TECHNOLOGY CONSULTING

BACHELOR IN MANAGEMENT INFORMATION SYSTEMS

Professor: EDUARDO MARTINEZ GARCÍA
E-mail: emartinezg@faculty.ie.edu

Academic year: 18-19
Degree course: THIRD
Semester: 1º
Category: COMPULSORY
Number of credits: 3.0
Language: English

PREREQUISITES
Basic knowledge of Project Management, Information Systems, and Development Methodologies are required.

SUBJECT DESCRIPTION
This course is designed for third year Information Systems Management students.

At the end of the term, students will have received a strong introduction to how to deliver innovation to the corporate world from an external consultancy or an independent startup. To deliver a successful project, the course will cover what it takes from a strategic to an operational point of view.

OBJECTIVES AND SKILLS
After the course the students will have some basic experience on how to apply different variations of the agile methodology to the various project types, and how to engage with the right audience to make the project a success.

METHODOLOGY
The Case Method of Learning

The core of the course is to apply how to innovate in the market, both working alongside a corporation or in a consultancy, to various projects by working in groups using the case method. The results of each work group will be presented and discussed in class. To ensure that the whole group and the class benefit from the discussion, each individual student must do their own work and come prepared to the class.

The case method of learning requires that each person prepare for the case on his or her own. While there are no right or wrong answers, there are good and bad analyses as well as hasty and impractical recommendations. This course highlights the process of arriving at your own conclusions and recommendations, rewarding those that marshal evidence in the case analysis and apply careful thinking to shared problems.

Case preparation has two major parts: diagnosis and solution. They should be tightly connected. In the diagnosis, it is critical to distinguish between the symptoms (case facts) of a problem and the actual problem (causes). The solution should be sound and capable of implementation.
The real discussion of a case takes place in class. Meaningful discussions depend upon five prerequisite conditions:

1. Presence,
2. Punctuality,
3. Preparation,
4. Participation, and
5. Pertinence.

Each student must be thoroughly familiar with the details of the case and be ready to share his/her views with the class. The case method demands that students challenge each other’s ideas and collectively build upon the collective deliberations. The instructor, in this format, only facilitates the discussion. The instructor does not judge who or what is right or wrong given the case at hand.

The overriding aim of any case study is to explore the entire range of key issues and fully articulate the potential pros and cons of the possible measures.

**Disclaimer**: Case studies are assigned to different course sessions, I will strive to stick to this plan. However, given the practical nature of this method and its strong dependency on student’s preparation, willingness to participate and understanding of the topics covered, it is possible that some case studies will not be covered due to lack of time.

<table>
<thead>
<tr>
<th>Teaching methodology</th>
<th>Weighting</th>
<th>Estimated time a student should dedicate to prepare for and participate in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>9.33 %</td>
<td>7 hours</td>
</tr>
<tr>
<td>Discussions</td>
<td>10.67 %</td>
<td>8 hours</td>
</tr>
<tr>
<td>Exercises</td>
<td>26.67 %</td>
<td>20 hours</td>
</tr>
<tr>
<td>Group work</td>
<td>33.33 %</td>
<td>25 hours</td>
</tr>
<tr>
<td>Other individual studying</td>
<td>20.0 %</td>
<td>15 hours</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0 %</td>
<td>75 hours</td>
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PROGRAM

SESSIONS 1 - 2

Course Introduction
- Introduction to the key course topics: Product Innovation vs. Product Delivery, different type of consulting projects, Innovation with Corporations vs. Innovation alongside Corporations.
- How to make the idea happen? Discovering, refining, communicating, selling, finding the right partners for and delivering the idea.

SESSIONS 3 - 4

Product Strategy
- Understand the business opportunity
- Discover the right solution, and key KPIs to measure success.
- Identify the right stakeholders to ensure product success metrics.
- Producing the right plan and methodology to deliver the product to market: independent vs. partnering vs. outsourcing.

SESSIONS 5 - 7

Product Definition
- Visual Thinking for innovation methodology: Define the problem and the solution based on the different personas, their aims and fears, their current way of doing things and their pain points.
- Define the MVP to ensure early success and stakeholder traction. What is the key Unique Success Factor,
- The importance of UX an UI. Identify users to test, one for each persona. How to prototype before building a product. How to test prototypes with real users. How to focus on each functionality to create a backlog.
- Beyond the MVP. Long term strategies and backlog strategy on agile projects.

SESSIONS 8 - 9

External consultancy to deliver digital transformation
- How to deliver digital transformation and innovation for large projects in corporations.
- Key success factors: proven results, speed of change, resources, change management and stakeholder management.
- How to adjust agile methodologies to large repeatable projects.
- Customisation vs. innovation.

SESSIONS 10 - 13

Independent innovation to deliver B2B change
- Product vs. services. How to create products that can deliver change to the B2B ecosystem
- Building inhouse vs sourcing innovation. Are consultancies well set to be a start-up?
- Innovating from a start-up: How innovation is being delivered today?
  - Partnering vs. Buying for corporations
  - Intrapreneurship vs. investment
  - Finding investment: Different sources of B2B Investment
  - Defining the right exit strategy.

SESSION 14

The Team Importance
- Key factors for project success: team diversity.
- The importance of good communication and personal brand.
- Sourcing the right team skills. Key success factors to deliver a great innovation project.

SESSION 15

Final Exam
- Pitch presentation to an investment/buying committee.
- Committee Q&A
EVALUATION CRITERIA

The final grade in the course will be based on both individual and group work that will be weighted in the following way:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation &amp;</td>
<td>20 %</td>
<td>Class Participation &amp; Discussion</td>
</tr>
<tr>
<td>Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Project</td>
<td>25 %</td>
<td>Team Project Materials</td>
</tr>
<tr>
<td>Individual Work</td>
<td>25 %</td>
<td>Including quizzes, individual presentations and team performance evaluation</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30 %</td>
<td>Final group presentation of team project</td>
</tr>
</tbody>
</table>

Class participation and Group Case Presentation

Before each session, students should read any documentation, including case studies, required for that day. Participation is an essential element in this course. To participate effectively, it is necessary to have read carefully and formed a sound opinion about the main issues raised in the case and in the reading material. Students are expected to arrive in class ready to discuss the readings and work on the case study due that day and to deliver assignments on time.

I will come to class each day with a teaching plan that will try to achieve a logical progression through the key issues in a given case. However, it is important to appreciate that the students in the class are co-producers of the class discussions. Students need to listen carefully to one another and to build on or critique prior comments. They should also try to resist the temptation to jump to topics that are not specifically open for discussion. When that happens, it is the responsibility of the class and the professor to bring the discussion back on track.

The discussion should be a conversation in which all participants recognize that they have an obligation to advance our understanding of the issue at hand.

Your contributions to this learning process will be appraised in addition to the content of what you contribute.

Some of the specific aspects on which you will be graded include:
- Is the participant a good listener?
- Are the points made relevant to the discussion? Are they linked to the comments of others and to the themes that the class is exploring together?
- Do the comments add to our understanding of the situation? Are they incisive? Do they cut to the core of the problem?
- Is there a willingness to challenge the ideas that are being expressed?
- Is there a willingness to test new ideas, or are the comments “safe” (such as repetition of case facts without analysis or conclusions, or of comments already made by other participants)
- Does the participant integrate material from past classes or readings where appropriate? Do the comments reflect cumulative learning over the course, or does the participant merely consider each case in isolation?

You should be prepared for every class. If for some reason you are not prepared, please let us know before the start of class.

The class may be opened by asking someone to summarize the readings or previous work briefly, or answer a short question or a quiz. With a reading, students should be able to outline the problem that the article addresses, describe the core points of the reading, and, most importantly, offer your analysis of the strengths and weaknesses of the reading’s central argument. Students should also be able to apply this knowledge to any work or assignment handed out in class, that day or at any other subsequent time during the course. With a case, students should be able to identify the key issues, problems, and opportunities facing the central protagonists, to articulate and evaluate alternative approaches to the problems, and to describe the course of action that you recommend and the reasons for your recommendations.

**Team Project**

The Team Project is meant to be a culmination of all of the lessons in the course.

Students will work in teams. Each team in the class should select one of the given innovation projects that they are interested in exploring. During the different class, they will use an agile methodology to deliver the results of how that project would be implemented in the market, with the right methodology for each of them.

Here are the deliverables that your Team will need to produce:

1. Identify the Opportunity
2. Product Definition
3. Project Elevator Pitch: How to convince stakeholders to support the project.
4. Project Plan, Team, Methodology, and Risk Register, Risk Quadrant Analysis, and risk mitigation plan.
5. Prototype Definition and Testing
6. Key Success Metrics and KPIs
7. Minimum Viable Product Definition and Prototype
8. Quality Plan
9. Team Sourcing
10. Final Elevator Pitch to Professional Audience.

**NOTE:** You will not actually DO the project completely, but you will develop certain parts of the project scope and prototypes. You will be required to produce Presentations, and media materials to support your ideas along with business plans to support the project from a ROI point of view.
PROFESSOR BIO

Professor: EDUARDO MARTINEZ GARCÍA
E-mail: emartinezg@faculty.ie.edu

A creative thinker who has a diverse career helping some of the largest international brands transform the way they do business.

Eduardo is an avid entrepreneur who has set up, run and supported numerous ventures over the last 10 years. Eduardo spent his earlier career in senior positions at Accenture, but has years’ of experience working globally and with start-ups.

Eduardo is passionate about designing and creating unique things. After creating and running a number of innovation businesses in the UK, he has decided to build-up GoMadrid, a new digital innovation ecosystem, which comprises tech investment capabilities, digital teams to support internal ideas and international incubation projects, on an innovative environment.

Born and educated in Madrid, he holds an MBA from IE Business School and an MSc in IT Engineering. He moved to the UK in 2001 having worked for multiple industries in the US, Spain, India, East Asia and Latin America. Currently he is back in Madrid.

When he isn’t overseeing one of his businesses, Eduardo can be found cycling, cooking and, weather permitting, driving his Morgan 4/4 around Madrid.

OTHER INFORMATION

- Office hours: Upon appointment.
- Contact details: emartinezg@faculty.ie.edu

CODE OF CONDUCT IN CLASS

1. **Be on time**: Students arriving more than 5 minutes late will be marked as “Absent”.
   Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor).

2. **If applicable, bring your name card and strictly follow the seating chart**. It helps faculty members and fellow students learn your names.

3. **Do not leave the room during the lecture**: Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as “Absent”.
   Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).

4. **Do not engage in side conversation**. As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. It you do not want to ask it during the lecture, feel free to approach your teacher after class.
   If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as “Absent”.

5. **Use your laptop for course-related purposes only**. The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as “Absent”.

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06th September 2018
6. **No cellular phones:** IE University implements a “Phone-free Classroom” policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.

7. **Escalation policy: 1/3/5.** Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as “Absent.” IE University implements an “escalation policy”: The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.