



**Course Syllabus**  
**Spring 2021/2022**  
**Dr. Abrar Al-Hasan**  
**MBA 532 Technology and Operation Management**

**Lecture Time and Location:**

MBA 532 / 00 : Wed 05:00 PM – 07:50 PM

Floor 0 Area CG Room 1006

**Contact Information**

**Location** : QMIS Department – 2<sup>nd</sup> Floor – Office No. 1017

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**Office** : 24984643

**Office Hours** : or by email appointment

**Textbook** : Alex Fenton, Gordon Fletcher and Marie Griffiths. Strategic Digital Transformation. A Results- Driven Approach. 2019.Routeledge. ISBN: 978-0367031077.

**Available on Amazon (eCopy (Kindle) or Paperback):**

[https://www.amazon.com/Strategic-Digital-Transformation-Business-dp-0367031078/dp/0367031078/ref=mt\\_other?\\_encoding=UTF8&me=&qid=1644861156](https://www.amazon.com/Strategic-Digital-Transformation-Business-dp-0367031078/dp/0367031078/ref=mt_other?_encoding=UTF8&me=&qid=1644861156)

**Available on Routledge.com:**

<https://www.routledge.com/Strategic-Digital-Transformation-A-Results-Driven-Approach-1st-Edition/Fenton-Fletcher-Griffiths/p/book/9780367031077>

**Case Studies** : Download using link: <https://hbsp.harvard.edu/import/872769>

**Other Material** Harvard Business Review Case Studies, additional material such as lecture slides, articles, and assignments will be posted on Microsoft Teams.

**Course Website** Microsoft Teams (for announcements and course material)

Moodle <https://moodle.ku.edu.kw/login/index.php> (for assignments, quizzes, and main exams)

**Course Description:**

In a fast-changing, competitive marketplace, leaders are often asked to take on highly visible roles and drive digital disruption. To stay ahead, leaders must understand how disruption impacts them and develop new capabilities that can drive their own digital transformation. This course will establish a clear roadmap for developing an organization's digital strategy. The course focuses on understanding of how to evaluate the marketplace, how to identify competitive strengths, and how to design a unique business approach that addresses all of strategic priorities in a coordinated, and technological way.



**Course Learning Objectives (CLOs)**

Upon successful completion of the course, students will be able to:

- CLO1.** Understand digital disruption, and the market-driven forces that allow disruptors to succeed.
- CLO2.** Learn how to build temporary and sustainable competitive advantage through digital disruption and digital strategies.
- CLO3.** Discover how and when to recreate business model to support a digital approach.
- CLO4.** Effectively and innovatively link digital strategies to organization’s capabilities.
- CLO5.** Identify, research, synthesize, report, communicate, ethically, and professionally use digital disruption for innovative business.

**CLO Mapping to CBA Skill Based Competency Goals<sup>1</sup>**

| CLO | Competency Goal |               |                        |                 |
|-----|-----------------|---------------|------------------------|-----------------|
|     | Analytical      | Communication | Information Technology | Business Ethics |
| 1   | I               |               |                        |                 |
| 2   | A               | A             |                        |                 |
| 3   | A               |               |                        |                 |
| 4   | A               |               |                        | A               |
| 5   | R               | R             | R                      |                 |

**Type of Emphases:**

- **(I)ntroduce:** Students will be introduced to the skill and their grasp of it assessed in the course.
- **(A)pply:** The course will not cover the skill. Students should have a high-level grasp of the skill and are required to apply it in the course.
- **(R)einforce:** Students should have an introductory-level grasp of the skill and the course will improve their mastery to a higher level.

**Course Outline:**

| Title   | Topics  | Assignment     |
|---|---|----------------|
| <b>Chapter 1:</b><br>Why do strategic digital transformation? | What is digital business?   | Read Chapter 1 |
| <b>Chapter 2:</b>   | Understanding the digital strategy, the difference, the organization, the infrastructure. The VUCA world. | Read Chapter 2 |

<sup>1</sup> CBA Competency Goals can be found at the end of this document.



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|  |   |                    |
|--|---|--------------------|
| How to critically understand the digital landscape.                                    |   |                    |
| Developing a Digital Mindset<br><i>HBR Case Study 1</i>                                | <i>The Tate's Digital Transformation</i>  | <i>Read Case 1</i> |
| <b>Chapter 3:</b><br>What is digital business maturity?                                | <i>Understanding digital maturity, strategic transformation and digital business maturity</i>                               | Read Chapter 3     |
| Developing a Digital Mindset<br><i>HBR Case Study 2</i>                                | <i>Driving Digital Transformation at the DBS Bank</i>   | <i>Read Case 2</i> |
| <b>Chapter 8:</b><br>The challenge of new, ever-changing technology and how to keep up | Re-imagining your future organization. Re-aligning your people.   | Read Chapter 8     |
| Foster a Digitally Capable Team Culture<br><i>HBR Case Study 3</i>                     | <i>Building an agile organization at ING Bank Netherlands: from Tango to RIO</i>  | <i>Read Case 3</i> |
| <b>Midterm</b>   |   |                    |
| <b>Chapter 9:</b><br>Conducting a competitor analysis in the digital age               | Competition, openness and sharing.  | Read Chapter 9     |
| <b>Chapter 15:</b><br>What to plan and when to make decisions with data                | Managing the complexity of transformation. Data driven decision making. The essentials of being a data-driven organization. | Read Chapter 15    |
| Learn to Speak Data<br><i>HBR Case Study 4</i>   | <i>Predicting Consumer Tastes with Big Data at Gap</i>  | <i>Read Case 4</i> |
| <b>Chapter 14:</b><br>Tactics to build your digital Strategy.                          | Selecting the tools for your organization, Frame your design challenge. Evaluating the cost/benefit of digital tools.       | Read Chapter 14    |
| Make the most of digital opportunities<br><i>HBR Case Study 5</i>                      | <i>Voice War: Hey Google vs. Alexa vs. Siri</i>   | <i>Read Case 5</i> |
| <b>Chapter 21:</b><br>Permanently embed innovation into your organization              | The innovation ecosystem. Embedding innovation. Funding. Innovative digital technologies and how to embed them.             | Read Chapter 21    |
| Make the most of digital opportunities<br><i>HBR Case Study 6</i>                      | <i>TikTok's AI Strategy: ByteDance's Global Ambitions</i>   | <i>Read Case 6</i> |
| <b>Final Exam</b>  |   |                    |



**Course Requirements and Policies:**

**a. General Policy**

- Policy number 1: You are responsible for knowing these policies. "I didn't know" is not an excuse.
- No cheating on homework, midterm, and final exam. I will follow "Zero Tolerance" policy.
- If you cheat and get caught, I will have to report it to Associate Dean of Student Affairs.
- Students should check the e-learning system for class information regularly.
- Students are responsible for any information posted there.
- Students are encouraged to download class handouts and bring to class to write down additional notes.
- If you are a special needs student (have any disability), please inform your instructor immediately.

**b. Attendance Policy**

- Be on time for the lecture.
- Every **two "lates"** will be considered an **absence**. 2 mins late, 5 mins late, 10 mins late, is all considered LATE.
- I will take attendance in the beginning of class.
- If you leave class before it ends, you will be considered absent.

**c. Proper Conduct Policy**

- Turn off cell phones/leave on silent mode **NOT VIBRATION**.
- Read the syllabus, book, and slides. ***I will not answer questions that are in the syllabus.***

**d. Homework Policy**

- I will not accept late submission of assignments even with a valid excuse.
- You can take the homework only once.
- No cheating or collaborating with others when working on homework.

**e. Examination Policy**

- Come 15 minutes before the exam.
- Please bring pencil/eraser/sharpener.
- Bring a bottle of water with you in case you get thirsty. Instructors/proctors will not provide these for you during the exam.
- Make sure you use the washroom before the exam. You will not be able to use the washroom facilities during the exam unless you have a medical condition that you need to bring to my attention before the exam (i.e., diabetes, pregnancy...etc).
- **I will not answer any questions during exams.**
- No cellphones are allowed. If your phone rings during the exam, you will be considered cheating and I will have to report it to the Associate Dean of Student Affairs.



f. **Make-Up exams and Dispute Policy**

- NO Make-up Exams will be given.
- After a grade is posted, you will have **one week** to discuss it with your instructor. After that week, the grade is final.
- For the final exam, the final grades will be posted after 48 hours of your final exam.
- **No make-up quizzes, coursework, or assignments will be given.**

**Individual Assignments:** Assignments will be posted on the e-learning system. Late submission is not accepted. There are **NO** collaborations in individual assignments - this will be considered **cheating**. Once the grades are posted, the student has **one week** to discuss or dispute a grade. After this grace period the grades are considered final and **NO** discussion will be entertained.

**In-Class Tests:** There are a total of five in class tests, one Midterm, and one Final. In class tests will be announced beforehand on the e-learning system.

**Grades:** After a grade is posted, you will have one week to discuss your assignment, quiz, presentation, or absence with your instructor. After that week, the grade is final.

**Emails:** Emails sent must include a subject, be addressed properly, and signed with full name, course and section number. Otherwise, the email will be discarded. Email etiquette could be accessed online on: <http://is.cba.edu.kw/130/email.htm>.

**Participation:** The quality of our classroom discussions in large depends on you and your preparation for class. Participation should include, among other things, (1) presenting real life examples, (2) defining the problem, and (3) exploring different alternatives. Participation points will be given throughout the course for a maximum bonus of 20 points (2%).

**Class Preparation – Readings, and Videos:** This is an active learning class. The instructor will not lecture the entire session. Student participation is an essential part of this course. As such, students are expected to come ready to discuss the session's topic and participate in planned activities.

**Nepotism:** By registering for this class, you agree to abide by all its regulations including the zero tolerance of nepotism. By agreeing to this rule, you understand that your grade will be decreased a full letter grade (that is: goes from an "A" to a "B" for example) if anyone (family, friends, etc.) attempts to influence your grade (with or without your knowledge).

**Attendance and Participation:** Every student in this course must abide by the Kuwait University Policy on Attendance (published in the Student Guide, Chapter 3, Section 13). A copy of the student guide can be accessed online on:

[http://www.kuniv.edu/cs/groups/ku/documents/ku\\_content/kuw055940.pdf](http://www.kuniv.edu/cs/groups/ku/documents/ku_content/kuw055940.pdf)



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**Cheating and Plagiarism:** Every student in this course must abide by the Kuwait University Policy on Cheating and Plagiarism (published in the Student Guide, Chapter 3, Section 2). A copy of the student guide can be accessed online on:

[http://www.kuniv.edu/cs/groups/ku/documents/ku\\_content/kuw055940.pdf](http://www.kuniv.edu/cs/groups/ku/documents/ku_content/kuw055940.pdf)

**Writing Style:** Students must refer to APA writing style for their assignments and report writing. Refer to the English Language Center for help.

**Grading:**

The scores in this course will be the weighted average of the following items:

| Description  | Weight      |
|--|-------------|
| Quizzes  | 20%         |
| Project Case Competition Study Report and Presentation:<br><i>Telenor: Revolutionizing Retail Banking in Serbia: Digital Transformation of the Customer Experience</i> | 15%         |
| Case Studies Assignments and Participation   | 10%         |
| Midterm Exam   | 25%         |
| Final Exam   | 30%         |
| <b>TOTAL</b>   | <b>100%</b> |



### Grade Distribution:

| Grade | Range         |
|-------|---------------|
| A     | ≥ 95          |
| A-    | ≥ 90 and < 95 |
| B+    | ≥ 87 and < 90 |
| B     | ≥ 83 and < 87 |
| B-    | ≥ 80 and < 83 |
| C+    | ≥ 77 and < 80 |
| C     | ≥ 73 and < 77 |
| C-    | ≥ 70 and < 73 |
| D+    | ≥ 65 and < 70 |
| D     | ≥ 60 and < 65 |
| F     | < 60          |

### Important Dates

| Date      | Event                         |
|-----------|-------------------------------|
| 7/4/2022  | Last day to withdraw a course |
| TBA       | Midterm Exam                  |
| 26/5/2022 | Last day of classes           |
| TBA       | Final Exam                    |

## Case Analysis and Presentation

**Objective:** The case approach offers an excellent opportunity for students to consider operations management decisions in realistic situations. It also provides a number of advantages that are either impossible or difficult to realize using standard lectures alone.

### How to Analyze a Case

There is no one best approach to analysis of cases. However, a number of general steps and guidelines can be followed to ensure better case analysis. Although the following steps are presented sequentially, it may be necessary during a specific case analysis to reorder or modify them, as they are intended to provide a general framework.

- 1. Preview the case.** The purpose of the first step is to give you an overview of the case and the existing situation. You may wish to read rapidly or to skim through the case, taking notes and jotting down important ideas, key problems, and critical factors. You may even wish to write down ideas relating the main problems or issues in the case at this point.
- 2. Read the Case.** Once you have previewed the case read it in detail, taking careful notes on important facts, problems, and issues found within the case. While you are reading the case in detail, you should be looking for major problems, sub-problems, controllable and



uncontrollable variables, constraints and limitations, alternatives available to the organizations, and possible quantitative techniques that might be used in solving the problems facing the organization. To formulate the problem, it may be necessary to reread certain parts of the case. After the problem has been formulated, it should be summarized and recorded in writing.

3. **Formulate the Problem.** If you have done a good job with the first two steps, problem formulation will be greatly simplified. The purpose of this step is to specify the major problem or issues at hand. At this point, you should not be concerned with what techniques may be used to solve the problem. Instead, you should strive to isolate the major issues and the central problems facing the organization. To formulate the problem, it may be necessary to reread certain parts of the case. After the problem has been formulated, it should be summarized and recorded in writing.
4. **Identify Important Variables.** Once the problem has been identified, the next step is to identify important variables. These variables could be the number of people in a maintenance department, the number of items to produce in a manufacturing operation, the return from an investment, the state of the economy in six months, the outcome of future legislation or a political race, and so on. The variables that are identified in this step should be related to the problem. Only those variables that could have an impact on the problem should be identified. Furthermore, it is important to distinguish between controllable and uncontrollable variables. A controllable variable is one over which the manager or decision maker has total control. An uncontrollable variable is one over which the manager or decision maker has little or no control.
5. **Determine Organizational Objectives.** Before any problem can be solved, it is necessary to specify the goals and objectives of the organization. For most situations, this will be profit maximization or cost minimization. However, other organizational goals or objectives may be important. For example, a company may wish to avoid stockouts, or a hospital may desire a specific patient-to-doctor ratio.
6. **Determine Organizational Restrictions or Constraints.** Typically, companies and organizations have a number of limitations or constraints over which they have little or no control, for example, short-run restriction of plant capacity or legal restraints on trade and business interactions.
7. **List the Alternatives.** List the alternatives available to management in solving the problem. A common mistake is not developing a complete list. Creativity and imagination are useful talents to use in developing viable alternatives. If an alternative is not listed, it likely will not be considered during later stages of analysis. As a result, many viable alternatives may be totally overlooked. Don't forget that you will always have the alternative of doing nothing.
8. **Analyze the Assumptions.** Discover and specify assumptions that must be made in analyzing the case. All relevant assumptions must be concisely formulated and listed.
9. **Acquire Input Data.** To do this you simply identify what inputs are necessary and locate these data in the case. In some cases, however, the necessary input data for one or more quantitative techniques will not be presented in the case. For these situations, it may be feasible to make assumptions about the input data.
10. **Develop the Solution.** Many times the solution should also embody important qualitative and judgmental factors that cannot be quantified. Your solution should be both quantitative and qualitative.





- 11. Test the Solution.** When quantitative techniques are used, the solution should be tested for both internal and external validity. Internal validity checks the extent to which the model and quantitative analysis technique are internally consistent and accurate. External validity investigates the extent to which the solution and model accurately represent the actual situation under investigation. Sensitivity analysis is used to determine how sensitive the final solution is to changes in the input data or in the model itself. Solutions that are highly sensitive should be analyzed with care. If the input data could be inaccurate or if the model could be incorrectly specified, great care should be taken in interpreting the solution.
- 12. Formulate the Action Plan.** Here you must make specific recommendations aimed at solving present and future problems. Undesirable situations that may occur in the future should be addressed during this state. In addition, the action plan should also embody the rationale you used in selecting alternatives for inclusion in the action plan.
- 13. Present the Action Plan.** The action plan or recommendations can be presented either in writing or verbally during class discussion.
- 14. Implement, Evaluate, and Maintain the Action Plan.** Unfortunately many people believe their job is over after the action plan has been formulated. However, for an action plan to be useful, it must be carefully implemented and periodically evaluated and maintained. Implementation is the process of placing the plan into action; it requires that you develop written procedures for making the action plan operational. Procedures should also be established to force the periodic evaluation and maintenance of the action plan. As we live in a dynamic environment, it becomes necessary to evaluate the action plan periodically and modify it as necessary. This modification is called plan maintenance.

## How to Present a Case

After you analyze a case, you may be asked to present the case in a written report, or verbally to the class. During your presentation you have two overall objectives. First, you should inform your Instructor and classmates, whether in writing or through the verbal presentation, of the results of your case analysis. Here you will discuss the steps you completed during case analysis, including the formulation of the problem and the sub problems, the identification of important variables, the objectives and the goals of organization, constraints and restrictions to be considered, alternatives facing the organization, important assumptions, the technique(s) employed, the input data for and solution from the quantitative technique(s), how the solution was tested and analyzed, how the action plan was formulated, and suggestions for action plan implementation, evaluation, and maintenance. Your second objective is to convince your Instructor and classmates that your approach is better and will help the organization discussed in the case to obtain its goals and objectives while solving its inherent problems.

## Report

If you are preparing a written case, you should have a well-organized report. Although there is no one best way of organizing the written report, the following outline may be used as a model in preparing major sections of your written report:

- Table of Contents
- Executive Summary
- Background Information
- Problem Statement



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- Analysis of Alternatives
- Detailed Recommendations
- Implementation and Evaluation
- Appendices

In developing the written report, you should develop a draft and then revise the draft in producing the final report. Before you write the draft you should consider the level and needs of the reader, carefully organize and outline the report, and determine what you plan to say and how you will be persuading others to accept your action plan. When writing the draft, do the following: write quickly and without hesitation, not worrying about spelling or grammar; use paragraphs that contain only one or two major ideas; use familiar and simple words; support all statements with fact; and use forceful and convincing arguments. In revising the draft, you need to check the organization of the paper to make sure it is logical and clear, correct, and accurate, and free from grammatical errors and problems.

### **Oral Presentation**

The same outline employed with the written report can be used for an oral presentation. When making an oral presentation, you should keep a number of points in mind:

- Adequately prepare the case before class.
- Keep an open mind.
- Market and sell your idea.
- Incorporate outside experiences.
- Listen to others.
- Be brief.
- Take an offensive position, not a defensive position.
- Listen to and learn from other students.



**CBA Vision:**

To be the leading provider of quality business education in the region.

**CBA Mission:**

As part of Kuwait University, the leading national institution of higher education, the College of Business Administration is committed to providing quality business education, engaging in research and community services to contribute to the socio-economic development of the country.

**Undergraduate Program Learning Goals:**

**LG1. Ethical Skills:** A CBA graduate shall be able to recognize ethical issues present in business environment, analyze the tradeoffs between different ethical perspectives, and make a well-supported ethical decision.

**Student Learning Objectives:**

- 1.1. Identify the ethical dimensions of a business decision.
- 1.2. Recognize and analyze the tradeoffs created by application of competing ethical perspectives.
- 1.3. Formulate and defend a well-supported recommendation for the resolution of an ethical issue.

**LG2. Decision Making Skills:** A CBA graduate shall be able to recognize the extent of the implications of business decisions, evaluate different proposals based on available facts, and make a well-supported business decision.

**Student Learning Objectives:**

- 2.1. Recognize the implications of a proposed business decision from a variety of diverse, internal and external, stakeholder perspectives.
- 2.2. Evaluate the integrity of the supporting evidence and data for a given decision based on business principles.
- 2.3. Analyze a given business decision using integrative techniques, structures, and frameworks.

**LG3. IT and Computer Skills:** A CBA graduate shall demonstrate capabilities in using general-purpose computer applications

**Student Learning Objectives:**

- 3.1. Use a word-processing application to type and format a business document.
- 3.2. Use a data-processing application to analyze or solve a business problem.
- 3.3. Use a presentation-making application to prepare a slideshow for a business issue.

**LG4. Communication Skills:** A CBA graduate shall be able to communicate effectively in a wide variety of business settings.

**Student Learning Objectives:**

- 4.1. Deliver clear, concise, and audience-centered presentations.
- 4.2. Write clear, concise, and audience-centered business documents.



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**LG5. Analytical Skills:** A CBA graduate shall be able to apply quantitative and qualitative methods to solve business problems.

**Student Learning Objectives:**

- 5.1. Use appropriate tools to solve a given business problem.
- 5.2. Analyze business problems using suitable business theories and techniques.
- 5.3. Structure logic and frame quantitative analysis to solve business problems