RENEWAL OF THE PROGRAM SPECIFIC AGREEMENT FOR A
DUAL PHD PROGRAM

Between

BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
BY AND ON
BEHALF OF GEORGIA STATE UNIVERSITY
AND ITS J. MACK ROBINSON COLLEGE OF BUSINESS,
ATLANTA, U.S.A.

And

UNIVERSITÉ PARIS DAUPHINE
PARIS, FRANCE

In order to improve the educational experiences and cultural understanding of their students and faculty, the Board of Regents of the University System of Georgia by and on behalf of Georgia State University J. Mack Robinson College of Business ("RCB"), Atlanta, Georgia, United States of America ("Georgia State") and Université Paris Dauphine ("UPD"), Paris, France agree to renew their Dual PhD Program established in 2004 in accordance with the terms and conditions set forth in this agreement ("Agreement"). The Agreement is in accordance with the desires of both institutions to encourage partnerships within the international academic community.

Georgia State and UPD hereby agree to the following:

1. Description of Program

This Agreement is established to renew the Dual PhD Program between Georgia State and UPD. Students who successfully complete this program will earn a PhD degree in Business Administration with a major in Computer Information Systems at Georgia State and a doctoral degree in Management Science ("Doctorat en Sciences de gestion") at UPD.

For purposes of this Agreement, the term “Home University" shall mean the institution from which a student originates, and “Host University” shall mean the institution that has agreed to receive students from the Home University for a period of study.

To complete the Dual PhD Program, students must:

1. Satisfy the residence requirement at the Host University, as set forth in Section 2;
2. Satisfy the academic/curriculum requirements, as defined in Appendix A;
3. Include at least one faculty member from each institution in their dissertation committee.
4. Defend the research proposal and dissertation before the dissertation committee.
2. **Term and Academic Years**

This Agreement becomes effective on the date it is duly signed by representatives of both institutions. The term of the Agreement shall commence on the effective date and shall be in effect for five (5) years, unless earlier terminated by either party pursuant to Section 15 below. Notwithstanding anything to the contrary contained herein, the term of this Agreement shall not extend beyond one academic year if Georgia State or UPD assume any financial obligations by entering into this Agreement and, in no event shall the term of this Agreement extend beyond five academic years. This Agreement may be renewed for additional academic years or five year renewal terms, as applicable, upon the advance written agreement of both parties.

The academic year at Georgia State consists of two regular semesters: the Fall semester begins in August and ends in mid-December and the Spring semester begins in January and runs into May. In addition, there is a Summer semester and an abbreviated Maymester. Students from UPD will participate during any semester. To qualify for the dual PhD degree, UPD students must be in residence for a minimum of two semesters at Georgia State (consecutive or not).

The academic year at UPD consists of two regular semesters: the Fall semester begins in September and ends in December and the Spring semester begins in January and ends in May-June. In addition, there are Summer classes held in June and July. Students from Georgia State taking classes at UPD will participate during any semester. To qualify for the dual PhD degree, Georgia State students must be in residence at UPD for a minimum of one semester, although students are encouraged to attend for two semesters (consecutive or not).

3. **Number of Students & Program Costs**

Under the terms of this Agreement, the two institutions will exchange students on a one-for-one basis, according to credit hours. Each academic year, the institutions will allocate semester spaces for the partner’s full-time exchange students.

The two institutions (UPD and Georgia State) aim to balance the ratio of students between the two institutions and agree to focus on achieving an annual balance between the total credit hours received by Georgia State exchange students at UPD with those received by UPD exchange students at Georgia State;

1. When the exchange is in balance, students will pay tuition and fees to their Home University.

2. When the exchange is not in balance, [and as the exchange is not in balance at the time of this agreement's signing, where Paris Dauphine has sent six (6) more semesters of students to Georgia State], the two institutions agree that until such balance is restored, UPD students may enroll at Georgia State, but their program type will change and UPD students will pay out-of-state tuition and mandatory student fees directly to Georgia State. Georgia State students may continue to enroll at UPD, while paying tuition to their Home University (Georgia State).
2.1 Both institutions agree that balancing the exchange may include Georgia State graduate students enrolling at UPD as exchange students, while not pursuing the Dual-PhD Program. These Georgia State graduate exchange students attending UPD must be approved by both institutions. Georgia State students will pay tuition to their Home University (Georgia State) and their course credits will count in the exchange balance.

Both parties will endeavor to achieve and maintain an evenly balanced exchange during the term of this Agreement. In an effort to maintain reciprocity, Georgia State students in the Dual PhD Program will be encouraged to take advantage of at least one additional, optional semester in residence at UPD. Secondly, Georgia State students may also participate in a Paris-based international internship during the summer while taking a full load of summer courses.

The exchange balance will be monitored annually throughout the term of this Agreement by both institutions. Either party to this Agreement may refuse admission to the additional incoming students until the exchange balance is restored.

4. **Units Involved in Dual PhD Program**

Participants in the program will be drawn from the Department of Computer Information Systems and the Center for Process Innovation at Georgia State and Master of Business Consulting & Information Technologies program (master 128) at UPD, at the discretion of both parties. Students enrolled at Georgia State may take coursework as in Appendix A.

5. **Requirements for Participation**

Students who wish to participate in the Dual PhD Program will be screened for eligibility for admission by the Home University, which shall respect the admission requirements and enrollment constraints of the Host University. Students must be in good academic standing in their Home University degree program to participate in the Dual PhD Program. Students will not be required to submit GMAT/GRE scores for admissions. Students will be required to comply with the standard rules, regulations, and enrollment restrictions of the Host University in the selection of courses, including requirements of language proficiency and health documentation.

Students must be proficient in the language of instruction for courses being taken at the Host University in order to participate. At Georgia State, the language of instruction is English, and at UPD the language of instruction is French or English. Students from UPD will be required to submit proof of English language proficiency, which may include the Georgia State English Language Proficiency Form. Students from Georgia State will not be required to demonstrate proficiency in French. These language requirements apply only to the students and not to their spouses and/or dependents. Each Host University shall have final authority over decisions regarding admission of students to its courses.

6. **Academic Counseling, Credits and Records**

The school, department or unit involved in this Agreement at each Home University will provide academic counseling to its own students to ensure that the courses taken at the Host University are acceptable with respect to its own degree programs. The Host University will
supply the Home University with course descriptions and other pertinent materials/non-confidential information to assist in determining course equivalency. Students will carry a normal load of classes appropriate to full-time status at the home and host institution(s).

Students must pursue the approved course of study for the agreed period as designated in Appendix A. Course work undertaken by visiting students should be recognized as contributing to degree requirements at the Home University, but this remains at the discretion of the Home University. Georgia State students will receive transfer credits under this Agreement. At the end of each semester or academic term, students will follow appropriate procedures at the Host University to ensure academic records/transcript from the Host University are sent to the Home University.

7. Student Responsibilities and Expenses

1. Complete appropriate Host University application forms to be accepted to the Host University by the published deadlines (Payment of admission application fees is waived). Applications processed at Georgia State will be by the Robinson College of Business's PhD Programs;
2. Payment of tuition and mandatory student fees to the appropriate party (Home University or Host University) by published deadlines, pursuant to the relevant tuition and fee category defined in Section 3 (Program Costs);
3. With the assistance of the Host University, obtaining the proper visas and other documents required by the government of the Host University, including any guarantee that they have the financial resources to meet all expenses;
4. The costs of food, housing, international and local transportation, books, fees for class materials, and other educational and personal expenses;
5. When provided by the Host University, payment of housing and board costs to the Host University by the published deadlines;
6. Purchasing the required health/hospitalization/liability insurance, including a repatriation and medical evacuation plan, for the time period of their involvement in the Exchange Program in order to meet governmental regulations, as well as the regulations of the Host and Home Universities, as set forth in Section 9 below;
7. Submitting to a criminal background check and purchasing relevant insurance if they are participating in an internship at Host University;
8. Abiding by the same regulations and performance standards that pertain to other students at the Host University;
9. In compliance with the Family Educational Rights and Privacy Act (FERPA), requesting official transcripts to be sent by the Home University to the Host University;
10. Providing emergency contact information to the appropriate program coordinator/director at the Host University; and
11. Submitting any health or immunization records required by Host University.

8. Visa Requirements

Each Host University will provide the necessary documentation (e.g., official letters of admission, immigration documents) for students to obtain a visa to enter and study in the
host country. This documentation enables the Home University to sponsor the students as part of this Agreement but does not commit the institution to any financial sponsorship. In order to produce this documentation, they will rely on the Home University communicating student information four to five months before the start of the program. The Host University will update the Home University annually regarding the data and documentation required. It is each student’s responsibility to obtain the appropriate visa, as required by the host country. UPD students coming to Georgia State are required to obtain a J-1 visa, and therefore must provide documentation of sufficient financial resources needed to study in the U.S. Forms and detailed information about this process will be provided by Georgia State’s International Student & Scholar Services. Georgia State students must have a valid passport to enter France that will not expire within six months of their stay. UPD will assist Georgia State students with any visa concerns.

9. **Insurance Requirements**

Personal health, hospitalization and accident insurance, including a repatriation and medical evacuation plan, as well as liability coverage, is required for all students participating in this Dual PhD Program. Students who already have insurance must submit proof of such coverage to the Host University for approval before departing from their home countries. The Host University will assist students in identifying available insurance options designed for international students, if necessary. Students from UPD who do not have appropriate insurance must obtain Georgia State’s international students’ insurance policy. Students from Georgia State must obtain Georgia State’s mandatory study abroad insurance coverage and civil liability insurance acceptable to UPD.

10. **Housing**

The Host University may offer advice to exchange students regarding accommodations, but it is the responsibility of the students themselves to making living arrangements in the host country.

11. **Employment**

This agreement allows employment of UPD and/or Georgia State students in the host country. Students will follow appropriate steps to obtain authorization of employment and will follow regulations of their student visas and host university.

12. **Compliance with Rules and Regulations**

Students will be subject to the rules and regulations of the Host University, and the laws and procedures of the state or province in which the institution is located. The Host University will assume no responsibility for a student’s conduct or lack of compliance with any of the host country’s laws. If a student voluntarily withdraws or is dismissed for disciplinary reasons before the end of the program, the program will be considered completed by the Host University with respect to that student. No replacements will be sent to the Host University for students who do not complete the Dual PhD Program. Furthermore, each Host University reserves the right to require a student to withdraw from the Program if the student’s academic performance or personal misconduct warrants such action, provided, however, the Host University will, absent extenuating circumstances, attempt to consult with
the Home University before implementing such action. The dismissal of a student shall not abrogate this Agreement, or arrangements regarding other students.

13. **Research**

To the extent allowable by law, the parties may engage in joint research, conference participation, publication of research results and other research-related activity. The parties understand and agree that certain research sponsors may limit participation on specific research projects. The parties further understand and agree to secure all Institutional and other required approvals prior to conducting research activities and to abide by all policies and procedures governing such activities.

If students participate in research funded by a third party sponsor, the parties agree that such research activities will abide by the terms of the sponsorship agreement. If students receive third party confidential information for research purposes that was provided under a written nondisclosure or confidential disclosure agreement, the parties agree that the students will be bound by the confidentiality and nondisclosure terms of such agreement. Students pledge to disclose any intellectual property developed as a result of joint research to both the Host and Home Institutions unless such disclosure is unlawful under the law of the Host Institution’s country. If valuable intellectual property is created as a result of joint research, ownership of such intellectual property shall be determined in accordance with the law of inventorship or authorship of the country in which the research occurred and the Host Institution’s policies. The parties agree that the Host Institution will evaluate the intellectual property, in consultation with the other party, to determine whether formal patent, copyright, or other protection is desirable.

14. **Travel Warning Countries Policy**

Georgia State’s Policy on Travel to Countries with Travel Warnings governs travel by Georgia State students, faculty and staff to countries for which the U.S. Department of State has issued a Travel Warning. The University does not sponsor travel for undergraduate students to a country for which a Travel Warning has been issued. Travel by faculty, staff and graduate students must be approved by specified Georgia State administrators.

Should a Travel Warning be issued during the term of this Agreement, this Agreement will be limited to reciprocal exchange for individuals whose travel is approved under Georgia State’s Policy on Travel to Countries with Travel Warnings.

15. **Modification, Termination, Renewal of Agreement**

This Agreement may be modified, revised, or renewed but only upon the mutual consent of the parties in writing. Either party may terminate this Agreement by written notice submitted at least 180 days in advance of the next academic semester. Termination will not affect existing or approved students in the Dual PhD Program. Unless renewed by mutual written consent, this Agreement will conclude at the end of the specified academic term or year (as defined in Section 2 above).

16. **Primary Contacts / Program Directors**
The Primary Contacts/Program Directors will ensure that the terms of this Agreement are carried out. They will serve as the contact persons at each institution, ensure the general welfare of program participants, ensure that necessary approvals are in place, and have administrative oversight of the program.

The primary contacts for the parties to this Agreement are the following:

<table>
<thead>
<tr>
<th>For Georgia State</th>
<th>For UPD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong> Richard Baskerville</td>
<td><strong>Name:</strong> François-Xavier de Vaujany</td>
</tr>
<tr>
<td><strong>Title:</strong> Board of Advisors Professor</td>
<td><strong>Title:</strong> Professor, Directeur de l'équipe de Recherche</td>
</tr>
<tr>
<td><strong>Department:</strong> J. Mack Robinson College of Business, Department of Computer Information Systems</td>
<td><strong>Department:</strong> GFR Management et Organisation</td>
</tr>
<tr>
<td><strong>Address:</strong> Georgia State University 35 Broad Street NW, Ste 919 Atlanta, Georgia, USA 30303</td>
<td><strong>Address:</strong> Université Paris Dauphine Place du Maréchal de Lattre de Tassigny 75775 PARIS Cedex 16</td>
</tr>
<tr>
<td><strong>Phone:</strong> 404-413-7362</td>
<td><strong>Phone:</strong> +33 6 08 53 11 08</td>
</tr>
<tr>
<td><strong>Fax:</strong> 404-413-7394</td>
<td><strong>Fax:</strong> +33 1 44 05 40 84</td>
</tr>
<tr>
<td><strong>Email:</strong> <a href="mailto:baskerville@gsu.edu">baskerville@gsu.edu</a></td>
<td><strong>Email:</strong> <a href="mailto:francois-xavier.devaujany@dauphine.fr">francois-xavier.devaujany@dauphine.fr</a></td>
</tr>
</tbody>
</table>

| Name: Christophe Elie-Dit-Cosaque | **Title:** Professor |
| **Department:** GFR Management et Organisation | **Address:** Université Paris Dauphine Place du Maréchal de Lattre de Tassigny 75775 PARIS Cedex 16 |
| **Phone:** +33 6 18 64 72 02 | **Email:** christophe.elie-dit-cosaque@dauphine.fr |
WHEREFORE the parties to this Agreement signify their acceptance of the terms and conditions contained herein by signing in the spaces below.

Board of Regents of the University
System of Georgia by and on behalf of Georgia State University and its
J. Mack Robinson College of Business

By: [Signature]
Richard Phillips
Dean

Université Paris Dauphine

By: [Signature]
Laurent Batsch
President

Date: [30/11/16]

[Signature]
Date: [Signature]
APPENDIX A
Appendix of Program Specific Details

DUAL PHD DEGREE PROGRAM
Georgia State University (Atlanta, USA) and University Paris Dauphine (France)

A-Courses overview (subject to change):

<table>
<thead>
<tr>
<th>Number</th>
<th>Georgia State University</th>
<th>Paris Dauphine University</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 3</td>
<td>3 research methods courses</td>
<td>3 research methods courses (B1, B2, B4)</td>
</tr>
<tr>
<td>4 to 12</td>
<td>9 courses in the major (CIS) at the 9000 and</td>
<td>7 courses in the major at the PhD level (A1 and C's)</td>
</tr>
<tr>
<td></td>
<td>8000 level</td>
<td>+ 2 courses in (CIS) at the 9000 and 8000 level at Georgia State, Atlanta</td>
</tr>
<tr>
<td>13 to 15</td>
<td>3 electives</td>
<td>1 elective (B3 + A4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>+ 2 elective at Georgia State, Atlanta</td>
</tr>
<tr>
<td>16</td>
<td>1 course in microeconomic theory (ECON 8100)</td>
<td>1 course in microeconomic theory (A2 + A3)</td>
</tr>
<tr>
<td>17</td>
<td>1 course in university teaching (BA 9200)</td>
<td>1 course in university teaching (BA 9200) at Georgia State, Atlanta</td>
</tr>
<tr>
<td></td>
<td><strong>Including 2 semesters (recommended, 1 semester minimum) at Paris Dauphine U,</strong> (the courses taught in English in Paris are in bold)</td>
<td><strong>Including 2 semesters minimum at Georgia State, Atlanta</strong> (selected Georgia State courses are in italics)</td>
</tr>
<tr>
<td></td>
<td>Total: 17 courses (3-credit hours courses)</td>
<td>Total: 17 courses (3-credit hours courses)</td>
</tr>
</tbody>
</table>

B- Research credit hours, proposal defence and complete dissertation defence:

<table>
<thead>
<tr>
<th>Georgia State University</th>
<th>Paris Dauphine University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation and research credit hours</td>
<td>Annual evaluation of work</td>
</tr>
<tr>
<td>Proposal defence (*)</td>
<td>Proposal defence (pré-soutenance) (*)</td>
</tr>
<tr>
<td>Complete dissertation defence (*)</td>
<td>Complete dissertation defense (soutenance finale) (*)</td>
</tr>
</tbody>
</table>

(*) student's committee must include at least one faculty member from each institution
### C. Courses equivalences (subject to change):

<table>
<thead>
<tr>
<th>Georgia State University</th>
<th>Paris Dauphine University</th>
</tr>
</thead>
</table>
| **1**  
| BA 9280 | Quantitative methods 1 | 21 h |
| **2**  
| BA 9300 | Quantitative methods 2 | 21 h |
| **3**  
| CIS 9320 | Qualitative methods 1 | 21 h |
| **4**  
| CIS 9320 | Qualitative methods 2 | 21 h |
| **5**  
| Design Research Methods in IS |  |
| **6**  
| CIS 9220 | Design Research Methods in IS | 42 h |
| **7**  
| Topics in IS Technology | Management and IT | 42 h |
| **8**  
| CIS 9260 | Topics in IS management | 27 h |
| **9**  
| CIS 9240 | Topics in IS development | 21 h |
| **10**  
| Knowledge Management |  |
| **11**  
| CIS 8xxx | Consulting | 21 h |
| **12**  
| Probability & statistical Theory I |  |
| **13**  
| Regression analysis | Processus d'innovation (innovation process) | 21 h |
| **14**  
| Multivariate data analysis |  |
| **15**  
| Elective |  |
| **16**  
| Elective | Any course at Georgia State |  |
| **17**  
| Elective | Any course at Georgia State |  |
| **18**  
| Elective |  |

<table>
<thead>
<tr>
<th>Paris Dauphine University</th>
<th>Georgia State University</th>
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<tbody>
<tr>
<td><strong>B2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>B2 bis</strong></td>
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<tr>
<td><strong>B1</strong></td>
<td></td>
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<tr>
<td><strong>B1 bis</strong></td>
<td></td>
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<tr>
<td><strong>B4</strong></td>
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<tr>
<td><strong>A1</strong></td>
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<td><strong>C5</strong></td>
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<td><strong>C9</strong></td>
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<td><strong>C8</strong></td>
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<td><strong>C6</strong></td>
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<td><strong>C2</strong></td>
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<td><strong>C10</strong></td>
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<td><strong>C11</strong></td>
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<tr>
<td><strong>C12</strong></td>
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</tbody>
</table>

**Course 1**: 
- **B2**: Quantitative methods 1
- **B2 bis**: Quantitative methods 2
- **B1**: Qualitative methods 1
- **B1 bis**: Qualitative methods 2
- **B4**: Design Research Methods in IS ("Epistemology and design of research" "Theories of IS")
- **A1**: Management and IT ("IT evaluation" and "IT Project management 1")
- **C5**: Strategy and Information Systems
- **C9**: CRM and Digital Marketing
- **C8**: Consulting
- **C3**: Processus d'innovation (innovation process)
- **C6**: Organization theory
- **C2**: "IT project management 2"
- **C10**: "IT project management 2" (in French)
- **C11**: Datamining, BI and ES, part 1
- **C12**: Datamining, BI and ES, part 2 (OS)
- **C13**: Etudes et Recherches Marketing (quantitative methods in marketing)
- **B3**: Stratégie du SI et e-business
- **A4**: Datamining, BI and ES, part 3 (in French)
- **Elective**: Taught at Georgia State, Atlanta
- **Elective**: Taught at Georgia State, Atlanta
NB: Other courses are offered at Dauphine about strategic management, organization theory, consulting techniques, ERP implementation and parameter-setting (with SAP, CEGID and AFUL) and consulting techniques with CSC and Cap Gemini.

AGENDA:

Note: The syllabi that appear below are meant simply to be illustrative of the types of material covered in each course. They should not be taken as anything other than highly tentative and are subject to being changed to suit the visions of the individual instructors.

BA 9280 – Quantitative Research Methods in Business .............................................. 12
CIS 9300 – Qualitative Research Methods in IS ......................................................... 16
CIS 9320 - Design Research Methods in IS ............................................................... 18
CIS 9220 - Topics in IS Technology ............................................................................ 24
CIS 9260 - Topics in IS Management (1) ................................................................. 26
CIS 9260 - Topics in IS Management (2) .................................................................. 31
CIS 9240 - Topics in IS Development (1) ............................................................... 36
CIS 9240 - Topics in IS Development (2) ............................................................... 37
CIS 8260- Knowledge Management (1) ................................................................. 40
CIS 8260- Knowledge Management (2) ................................................................. 41
B2- Quantitative Methods

1. RESPONSIBLE/PROFESSOR: Keil

2. COURSE DURATION: 21 hours

3. PREREQUISITE: none

4. REQUIRED MATERIALS

   Recommended book:


Web CT: All other required material will be posted on Web CT. Most of it will be posted at least one month before the beginning of the class. Additional material may be added between each class. Material include course overheads, academic papers, business cases and other readings or exercises. An important usage of Web-CT e-learning technologies will be encouraged during this class, especially listserv, URL bookmarks and newsgroups. Quizzes and groupware might be used under certain circumstances.

5. COURSE DESCRIPTION

Research in management rely for their empirical studies upon qualitative and quantitative methods. The objective of the course is to give students the ability to conduct quantitative research. Whatever methods will be used in their research, future Ph.D students will face the question of concept measurement. In this perspective, the course is designed as a measure scale construction.

6. AGENDA

   - Introduction: the question of variance
   - The notion of latent variable
   - How to develop a scale
   - Statistical methods applied to scale
   - Scales in a global model
<table>
<thead>
<tr>
<th>N</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
</table>
|   | Research design                                                       | • Evrard et al. (2001), *Market*, Dunod, Chapitre 1 pp 47-65  
• Thietart et al. (2001), *Doing Management Research*, Sage, Chapter 3  
|   | The purpose of the research and the methods                            |                                                                                                                                                               |
|   | The choice between quantitative and qualitative methods               |                                                                                                                                                               |
|   | Nature of variables: qualitative or quantitative                      |                                                                                                                                                               |
|   | The hypothesis logic                                                  |                                                                                                                                                               |
|   | Dimension of a construct                                              |                                                                                                                                                               |
|   | Reliability and Validity                                              |                                                                                                                                                               |
|   | The availability of a scale                                           |                                                                                                                                                               |
• Rogelberg S. et al. (2001), Attitudes toward surveys: development of a measure and its relationship to respondent behavior, *Organizational Research Methods*, 4, 1, 3-25 |
|   | Items generation                                                      |                                                                                                                                                               |
|   | Rules applying to items construction                                  |                                                                                                                                                               |
|   | Which graduation for a scale?                                         |                                                                                                                                                               |
|   | Scale's pre-test                                                      |                                                                                                                                                               |
|   | How to measure reliability                                            | • Bagozzi R. et Edwards J. (1998), A general approach for representing constructs in organizational research, *Organizational Research Methods*, 1, 1, 45-87  
• Evrard et al. (2001), Market, Dunod, Chapitre 11, pp 450-475  
• Thietart et al. (2001), *Doing management research*, Dunod, *Chapters 11, pp 291-330* |
|   | Factor analysis                                                       |                                                                                                                                                               |
|   | Confirmatory factor analysis and reliability measurement               |                                                                                                                                                               |
Experiences plans
Mean tests and ANOVA
Regression analysis
Colinearity Introduction to structural equations models


9. GRADE
- Exercice 1, individual, 20%
- Exercice 2, group, 30%
- Examen final (paper analysis or design research exercise), 50% de l’évaluation globale (final comprehensive exam)

10. EVALUATION
- The seminar needs your active participation.
- An exercise will be given at the end of each session and must be prepared for the next session.
- You must read for each session every research paper in the list.
- You will have to build in group a measurement scale

11. EXPECTATIONS REGARDING ATTENDANCE AND PARTICIPATION

a) Regular attendance and participation is required. Absences will have an adverse effect on your participation score for the course. If you have to be absent from class for any reason, please notify the administration in advance if possible. Classes will begin on time.

b) Showing up for class, important as it may be, is not to be equated with participation. Students should make an effort to contribute to each and every class discussion. Before coming to class, preparation of each article and the case is essential. The case method of teaching is only effective when participants have extensively analyzed each aspect of the case and are prepared to contribute to the case discussion. During the course, grades will be kept regarding each student’s participation in class.

12. BIBLIOGRAPHY

- Thietart et al. (2001), *Doing Management Research*, Sage, Chapter 3
• Tian K., Bearden W. et Hunter G. (2001), Consumers' need for uniqueness, Journal of Consumer Research, 28, 1, 50-66
• Bolino M. et Turnley W. (1999), Measuring impression management in organizations: a scale development based on the Jones and Pittman Taxonomy, Organization Research Methods, 2, 2, 187-206
• Rogelberg S. et al. (2001), Attitudes toward surveys: development of a measure and its relationship to respondent behavior, Organization Research Methods, 4, 1, 3-25
• Bagozzi R. et Edwards J. (1998), A general approach for representing constructs in organizational research, Organization Research Methods, 1, 1, 45-87
• Davis F. D., Bagozzi R. et Warshaw P. (1989), User acceptance of computer technology: a comparison of two theoretical models, Management Science, 35, 8, 982-1003

13. BIBLIOGRAPHY (in French)

• Boyd H. et Westfall R. (1977), Procédure d’élaboration d’un questionnaire, Encyclopédie du Marketing, 2, 27
• Darpy D. (2002), Le report d’achat expliqué par le trait de procrastination et le potentiel de procrastination, Recherche et Applications en Marketing, 17, 2, 1-24
• Evrard et al. (2001), Market, Dunod, Chapitre 11, pp 450-475

14. BIBLIOGRAPHY (Books in French)

• Bourbonnais, R. (1997), Econométrie, Dunod
• D’Astous Alain (2000), Le projet de recherche en marketing, Chenelière / McGraw Hill
• De Singly, F. (1992), L’enquête et ses méthodes: le questionnaire, Collection 128, Nathan
• Howell D.C. (1998), Méthodes Statistiques en Sciences Humaines, De Boeck Université
• Lebart, Morineau, Piron (1995), Statistiques Exploratoires Multidimensionnelles, Dunod
• Tenenhaus M. (1996), Méthodes Statistiques en gestion, Dunod
• Thietart, R-A. et al. (1999), Méthodes de recherche en management, Dunod
• Wonnacott Thomas H. & Wonnacott Ronald J. (1998), Statistique, 4ème édition, Economica
• Evrard et al. (2003), Market, Dunod, 2ème édition
0. Georgia State COURSE DESCRIPTION

This course helps develop knowledge and skills in the application and use of qualitative research techniques. The course provides a survey of the methodological literature on qualitative research methods paired with appropriate paper-length exemplars in the information systems domain. This course covers a variety of different research strategies including case study, qualitative data collection and analysis techniques, ethnography. In addition, students acquire skills in developing a research approach, understanding and using a grounded-theory approach, and triangulation methods for strengthening research findings, and supporting methodological choices.

1. RESPONSIBLE/PROFESSOR: Keil

2. COURSE DURATION: 21 hours

3. PREREQUISITE: none
   Doctoral standing or consent of instructor.

4. REQUIRED MATERIALS

   Recommended books:
   Pranee Liamputtong (2009). Qualitative Research Methods, Oxford University Press.

Web CT: All other required material will be posted on Web CT. Most of it will be posted at least one month before the beginning of the class. Additional material may be added between each class. Material include course overheads, academic papers, business cases and other readings or exercises. An important usage of Web-CT e-learning technologies will be encouraged during this class, especially listserv, URL bookmarks and newsgroups. Quizzes and groupware might be used under certain circumstances.

5. GENERAL OBJECTIVES

This course is particularly important for two reasons:

✓ Qualitative methods receive a growing interest from the management research community and there is a correlative increasing use of these methods. Even in quantitative research there are often upstream interviews and content analysis for the building of a questionnaire, and downstream interviews to shed light on the significance of the results produced by quantitative methods.

✓ Qualitative methods are guaranteed to produce data and conclusions of acceptable scientific quality only if used with rigor. The level of rigor required by scientific conferences and journals has notably increased.
The objective of this course is to provide principles, techniques and practice in qualitative methods for research in management. These qualitative methods may be used in the other courses of the program, for collecting and analyzing data with an adequate level of scientific quality. Needless to say, the use of such methods may also be useful, if not mandatory, in PhD dissertation work and subsequent scientific activities. The knowledge of qualitative research methods will also be used by participants to assess the strength of scientific proof given by authors to their arguments and conclusions. Identifying that conclusions of a paper or of a PhD dissertation are not strong enough may lead you to propose research methods and projects leading to better scientific results. Hence this course on qualitative methods is also relevant to any researcher and student who has to conduct a literature review.

6. Agenda, Content and teaching methods
The course includes seven classes of three hours each. Each class is prepared by individual preliminary readings and exercises.

<table>
<thead>
<tr>
<th>N</th>
<th>Topics</th>
<th>Resp.</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview of the qualitative methods for research in management, of</td>
<td>Romelaer</td>
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<tr>
<td></td>
<td>the questions for which their use is most relevant, of their scientificity</td>
<td>Chanlat</td>
</tr>
<tr>
<td>2</td>
<td>Life histories and case studies</td>
<td>Chanlat</td>
</tr>
<tr>
<td>3</td>
<td>The research interview</td>
<td>Romelaer</td>
</tr>
<tr>
<td>4</td>
<td>Ethnographic research</td>
<td>Chanlat</td>
</tr>
<tr>
<td>5</td>
<td>The conception of a questionnaire</td>
<td>Romelaer</td>
</tr>
<tr>
<td>6</td>
<td>Qualitative data collection, analysis and content analysis</td>
<td>Romelaer</td>
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<tr>
<td>7</td>
<td>Multidisciplinary approaches in management research (including</td>
<td>Chanlat</td>
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<td></td>
<td>triangulation)</td>
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</tbody>
</table>

Other methods may be presented, e.g. semiotics, focus group, the methods of historical research, etc.

7. Grading

| Assignment | 100 % |

Final grades for the course will be based on a mark upon 20

The grading in the seminar is based on the application of one of the methods presented during the classes in a research project assignment. In most cases, this research project might come from another course of the PhD program. However, the assignment implies a unique document to be produced for this qualitative methods course. Precisions about expectations from the participants will be provided on Web-CT before the first class.

8. Bibliography (in English)
9. Bibliography (Books in French)

Other references will be given during the course.

CIS 9320 - Design Research Methods in IS

<table>
<thead>
<tr>
<th>Georgia State Code</th>
<th>Georgia State Title</th>
<th>UDP Code</th>
<th>UDP Title</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 9320</td>
<td>Design Research Methods in IS</td>
<td>B4</td>
<td>Design of Research (&quot;Epistemology and design of research&quot;+ &quot;Epistemology and design of research&quot; &quot;Theories of IS&quot;)</td>
<td>42h</td>
</tr>
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</table>

B4- Design Research Methods in IS

0. Georgia State COURSE DESCRIPTION

The course develops skills needed for conducting research whose aim is to invent methods and techniques for designing information systems that are effective and efficient. Students also acquire skills in developing research proposals that follow the design research paradigm and learn how to publish such research. It offers a French perspective about MIS research which can be interesting for international students.

1. RESPONSIBLE/PROFESSOR: Storey

2. COURSE DURATION: 42 hours

3. PREREQUISITE: none

   Doctoral standing or consent of instructor.

4. REQUIRED MATERIALS


   **Web CT:** All other required material will be posted on Web CT. Most of it will be posted at least one month before the beginning of the class. Additional material may be added between each class. Material include course overheads, academic papers, business cases and other readings or exercises. An important usage of Web-CT e-learning technologies will be encouraged during this
class, especially listserv, URL bookmarks and newsgroups. Quizzes and groupware might be used under certain circumstances.

5. OBJECTIVES

To be able to develop a design research. The course begins with a comparison of different research trends in IS: positivism, interpretivism, design research and critical social theory. These trends are compared to classical epistemology and positioned towards empiricism, functionalism, rationalism, hermeneutics, phenomenology and other trends. The origins of design research with Simon’s science of the artificial are discussed and compared to the recent principles of design research in IS. Positioning with rigor and relevance debate is also discussed. IS development methods are presented and analysed with a comprehensive framework. Criteria for assessing qualitative field studies are presented. Design research is then compared to intensive research, historical research methods and critical social theory. An application is presented in KM.

6. AGENDA

1. Research trends in IS
2. Design Research principles – 1
3. Design Research principles – 2
4. Rigor and relevance
5. IS development methods
6. Research proposal and publishing
7. Intensive research in IS
8. Historical methods in IS research
9. Application to KM research
10. Critical Social Theory in IS research
11. Synthesis

7. SCHEDULE

<table>
<thead>
<tr>
<th>N</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Research trends in IS</td>
<td>Compare the different trends in IS research: positivism, interpretivism, design research, Critical Social Theory</td>
</tr>
<tr>
<td>4</td>
<td>Rigor and relevance</td>
<td>Lee A. (1999 b) &quot;Rigor and Relevance in MIS Research: Beyond the Approach of Positivism Alone&quot; in Management Information Systems Quarterly Vol. 1, n° 23, pp.29-34, march</td>
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<td>5</td>
<td>IS development methods</td>
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<td>6</td>
<td>Research proposal and publishing</td>
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<td>7</td>
<td>Intensive research in IS</td>
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<td>8</td>
<td>Historical methods in IS research</td>
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<td>9</td>
<td>Application to KM research</td>
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<td>10</td>
<td>Critical Social Theory in IS research</td>
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<td>11</td>
<td>Synthesis</td>
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</tbody>
</table>

**8. GRADES**

| Individual Oral Participation (including readings and business cases) | 50% |
| Final Exam                                                           | 50% |

Final grades for the course will be based on a mark upon 20

**9. EVALUATION**

Students are evaluated on the following criteria:

- **Individual Oral Participation**: the course is designed primarily around papers discussions, which cannot succeed without preparation and participation. In evaluating class participation in discussions of papers, both the quantity and quality of participation is included. There will be papers to be read, analyzed and reported upon; a short oral presentation can be required at the beginning of the class period. The due dates for these assignments are shown on the class schedule section below.

- **Individual Exam**: no book or note will be allowed at the final exam. No make-up exams will be offered except in the case of absence excused due to illness.

**11. EXPECTATIONS REGARDING ATTENDANCE AND PARTICIPATION**

a) Regular attendance and participation is required. Absences will have an adverse effect on your participation score for the course. If you have to be absent from class for any reason, please notify the administration in advance if possible. Classes will begin on time.

b) Showing up for class, important as it may be, is not to be equated with participation. Students should make an effort to contribute to each and every class discussion. Before coming to class, preparation of each paper and the case is essential. The case method of teaching is only effective
when participants have extensively analyzed each aspect of the case and are prepared to contribute to the case discussion. During the course, grades will be kept regarding each student's participation in class.

12. BIBLIOGRAPHY


• Lee A. (1999 a) "Inaugural Editor's Comments" *Management Information Systems Quarterly* Vol. 1, n° 23, pp.v-xi, march

• Lee A. (1999 b) "Rigor and Relevance in MIS Research: Beyond the Approach of Positivism Alone" in *Management Information Systems Quarterly* Vol. 1, n° 23, pp.29-34, march


• Markus, M. L. and Lee, A. S. (1999), "Special Issue on Intensive Research in Information Systems: Using Qualitative Interpretive, and Case Methods to Study Information
- Sommerville, I. (1996), Software Engineering, cinquième édition, Addison-Wesley, Reading, MA.
0. **Georgia State COURSE DESCRIPTION**

This is a research seminar that focuses on research issues and methods in one or more areas having to do with the technology of information systems, in particular IT evaluation and IT project management from a research perspective. Topics include software engineering, communication systems, and data-based/knowledge-based systems. The focus of the course is announced in advance and the course syllabus is made available for students to review.

1. **RESPONSIBLE/PROFESSOR:** Robinson

2. **COURSE DURATION:** 40 hours

3. **PREREQUISITE:** none
   Doctoral standing or consent of instructor.

4. **REQUIRED MATERIALS**

   **Recommended book:**
   Willcocks and Lester, 1999. Beyond the IT productivity paradox, OUP.

   **Web CT:** All other required material will be posted on Web CT. Most of it will be posted at least one month before the beginning of the class. Additional material may be added between each class. Material include course overheads, academic papers, business cases and other readings or exercises. An important usage of Web-CT e-learning technologies will be encouraged during this class, especially listserv, URL bookmarks and newsgroups. Quizzes and groupware might be used under certain circumstances.

5. **GENERAL OBJECTIVES**

The course develops skills needed for understanding main information technologies that are used in nowadays management information systems. Different technologies (data-based-/knowledge based systems, communication systems, software, ...) are compared. Their characteristics are analyzed and their impact on systems design and software engineering is evaluated. The impact
on organization and management is also analyzed. A final analysis of the notion of virtual company is proposed.

6. DETAILED OBJECTIVES

To be able to understand the main technologies used in management information systems.

To be able to assess a technological choice.

1. AGENDA.

1. IT Evaluation (F de Vaujany)

1.1 The IT productivity paradox
1.2 IT operational evaluation
1.3 IT strategic evaluation

2. IT project Management (part 1, Anthony Hussinot)

1.1 Key aspects of IT project management
1.2 Main methods and tools of IT project management: PMBOK guide, AGILE
1.3 Social aspects of IT project management

9. GRADES

| Two written reports | 100 % |

10. EVALUATION

Two written reports sent two weeks after the end of the course.

11. EXPECTATIONS REGARDING ATTENDANCE AND PARTICIPATION

a) Regular attendance and participation is required. Absences will have an adverse effect on your participation score for the course. If you have to be absent from class for any reason, please notify the administration in advance if possible. Classes will begin on time.

b) Showing up for class, important as it may be, is not to be equated with participation. Students should make an effort to contribute to each and every class discussion.
C2- IT project management (part 2)

0. Georgia State COURSE DESCRIPTION

This course covers various topics in strategic management of IS from a research perspective. Students acquire skills for developing a research proposal. The focus of the course is announced in advance and the course syllabus is made available for students to review.

1. RESPONSIBLE/PROFESSOR: Ramesh

2. COURSE DURATION: 27 hours

3. PREREQUISITE: none
   Doctoral standing or consent of instructor.

   COURSE OBJECTIVES:

Upon completion of this course, students will be aware of project management in relationship to business communication and change management. It will compare the theory of these three disciplines and how to put them into practice through detailed tools, techniques, and step-by-step processes. The objective of this course is to show how to build transformational change and designing and implementing successful transformation through relevant communication. It provides an extensive thinking discipline that helps tailor the most effective IT projects and process plan for specific organizations, showing how to prioritize, integrate, and consolidate the multitude of human and organizational change initiatives that are required to support future success. In addition, students will learn about key change support infrastructures that enable the organization to function effectively while it is undergoing its change. All these methods will be also analyzed through power relationships between stakeholders

COURSE DESCRIPTION:

This course covers the following topics:
   1) Project management tools
      1. Project status report
      2. Project definition report
      3. Project conflict management
   2) PMI
      1. PMI processes and area of knowledge
2. Stakeholders
3. Project Communication
4. Project Team
5. Project Cost
6. Project Scope
7. Time mgt (planning)
8. Project Risks
9. Project Quality (CMMI)
10. Project integration

3) IS development methods
1. RUPS
2. V process
3. Spiral process
4. RAD
5. XP
6. Agile methods

4) Change leadership:
1. Stakeholders
2. Types of change
3. Wake-up call
4. Conditions for success
5. Team readiness
6. Targets for change
7. Change Readiness
COURSE CONTENT AND SCHEDULE:

<table>
<thead>
<tr>
<th>Topics</th>
<th>Books</th>
<th>Articles</th>
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<td>1. Project status report</td>
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<td>3. Project Communication</td>
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<td>5. XP</td>
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<td>6. Agile methods</td>
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<td>Planned change</td>
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<td>1. Stakeholders</td>
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<td>2. Types of change</td>
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<td>3. Wake-up call</td>
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<td>4. Conditions for success</td>
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<td>6. Targets for change</td>
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<tr>
<td>7. Change Readiness</td>
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REQUIRED MATERIALS

No books are required. However, these books help understanding the course:


Mandatory Readings

<table>
<thead>
<tr>
<th>Readings</th>
<th>Journals</th>
<th>Papers (authors)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned change</td>
<td>Academy of Management Review</td>
<td>Huy (2001)</td>
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<tr>
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<tr>
<td>Change agents</td>
<td>MISQ</td>
<td>Markus and Benjamin (1996)</td>
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<table>
<thead>
<tr>
<th>Readings</th>
<th>Journals</th>
<th>Papers (authors)</th>
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<tbody>
<tr>
<td>The Two Faces of Competition</td>
<td>Organization Science</td>
<td>Thomas (1996)</td>
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<tr>
<td>When Competitive Advantage Doesn’t Lead to Performance</td>
<td>Organization Science</td>
<td>Coff (1999)</td>
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</table>

**GRADES**

| 1. Individual Oral Participation   | 15%                          |
| 2. Individual Final Exam           | 85%                          |

**EXPECTATIONS REGARDING ATTENDANCE AND PARTICIPATION**

a) Regular attendance and participation is required. Absences will have an adverse effect on your participation score for the course. If you have to be absent from class for any reason, please notify the administration in advance if possible. Classes will begin on time.

b) Showing up for class, important as it may be, is not to be equated with participation. Students should make an effort to contribute to each and every class discussion. Before coming to class, preparation of each article. During the course, grades will be kept regarding each student’s participation in class.

**BIBLIOGRAPHY**

**COURSE READINGS:**


Complementary readings:


COURSE ASSIGNMENTS:

Students are evaluated on individual participation in class and individual performance on a single final exam.

Individual Participation

The course is designed primarily around book chapters and articles discussions, which cannot succeed without extensive preparation and participation. In evaluating class participation in discussions of cases and readings, both the quantity and quality of participation is taken into account.

d) Assignments are due at the beginning of class.

Individual Final Exam.

No book or note will be allowed at the final exam. No make-up exams will be offered except in the case of absence excused due to illness.

TEACHING METHODOLOGY:

a) Regular attendance and participation is required. Absences will have an adverse effect on your participation score for the course. If you expect to be absent from class for any reason, please notify the administration in advance if possible. Classes will begin on time.
b) Showing up for class, important as it may be, is not to be equated with participation. Students should make an effort to contribute to each and every class discussion. Before coming to class, thorough preparation of each article and the case is essential. The case method of teaching is only effective when participants have extensively analyzed each aspect of the case and are prepared to contribute to the case discussion. During the semester, notes will be kept regarding each student’s participation in class.

GRADES:

<table>
<thead>
<tr>
<th>TYPE</th>
<th>%</th>
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<tbody>
<tr>
<td>Individual participation</td>
<td>15%</td>
</tr>
<tr>
<td>Individual final exam</td>
<td>85%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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</table>
C2 - IS and Strategy

0. Georgia State COURSE DESCRIPTION

This course covers various topics in information systems management or the management of information systems. Topics covered vary depending upon the research interest of the department. Students acquire skills for developing a research proposal. The focus of the course is announced in advanced and the course syllabus is made available for students to review.

1. RESPONSIBLE/PROFESSOR: McLean

2. COURSE DURATION: 27 hours

3. PREREQUISITE: none
   Doctoral standing or consent of instructor.

4. REQUIRED MATERIALS

   Recommended book:

   Web CT: All other required material will be posted on Web CT. Most of it will be posted at least one month before the beginning of the class. Additional material may be added between each class. Material include course overheads, academic papers, business cases and other readings or exercises. An important usage of Web-CT e-learning technologies will be encouraged during this class, especially listserv, URL bookmarks and newsgroups. Quizzes and groupware might be used under certain circumstances.

5. COURSE DESCRIPTION

Information technologies are considered to have an increasing effect on the strategy of the firm. The course intends to develop knowledge about strategy theory and individual capability through the analysis of changes in strategy relying on information technologies.

6. OBJECTIVES
   There are 2 objectives of this course.
On one hand, the student must acquire the knowledge on different strategy theories
On the other hand, the students must apply this different strategic school to the field of IT and study some main papers in IT.

7. AGENDA

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction, methods</td>
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</table>
| 2.    | A- The design school: strategy formation as a process of conception  
       | B- The planning school: strategy formation as a formal process |
| 3.    | C- The positionning school: strategy formation as an analytical process  
       | D- The entrepreneurial school: strategy formation as a visionary process |
| 4.    | E- The cognitive school: strategy formation as a mental process  
       | F- The learning school: strategy formation as an emergent process |
| 5.    | G- The power school: strategy formation as a process of negociation  
       | H- The cultural school: strategy formation as a collective process |
| 6.    | I- The environmental school: strategy formation as a reactive process |
| 7.    | E-management reports |

8. SCHEDULE

<table>
<thead>
<tr>
<th>N</th>
<th>Topics</th>
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<tbody>
<tr>
<td>1</td>
<td>Research methods in e-management</td>
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</table>
| 2 | A- The design school  
   | B- The planning school |
| 3 | C- The positionning school  
   | D- The entrepreneurial school |
| 4 | E- The cognitive school:  
   | F- The learning school: |

- Venkatraman, « the concept of fit in strategy research » Academy of management review, 1989, vol 14, n°3, pp423-444
- Sethi, King, developpement of mesure to assess the extend to which IT application provides competitive advantage, management science, vol40, n°12, dec 1994,
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- Burgelman, « a process model of internal corporate venturing in diversified major firm », ASQ,28, 1983
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5  G- The power school
    H- The cultural school

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- Bharadwaj, IT capability and firm performance, MISQ, 2000,
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6  I- The environmental school

- Lawrence, Lorsch, adapter les structures, Editions d’organisation,1973
- Hannan, Freeman, « the population ecology of organizations »,american journal of sociology,82,5,1977
- E-management reports

9. GRADES

<table>
<thead>
<tr>
<th>Papers presentation</th>
<th>50 %</th>
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</thead>
<tbody>
<tr>
<td>E-management assignment</td>
<td>50 %</td>
</tr>
</tbody>
</table>

Final grades for the course will be based on a mark upon 20

10. EVALUATION

- Papers presentation: content
  - 20 minutes oral presentation with powerpoint overheads
  - 10 pages synthesis assignment document to be given before the presentation
  - Presentation of the author.
  - Consistency analysis with each school of thinking.
  - Indication of assumption, research perspective, hypothesis, methodology.
  - Results.
  - Contribution & limits .
  - Internet site
- E-management assignment
  - Presentation of the integration of IT in the strategy of a firm chosen by the student.
  - Reflexion on the use of strategic concept in this case.

11. EXPECTATIONS REGARDING ATTENDANCE AND PARTICIPATION

a) Regular attendance and participation is required. Absences will have an adverse effect on your participation score for the course. If you have to be absent from class for any reason, please notify the administration in advance if possible. Classes will begin on time.
b) Showing up for class, important as it may be, is not to be equated with participation. Students should make an effort to contribute to each and every class discussion.

12. RECOMMENDED BOOK FOR PREREQUISITES (in French)


13. BIBLIOGRAPHY

- Pugh, 1971, Organization theory, Pelican Book.
- Straub, D., 2004, Foundations of net-enhanced organizations, Wiley,
- Thiéart R.A. 2001 (ed), Research Methods in Management, Sage

14. BIBLIOGRAPHY (in French)

- Chandler, Stratégie et structure, É.O. - Organisation et performances, É.O, T1,T2,T3.
- Crozier & Friedberg, 1977, L'acteur et le système, Seuil.
- Friedberg, 1993, Le pouvoir et la règle, Seuil.
- Kalika (ed.), 2002, Défis du management, Liaisons,
- Kalika (ed.), 2002, E-GRH: révolution ou évolution, Liaisons,
- Kalika (ed.), 2003, e-management, quelles transformations pour l'entreprise ?, Éditions Liaison,
- March, 1991, Décisions & Organisations, É.O.
- Rowe, 2002, Faîre de la recherche en SI, Vuibert,

15. WEB SITES

www.observatoireemanagement.com
Association: AIMS
http://www.strategie-aims.com/ressource.html
Association Information et Management (A.I.M.)
http://infomanagement.cc
Club Informatique des Grandes Entreprises Françaises
http://www.cigref.fr/
Revue Systèmes d'information et Management (S.I.M), ESKA
http://bonjorn.sc-eco.univ-nantes.fr/~sim/
CIS 9240 - Topics in IS Development (1)

<table>
<thead>
<tr>
<th>Georgia State Code</th>
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<th>UDP Code</th>
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<tr>
<td>CIS 9240</td>
<td>Topics in IS development</td>
<td>C8</td>
<td>Consulting techniques</td>
<td>21h</td>
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<tr>
<td></td>
<td></td>
<td>C3</td>
<td>Sociologie des processus d'innovation (innovation process socio-technical analysis)</td>
<td>21h</td>
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</tbody>
</table>

C8- Consulting techniques

0. Georgia State COURSE DESCRIPTION

In this course, consulting techniques are introduced and deconstructed from a research perspective.

1. RESPONSIBLE/PROFESSOR: Ramesh

2. COURSE DURATION: 21 hours

3. PREREQUISITE: none
   Doctoral standing or consent of instructor.

4. REQUIRED MATERIALS
   Dan Remenyi, 2002. How to Become a Successful IT Consultant.

   Web CT: All other required material will be posted on Web CT. Most of it will be posted at least one month before the beginning of the class. Additional material may be added between each class. Material include course overheads, academic papers, business cases and other readings or exercises. An important usage of Web-CT e-learning technologies will be encouraged during this class, especially listserv, URL bookmarks and newsgroups. Quizzes and groupware might be used under certain circumstances.

5. COURSE DESCRIPTION

This course relies on the theoretical basis of IT related consulting techniques. It offers a deconstruction and criticism of these techniques.

BIBLIOGRAPHY

CIS 9240 - Topics in IS Development (2)

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<tr>
<th>Georgia State Code</th>
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<td></td>
<td>C3</td>
<td>Sociologie des processus d'innovation (process innovation: socio-technical analysis)</td>
<td>21h</td>
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</table>

C3: Sociologie des processus d'innovation

(Process innovation: socio-technical analysis)

0. Georgia State COURSE DESCRIPTION

In this course, theories and models applicable to the analysis of systems structure and the processes of systems analysis and design are studied. Emphasis is on the applicability of the material covered to information systems in particular. The focus of the course is announced in advance and the course syllabus is made available for students to review.

1. RESPONSIBLE/PROFESSOR: Baskerville

2. COURSE DURATION: 21 hours

3. PREREQUISITE: none
   Doctoral standing or consent of instructor.

4. REQUIRED MATERIALS

   Recommended book:
**Web CT:** All other required material will be posted on Web CT. Most of it will be posted at least one month before the beginning of the class. Additional material may be added between each class. Material include course overheads, academic papers, business cases and other readings or exercises. An important usage of Web-CT e-learning technologies will be encouraged during this class, especially listserv, URL bookmarks and newsgroups. Quizzes and groupware might be used under certain circumstances.

**5. COURSE DESCRIPTION**

This course presents the main paradigms of innovation sociology by relating them to innovation theory.

It relies on concepts as
- social norms,
- bounded rationality
- and learning.

It uses empirical research, in the field of IT, corporate strategy, HR management and organization. The central thesis is related to innovation as a social collective dynamics that has economic impacts.

**Ce séminaire présente les principaux paradigmes de la sociologie de l'innovation en les associant à ceux de l'organisation.**

**Il s’appuie sur les concepts de:**
- normes sociales,
- de rationalité limitée,
- de déviance et d'apprentissage.

**Il s'appuie sur des recherches fondées empiriquement, menées dans le domaine d'innovation concernant la technologie, les stratégies d'entreprise, la gestion des ressources humaines et l'organisation. L'idée centrale consiste à présenter l'innovation comme une dynamique sociale collective s'inscrivant dans le registre économique.**

**13. BIBLIOGRAPHY**

• Galbraith, J. R. (1994). *Competing with lateral flexible organizations*, (2nd edition), Addison-Wesley, Boston, MA.


• Lawrence, P. E. et Lorsch, J. (1967), *Organization and Environment*, Boston: Graduate School of Business Administration, Harvard University.


0. Georgia State COURSE DESCRIPTION

This course provides an introduction to organization theory and its use in the field of MIS. Organization, information, knowledge are combined in various models.

1. RESPONSIBLE/PROFESSOR: Ramesh

2. COURSE DURATION: 21 hours

3. PREREQUISITE: none
   Doctoral standing or consent of instructor.

4. REQUIRED MATERIALS

   Recommended book:

   Web CT: All other required material will be posted on Web CT. Most of it will be posted at least one month before the beginning of the class. Additional material may be added between each class. Material include course overheads, academic papers, business cases and other readings or exercises. An important usage of Web-CT e-learning technologies will be encouraged during this class, especially listserv, URL bookmarks and newsgroups. Quizzes and groupware might be used under certain circumstances.

5. EXPECTATIONS AND EVALUATION

   - Research paper abstracts
     A 3-pages abstract is expected for each paper. Abstracts integrate the following components: complete references, name, research perspective, authors premisses, hypotheses and their validation (if applicable), critical assesment of the paper (strength and weaknesses), interest for the research project. A last section must list and define the key concepts, the ones that can be used for the research framework.
     Assessment criteria: quality of the paper chosen, relevance to the research project, relevance of the analysis, contribution to the project, quality of the form.

   - Interviews (when applicable)
     Interviews are recorded and retranscribed verbatim.
The assessment criteria for the interviews are as follows: good usage of the interview framework, ability to relaunch the interviewee on relevant themes and capacity not to influence the declarations.

- **Group work**
  Students will work by groups of 3 to 5 and produce the data collection tools and will perform some of the steps of the data processing. 
  Assessment criteria: good usage of the literature review, relevance to the research project, quality of the data collection tools produced and quality of the analysis.

### 6. EXPECTATIONS REGARDING ATTENDANCE AND PARTICIPATION

Regular attendance and participation is required. If you have to be absent from class for any reason, please notify the administration in advance if possible. Classes will begin on time.

### 11. BIBLIOGRAPHY


CIS 8260- Knowledge Management (2)

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<tr>
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<td>C6</td>
<td>Organization theory</td>
<td>21h</td>
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<td></td>
<td>C9</td>
<td>CRM and digital marketing</td>
<td>21h</td>
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C9- CRM and digital marketing

### 0. Georgia State COURSE DESCRIPTION

This course provides an introduction to the analytical, managerial and technological approaches used in knowledge management. Key approaches that are available for knowledge creation and discovery are examined and contrasted. Implications of recent knowledge management technologies, such as intelligent agents and organizational memory information systems, are assessed.
Strategic, economic and social issues in the creation and transfer of knowledge are examined. Best knowledge management practices are discussed.

1. RESPONSIBLE/PROFESSOR: Ramesh

2. COURSE DURATION: 21 hours

3. PREREQUISITE: none
   Doctoral standing or consent of instructor.

4. REQUIRED MATERIALS

   Web CT: All other required material will be posted on Web CT. Most of it will be posted at least one month before the beginning of the class. Additional material may be added between each class. Material include course overheads, academic papers, business cases and other readings or exercises. An important usage of Web-CT e-learning technologies will be encouraged during this class, especially listserv, URL bookmarks and newsgroups. Quizzes and groupware might be used under certain circumstances.

5. GENERAL OBJECTIVES
   This research seminar helps the students in understanding the main research areas that constitute the field of digital marketing: origin of the research questions for each area, major concepts / theories and contributions, as well as methodological issues (experimental design, sampling problems...).

   The following areas are covered: adoption of the web technology and typologies of web users; browsing and online purchasing behaviors; perception of online services and loyalty toward the sites; e-commerce strategic issues for pure players and "brick and mortar" retailers; interactive communication (banner ads, e-mailing...); e-customer relationship management; online market research.

   Note: this course covers mainly B2C marketing issues

6. OBJECTIVES
   To be able to evaluate the advancement of research in the field of B2C digital marketing. To be able to formulate a relevant research question at the frontier of our knowledge in the domain.

7. AGENDA.
   1. Introduction:
      a. What is a scientific inquiry in the field of (digital) marketing?
      b. Doing research in the field of digital marketing.
   2. Consumer behavior online (A)
      a. Adoption of the web technology.
      b. Motivations and perceived risks.
      c. Typologies of web users.
d. Analysis of specific user segments (teenagers, leaders...).

3. Consumer behavior online (B)
   a. Site choice processes
   b. Browsing behaviors
   c. Online purchasing behaviors
   d. Perception of online services (e-satisfaction...)
   e. Loyalty towards the sites

4. E-commerce (A):
   a. Disintermediation and channel conflicts
   b. Multi-channel strategies
   c. Major dimensions of the digital marketing mix

5. E-commerce (B):
   a. Assortment and customization decisions
   b. Pricing on the Net
   c. Logistical aspects of an e-commerce strategy

6. Interactive communication:
   a. Banner adds and e-mailing tactics.
   b. Effects and measurement of communication effectiveness online.
   c. Integrated communication issues.

7. E-customer Relationship Management:
   a. Frequency, loyalty, and relational marketing programs.
   b. Trust and web ethics.
   c. Virtual communities.

8. Online market research:
   a. Online market research designs
   b. Main advantages and drawbacks of each design

8. SCHEDULE

<table>
<thead>
<tr>
<th>N</th>
<th>Topic</th>
<th>Readings</th>
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----------- Research papers to be presented by the participants -----------  
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| 5 | E-commerce (B) | ---------- Research papers to be presented by the participants ----------  
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### 9. GRADES

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<tr>
<td>Paper presentations in class</td>
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</tr>
<tr>
<td>Individual final written exam</td>
<td>30 %</td>
</tr>
<tr>
<td>Research proposal assignment</td>
<td>40 %</td>
</tr>
</tbody>
</table>

Final grades for the course will be based on a mark upon 20

### 10. EVALUATION

- **Papers Presentation in class:** a 20 minutes presentation of the paper (objectives, results, methodology and contributions) followed by a discussion with questions from the instructor.

- **Individual final written exam:** a 2 hours exam based on the readings. No book or note will be allowed at the final exam. No make-up exams will be offered except in the case of absence excused due to illness.

- **Research proposal assignment:** a 5 to 10 pages research proposal (managerial and theoretical positioning of the research, main concepts and theories, set of hypotheses, research design, expected contributions)

### 11. EXPECTATIONS REGARDING ATTENDANCE AND PARTICIPATION

a) Regular attendance and participation is required. Absences will have an adverse effect on your participation score for the course. If you have to be absent from class for any reason, please notify the administration in advance if possible. Classes will begin on time.

b) Showing up for class, important as it may be, is not to be equated with participation. Students should make an effort to contribute to each and every class discussion.

### 10. BIBLIOGRAPHY

**Introduction**


**Diffusion and usage of electronic medias**


**Consumer behaviors online**

Chen Q. (1999), Attitude toward the site, *Journal of Advertising Research*.


**11. BIBLIOGRAPHY (in French)**

**Diffusion and usage of electronic medias**


**Consumer behaviors online**


For information on the Co-Tutelles related to this agreement, please contact partnerships@gsu.edu or the Georgia State Program Director (page 7).