CEU Business School

Information Lifecycle Management
1.5 credit
Summer Semester, 2016/2017

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1 PREREQUISITES

Computer literacy and basic office software skills are assumed. Applicants are recommended to complete Managament Science (quantitative skills), Managing Information Systems or an IT for Managers class before applying to this course. Proof of completion of other basic IT/IS courses, or specific long-term practice on IT/IS area may be acceptable, please contact the instructor. Knowledge domains & skills required: basic quants (e.g. mean, median, descriptive statictics), office software & data analysis intro skills (e.g. pivot tables & using MS Excel for analysis), information systems (information, database etc.).

NOTE: due to simulation elements, the minimum number of students for the course to start is 12, max. 20, the course is speficially designed for MSc in BA students.

2 REQUIRED TEXT AND READINGS

Additional readings, papers and up-to-date articles will be provided as needed.

3 COURSE DESCRIPTION

Business decisions usually require quality supporting information. However, information may be extracted from a variety of entry points, including both internal and external sources. Including a variety of sources may impact the information quality, timeliness and content. This course discusses information quality issues and necessary support processes to track data pieces and corresponding context from creation to deletion. The course emphasizes 'the fitness for use' definition and aims to prepare participants for the most common issues in organizations regarding information handling. Using information for decision support purposes and analyzing the value of information is also a key concern in many organizations. Among other topics, decision trees, information workflows and modelling tools, data structures, well-structured business data and metadata, ILM as policy and process, data warehousing, OLAP, ETL and similar topics will be discussed.

4 COURSE OBJECTIVES

The aims of this course are to enable students to

- explore the meanings of the term 'Information Lifecycle Management';
- understand how quality information can enhance decision making and organizational performance;
- identify information-related problems and opportunities in an organization;
- and explore the challenges associated with deploying ILM solutions and identify strategies and tactics for addressing these challenges.

Learning Outcomes: Knowledge and Understanding

- Successful participants will have a knowledge and understanding of the role of information and ILM in enterprises;
- ILM principles and current trends;
- best business practices applied in ILM.

Learning Outcomes: Skills and Attributes

- Successful participants will gain skills and attributes helping them to identify weaknesses and strengths within the organization from the information usage perspective;
- critically appraise and evaluate processes and enterprise-wide approaches from the data / information / media break perspective;
- take an active role in formulating information-based realignment & redesign of processes.

5 HOW THE CLASS SESSIONS WILL BE CONDUCTED

The course is a combination of lectures and problem solving, tutorial and discussion sections. Active participation in the problem solving discussions is the key element in mastering the subject. Depending on software/hardware availability, practical computer lab sessions will be included.

As in several other subjects, students are encouraged to read IT/IS journals. Students may volunteer to give short presentations and analysis of news containing interesting subject-related cases. Good presentation and analysis of interesting examples will be rewarded in the evaluation of the students' work.

Depending on availability and course schedule, an invited guest will be present from either a consultant (e.g. BCG, Gartner) or a technology company (e.g. Microsoft, Oracle, Spotfire, Tableau).

6 COURSE OUTLINE AND SESSION ASSIGNMENTS

In this section you will find a week-by-week schedule for this module. Please note that there are sometimes unforeseen circumstances, such as staff illness, that may necessitate some changes to this schedule (e.g. order of topics). The staff will make every effort to communicate these changes to you in good time via the notice board generally. Topics may change throughout the term, depending on latest changes/inventions in the information communication technology sector.

Due to the nature of the course, final changes (eg. presentation/in-class test) will be communicated on the first lecture. Any topic changes will be discussed at that time and details communicated. Please read additional material PRIOR to the class and attend the class well prepared. At the end of each lecture the additional material required for the next lecture will be specified.

Lect. No	Topic	Additional material, chapters, comments
1. 13th May	Introduction: Data & Information. The Information Lifecycle Management. Databases, structured information, data warehouse. Information Strategy & Information Cube. Decision making and information. Decision trees.	Read: Overview of Data Warehousing and OLAP Read: Capgemini Interview with E Brynjolfsson & A McAfee Read: Ford & Firestone case study (see Moodle). Watch: Hans Rosling:

		Let my dataset change your mind
2. 13th May	Decision Trees & Decision Making. Value of Information.	Read: Freemark Abbey Winery Abdriged (see Moodle).
3. 20th May	Process focus: information. Simulation: Service Center. 2/3-rounds simulation with roleplay (Business Managers, Service Managers, Helpdesk, Technical Specialists). Processes and process development for information flow.	
4. 20th May	Processes and process development for information flow. Information flow diagrams. Debriefing simulation. Information flow diagrams.	
5. 27th May	Database, data warehouse, data analysis. Pivot tables, dashboards.	
6. 27th May	In-class open book exam.	

7 GRADING

Item	Contribution to Final Grade
Assignments (in-class or take home)	50%
Final in-class case (usually group)	50%

7.1 Assignments

An assignment usually consists of a case study and specific questions. The case study length is usually 5-10 pages and the solution is no longer than 2-3 pages. Assignments may be group-based or individual, and may be completed in or outside class. Usually ~3 assignments form the basis for 50%, each of them representing 15-20%. Please see below sample assignments for this class, though depending on the number of participants, these items may change. Late submissions are usually penalized by reducing the score by 25%/day.

Assignment 1: Ford & Firestone Case Study
The assignment is a 5-page case study, which will be available 2-weeks prior to the class. Question will be posted during the class session, you will have to answer the questions in teams during class.

Assignment 2: Analyzing Data
The assignment is a management report based on a dataset. The dataset will be available as an MS Excel file. Analyze the data and submit the management report.

Sample exercise (may change)
QuickSupplies is a successful distributor of office and IT products. QuickSupplies CEE is the regional branch of the multinational: QuickSupplies expanded to CEE 2 years ago. QuickSupplies is planning to cover the CEE and surrounding region within 5 years. The main sales channel is via salespeople: the website only provides

list prices and contact information (due to channel conflict issues). Salespeople visit individual stores, networks, chain stores and sell office products: sometimes these sales are of very limited quantity, other times the contracts may cover a longer time period and result in higher value sales or in recurring sales.
You have been hired as Regional Manager for QuickSupplies CEE, as the main HQ is not happy with the current results. Up till this point the four sales employees were managed from the HQ, but their work was generally unsupervised. Evaluation was revenue based and salespeople worked on a fixed salary basis (25,000 euro / year), except for a quarterly bonus of 2,500 euro (given if revenue is above 2.5M euro in the quarter). You have received an email from the execs saying that next year the bonus criteria would be increased to 3.5M euro.
You received last year (dated to 2006) data of your salespeople (Betty, George, Jill, Joe): now it's your chance to decide what to tell them or what kind of changes to implement in your sales strategy. As a newcomer, you have very limited information: you have to rely on the data you have just received from the IT Department. Your assistant is at complete loss when you tell her/him the word 'pivot table', so your only option is to analyse the data yourself. You have a couple of hours till the meeting: you have to outline changes you would like to implement or issues you would discuss with your salespeople. An action plan would also help establishing your position. At least one additional executive from the HQ will be present when you talk to your sales people.

Assignment 3: Simulation Participation
Participating in the helpdesk simulation.

7.2 In-class Case

Typically either a short case or a situational exercise. Includes information flow modelling, decision making based on information, and recommendations to improve ILM. E.g. the team has to act as consultants to a private health firm, or to a leasing company. Background information with some data is given. The lecturer plays the role of BDM (Business Decision Maker).

7.3 Grades

A: Outstanding
Flawless work of extraordinarily high standard: shows thorough understanding of all work covered in class and demonstrates considerable research of both practical and theoretical nature. Presentation of a very high quality meeting both academic and professional practitioner criteria. Excellent and appropriate use of English language. Shows considerable creativity, covers several issues outside the classroom material and justifies all assertions.
A-: Excellent
Excellent work: some minor flaws and omissions can be found. The arguments, conclusions and justifications are still sound.
B+: Very good
Very good work: showing strong evidence of understanding and some research of both theoretical and practical fields. May have small flaws in the presentation, but generally these errors do not distract the reader from the meaning of the work. The argument may be incomplete.
B: Good
Appropriate, though generally a medium quality work: shows a good attempt at understanding the principles and concepts involved. Good use of the prescribed

reading and preferably describes some research. The argument is likely to have serious omissions or errors.

B-: Satisfactory

Satisfactory: a genuine attempt is made to tackle the question, but falls short in a number of areas. Presentation and use of English may be relatively poor. Lack of attention to details and missing research.

C+: Minimum pass

Borderline: little evidence of understanding of the concepts involved. Also little evidence of work.

F: Fail

Has not demonstrated sufficient understanding of the topic to allow a pass grade and credit to be awarded. Serious misunderstandings, insufficient analysis and evaluation.

Grading Scale

Points (%)	Grade
96-100	A
90-95	A-
85-89	B+
80 - 84	B
75-79	B-
60-74	C+
0-59	F

The above table serves as a generic example of the scaling applied: in line with the CEU GSB grading policies the instructor reserves the right to adjust the scale, that is, to grade on a "curve", should he find that significantly more than the usual number of students would not pass the course under the indicated grading scale or should the distribution of the grades represent an unrealistic pattern.

8 ACADEMIC INTEGRITY

The Business School expects all students to adhere to the fundamental principles of academic integrity in any and all behaviors associated with their course work and otherwise, as stated in the CEU Honor Code. (See Student Handbook).

9 INTERNET LIBRARY RESOURCES

See your Student Manual for details.

10 BRIEF BIO OF THE INSTRUCTOR

Tibor Vörös has over 15 years of experience both in academic and corporate environments. He has worked in various management areas (knowledge management, decision making, business intelligence, information systems) as practitioner, and also researched these topics and evaluated corresponding frameworks from the theory point of view. Mr Vörös is holding an MSc in Maths, Physics and Information Technology and currently working at the CEU Business School as Senior Lecturer. His research work ranges from social media to cultural and strategic issues for corporations. More recently Mr Vörös spent considerable time on various business simulations and created unique storyboards to help students experience real life problems in classroom situations. Current research work concentrates on the relationship of culture and

technology. CEEMAN has selected Mr Voros as the winner of the Innovation in Course Design category for the CEEMAN Champions' Award 2010. Mr Vörös also took part in various industry campaigns, including the Microsoft Business Productivity Infrastructure Optimization campaign or the Cloud Business Transformation approach.

Specialties
Business simulations, cross-cultural approaches, business intelligence, IT management, cloud business transformation