



COURSE SYLLABUS

Digital Business Modeling, 7.5 credits

Digital Business Modeling, 7,5 högskolepoäng

Course Code:	JDBR27	Education Cycle:	Second-cycle level
Confirmed by:	Council for Undergraduate and Masters Education Oct 26, 2016	Disciplinary domain:	Social sciences (70%) and natural sciences (30%)
Revised by:	Examiner Dec 11, 2018	Subject group:	FE1
Valid From:	Jan 14, 2019	Specialised in:	A1N
Version:	2	Main field of study:	Business Administration

Intended Learning Outcomes (ILO)

This course focuses on identifying, designing, and assessing digital business models. It provides an understanding of business model innovation for both new ventures and established companies. Participants will learn how to use business modeling in a structured way to generate a digital business model, or modify an existing one.

On completion of the course the student will be able to

Knowledge and understanding

1. Explain and apply business modeling tools and concepts as they apply to digital business settings
2. Describe current issues around business modeling and how they can be interpreted with different theoretical approaches
3. Explain current research and development work in the field of business modeling and its application to digital business

Skills and abilities

4. Apply business modeling tools to real life digital business challenges and offer advice on how to further develop digital business models

Judgement and approach

5. Analyze business modeling problems from theoretical, practical and ethical perspectives.

Contents

Creating new products and technologies does not guarantee success. What makes the difference in today's marketplace is a company's business model. Business modeling is important for startups as well as for established businesses which need to discover, defend or evolve their business models. How can organizations create and deliver value for their customers? How can they capture some of that value for the organization? The business model encompasses the product or service, your customers, and the economic engine that will enable it to meet profitability and growth objectives. The business model canvas is a helpful tool to design

business models in a structured way.

The topics covered include:

- The role of technologies for new business models generation and platform as business models
- The business model innovation process
- Value creation for key actors in the digital economy
- Developing digital business models that capture value and sustain their competitive advantage
- Prototyping business models
- Avoiding business model failure

Type of instruction

The primary method of learning in this course is project-based learning. Participants tackle real issues and reflect on actions. In parallel to the hands-on work the course covers the theoretical foundations based on a combination of lectures, discussions, case studies, reading assignments and student presentations. The project follows the lean startup process of build, measure and learn.

The teaching is conducted in English.

Prerequisites

Bachelor's degree in Business Administration (i.e. the equivalent of 180 ECTS credits at an accredited university).

Examination and grades

The course is graded A, B, C, D, E, FX or F.

The examination in this course consists of two main forms: Project work and a written exam.

The ILOs listed above are assessed through the following types of examination:

ILOs 1, 2, 3 are assessed through the written exam (50%).

ILOs 4, 5 are assessed through the project work (50%).

Registration of examination:

Name of the Test	Value	Grading
Examination ¹	7.5 credits	A/B/C/D/E/FX/F

¹ Determines the final grade of the course, which is issued only when all course units have been passed.

Course evaluation

It is the responsibility of the examiner to ensure that each course is evaluated. At the outset of the course, evaluators must be identified (elected) among the students. The course evaluation is carried out continuously as well as at the end of the course. On the completion of the course the course evaluators and course examiner discuss the course evaluation and possible improvements. A summary report is created and archived. The reports are followed up by

program directors and discussed in program groups and with relevant others (depending on issue e.g. Associate Dean of Education, Associate Dean of faculty, Director of PhD Candidates, Dean and Director of Studies). The next time the course runs, students should be informed of any measures taken to improve the course based on the previous course evaluation.

Other information

Academic integrity

JIBS students are expected to maintain a strong academic integrity. This implies to behave within the boundaries of academic rules and expectations relating to all types of teaching and examination. Copying someone else's work is a particularly serious offence and can lead to disciplinary action. When you copy someone else's work, you are plagiarizing. You must not copy sections of work (such as paragraphs, diagrams, tables and words) from any other person, including another student or any other author. Cutting and pasting is a clear example of plagiarism. There is a workshop and online resources to assist you in not plagiarizing called the Interactive Anti-Plagiarism Guide. Other forms of breaking academic integrity include (but are not limited to) adding your name to a project you did not work on (or allowing someone to add their name), cheating on an examination, helping other students to cheat and submitting other students work as your own, and using non-allowed electronic equipment during an examination. All of these make you liable to disciplinary action.

Course literature

Afuah, A. (2014). *Business Model Innovation: Concept Analysis and Cases*. Routledge.

Osterwalder, A. & Pigneur, Y. 2009. *Business Model Generation: A handbook for visionaries, game changers and challengers*, Hoboken, NJ.; John Wiley and Sons.

Additional resources include readings, podcasts and videos from various sources.