemented correctly, they offer organisations an 'out pacing' strategy, allowing them to compete with the maximization of quality and a minimisation of cost.

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2. Objectives

2.1 Major Domains and related Objectives

This course aims at developing following competences :

07 D Management of Information Systems (07D)

07_1 : 07.1 Developing, managing and operating information systems

Students will understand some of the critical differences and challenges between managing data and information. They will learn the concept and characteristics of an organization, and business processes, as a system and be able to better assess casual influences and control mechanism.

07 D Management of Information Systems (07D)

07_2 : 07.2 Predicting the Organizational Impacts of Information Systems

Students will develop the ability to come up with new ideas and encourage others to produce them, as well as their capacity of initiative and adaptation.

07 D Management of Information Systems (07D)

07_3 : 07.3 Supporting the Digital Transition

This course will contribute to developing the students' skills in proposing innovative solutions.

2.2. Secondary Domains and related Objectives

The specific skills to develop within the course are the following:

First of all, the course will allow the students to analyse their own personality according to the model of the two brain hemispheres, the qualities associated with creative people, etc. Such self-exploration and self-marketing will help the students see themselves and others under an unusual angle. This will motivate them to perceive, communicate or interact with others in a different way. By the end of the course, the students should be able to describe the main stages of the collective creative process. Group discussions and exercises will help them master this specific theoretical knowledge.

Further on, during the course, the students will hone their personal creative skills while learning to present themselves in a creative way, to explore their own inner creativity by making an object in vivo, to overcome their inner inhibitions and allow their imagination to thrive.

Finally, the students will learn to use their own creativity for the common goals of their team by contributing to a stimulating and motivating atmosphere and a fruitful creative process in their team, doing their best to be open and original, and demonstrating the outcome of creative teamwork in their presentations. At the end of the course, the students should be able to outline the main characteristics of the collective creative work process. Discussions in class will help them master this specific theoretical knowledge.

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3. Pre-requisites

There is no pre-required knowledge for this course.

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4. Teaching material

1. **Article - 2001** : IT Doesn't Matter, CARR, 2001, Harvard Business Review
2. **Article - 1996** : Strategy in the New Economy, Tapscott, Strategy and Leadership

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5. Course content and timetable

The student will need to consult Moodle on a regular basis to find out the themes of the sessions as well as the mandatory pre-session preparatory work that is expected.

Session	Type	(h)	Topic	Pre-course homework
1	Base Unit course	3H	Information Technology and Digital Enterprise : IT Doesn't Matter - Introduction to Strategic Information Systems - The Emerging Technology	
2	E-Learning	3H	Technical aspects of Information Systems - From Data Process to Strategic Information System - Types of Information systems - Network and the Internet	
3	Base Unit course	3H	Strategic Information Systems and the Digital Enterprise - CRM and ERP systems	You have to follow the e-learning session "Technical aspects of Information Systems" before this session
4	Base Unit course	3H	The IS Project - Causes of IT Failures - Systems Implementation and Organisations - AGILE	
5	E-Learning	3H	Why Data Matters - Database Management Systems - Introduction to DBMS Design	
6	Base Unit course	3H	Data, Information and Knowledge - Knowledge Management - From Big Data to Machine Learning	You have to follow the e-learning session "Why Data Matters" before this session
7	Base Unit course	3H	Data, Analytics and Strategy - Introduction to Big Data - On the Internet Nobody Knows you are e Dog... Really?	
8	Base Unit course	3H	Ethical aspects of the Digital Enterprise - Privacy online and GDPR - Free Software and Culture - Brainstorming the future	
9	Cohort course	1H30		
10	Cohort course	1H30		
11	Cohort course	1H30		
12	Cohort course	1H30		
13	E-Learning	3H		
14	E-Learning	3H		

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6. Teaching Approach/ Instructional Methods

The course is based on lectures, readings and several case studies in order to leverage an interactive method and create opportunities for engaging students. Working in mini-groups, all together and individually.

7. Assignments

7.1. Terms and conditions of evaluation

Type of evaluation :

Distribution of these components : Course ALL DURATIONS : 50% CC / 50% FINAL EXAM

7.2. Continuous assessment

Type : Organized by the professor

Format : Case study

Modality : In the classroom

7.3. Final Exam

Evaluation method : Individual

Type : Exam administered by the Studies Administration Office

Format : Case study

Modality : Writing exam on table

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9. Academic fraud

Academic fraud is the act of passing off as one's own the texts or ideas of others, resulting in improper academic evaluation.

While this list cannot be considered exhaustive, here are some examples of actions considered to be academic fraud:

- the use of all or part of a text of another person as one's own or without reference to an examination, work or activity subject to evaluation;
- the performance by another person of work or activity subject to evaluation;
- the use of any unauthorized assistance in the course of an examination or in the performance of work;
- the unauthorized submission of the same work in different courses;
- the unauthorized obtaining of examination questions or answers by unlawful means;
- the solicitation, offer or exchange of information during an examination.

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