Syllabus
# BIS6214 Global Information Management
Dr.-Ing. Axel Poestges
Winter Semester 2021/22

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| **Level** | Master |
| **Credits** | 3 |
| **Student Contact Hours** | available upon appointment |
| **Workload** | 50 hours, 20 hours within class and 30 hours for self-study |
| **Prerequisites** | Basic knowledge in Information Management, Advanced knowledge in Business Process Management, Basic knowledge in Business Model Management, Basic knowledge in Globalization Strategy Implementation, Basic knowledge in financial management and controlling |
| **Time** | Thursday, 15:00 – 18:15 |
| **Room** | Room W1.5.04 |
| **Start Date** | 07.10.2021 |

| **Lecturer** | **Name:** | Dr.-Ing. Axel Poestges |
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## Summary

Global Information Management (GIM) is a combination of technology, business strategy, and services that help organizations translate content into multiple languages. A major problem for organizations with a Web presence that wish to trade globally, is providing content in a wide variety of languages enabling potential customers to view content in their local language. GIM solutions enable organizations to maintain brand consistency through all translated content and reduce time-to market and time to operation. The ability to share information between a computer aided translation solution and the Translation Management System is key to success in global markets. The target market for GIM is both vertical and horizontal and includes any company that wishes to trade globally. By implementing an end-to-end solution for the localization of content, a company has a cost-effective answer to the problem of providing consistent content in multiple languages to target global markets.

## Outline of the Course

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| Content & organization of the GIM course, expectation mapping, Information as a business success factor |
| Information management basics, Information-lifecycle, information value chain |
| **GIM in a nutshell test** |
| Information-Systems, functional / global, customer focus, Information-Management, impact of digital transformation, |
| Business impacts & trends of information-management, Cloud, mobility, global, social, big data, globalization |
| GIM use cases, project examples, typical scenarios for organization, process- and system-landscape |
| **GIM readiness assessment** |
| Introduction to the GIM assessment, building the teams, Presentation of the GIM assessment results, Q&A session |
| **Final Exam** |

**Course contributions to the Master of Information Systems Programs' common learning goals:**

| Learning Goal 1: *Responsible leadership in organizational contexts* | | | |
|---|---|---|---|
| 1.1 | 1.2 | 1.3 | 1.4 |
| Knowledge of common management principles (KMK: Knowledge enlargement / enrichment) | Ability to apply common management principles (KMK: instrumental competency) | Critical reflection of common management principles (KMK: systemic competency) | Competency to decide and act responsibly |
| Being able to recognize the requirements of a cross-functional strategy implementation. | Understand the link between a GIM strategy and the affected areas of the business model. | Align GIM strategy and business model areas. | Strengthening of the ability to analyze implementable business strategies which are part of a globalization approach. |

| Learning Goal 2: *Creative problem-solving skills in a complex business environment* | | | |
|---|---|---|---|
| 2.1 | 2.2 | 2.3 | 2.4 |
| Ability to recognize and classify problems as well as set boundaries to them (KMK: instrumental competency) | Ability to solve problems (KMK: instrumental competency) | Ability to find creative solutions for a problem (KMK: systemic competency) | Ability to communicate and explain problem solutions (KMK: communicative competency) |
| Being enabled to judge on efficiency and effectiveness of different GIM tools and locate them in an industry specific application architecture. | Being able to properly use tools like ERP, CRM, TMS, CMS etc. in the GIM context. | Use the generic TMS process model for setting up an industry specific GIM application integration model. | GIM affects all areas of an enterprise – to understand that and being able to make it understood is a real challenge for the students. |

| Learning Goal 3: *Research skills and their practical application* | | |
|---|---|---|
| 3.1 | 3.2 | 3.3 |
| Knowledge of methodologies (KMK: Knowledge enlargement / enrichment) | Competency in applying common research methodologies (KMK: instrumental competency) | Ability to gain innovative results by applying common research methodologies (KMK: systemic competency) |
| Business process and system landscape knowledge is essential for any GIM activity. | Not relevant | Not relevant |

| **Learning Goal 4:** *Design skills for specific IT management solutions or IT technology management architectures within complex process structures* | | |
|---|---|---|
| 4.1 | 4.2 | 4.3 |
| Expert knowledge in IT (KMK: Knowledge enlargement / enrichment) | Application transfer of problem-solving methods for IT-specific problems (KMK: instrumental competency) | Critical analysis and problem solving for IT-specific problems (KMK: systemic competency) |
| The implementation of a GIM strategy requires the integration of different core IT applications and the overall influence of digital transformation and digitalization. That must be understood as a business challenge that is key to GIM success. | The implementation of a GIM strategy affects nearly every application in an enterprise application architecture. The resulting integration problems and the digital transformation issues must be solved to ensure GIM effectiveness and efficiency. | Not only the importance of relevant applications within GIM must be considered, but also the complex network of business process effects resulting out of different building blocks and IT applications in other areas as well as the influence of digitalization. |

**Course contributions to the 'MACFA programs' common learning goals:**

| **Learning Goal 1:** *Enlargement and enrichment of knowledge with a focus on theoretical concepts and practical application in controlling, finance management and accounting.* | | |
|---|---|---|
| 1.1 | 1.2 | 1.3 |
| The MACFA –master graduates are familiar with models, concepts, standards, and applications in controlling, finance management and accounting exceeding the knowledge they gained during their bachelor program. | They can identify the suitable approaches to theoretical and practical tasks in controlling, finance management and accounting to address identified theoretical and practical questions and evaluate their relevance. | They can define theoretical and practical tasks / research questions in these areas, formulate goals to address the relevant problems based on these basic capabilities and they are able to structure the process to achieve the goals. |
| GIM is an enterprise-wide strategy that has a close connection to a lot of business processes. Examples from a lot of different projects from different industries show organizational effects as well as direct and indirect consequences in controlling finance management and accounting. Students do have the opportunity to have an in-depth understanding of other business-areas that are influenced from a GIM strategy implementation. In contributing to the economic analysis of GIM projects, the students have an advantage compared to their MIS colleagues. | | |

| **Learning Goal 2:** *Systemic, analytical, and instrumental / conceptual competencies to solve theoretical and / or practical tasks in controlling, finance management and accounting.* | | |
|---|---|---|
| 2.1 | 2.2 | 2.3 |
| The MACFA – master graduates can apply suitable models and concepts. Doing so, they can penetrate the complexity of specific scientific and practical tasks within controlling, finance management and accounting by applying existing standards. | The graduates can professionally apply scientifically proven methodologies. | The graduates can recommend clearly defined measures based on their own analytical results. They can give answers to specific questions of research as well as practical tasks. |
| GIM projects allow a detailed analysis of the decisions that have led to the project results. As GIM is a typical enterprise-wide strategy implementation process with a lot of side effects in organization and IT, MACFA students will be able to create their own view on the project and its importance for the company's business and competitive situation. The view of controlling, finance management and accounting will allow synergies for the MIS-students and by that allow a broader view for all. | | |

| Learning Goal 3: *Communication and social competencies to convince others from the solutions developed.* | | |
|---|---|---|
| 3.1 | 3.2 | 3.3 |
| The MACFA-graduates can present their solution proposals to listeners in a clear and adequate way. | They consider all relevant formal rail guards for scientific solution proposals. | The graduates present logical and perusable arguments for their solution proposals that are sufficiently proven so that the listeners can be convinced. |
| Part of the GIM lecture is the presentation of own solution proposals based on practical projects (GIM assessment e.g.) that were analyzed during the lectures upfront. Presentation and a convincing set of arguments is a necessary requirement for a successful grading. | | |

## Teaching and Learning Approach

lectures, case studies, business cases, teamwork, presentations, working in teams with operational tools from business consulting practice

## Literature and Course Materials

- Journal of Global Information Management (JGIM), 2010 / 2011 / 2012

- Baron, S., Becker, K.E., Schreiner, H.P.: Die Informationsgesellschaft im neuen Jahrtausend, 1999

- Baumöl, U.: Die (R-) Evolution im Informationsmanagement. So beschleunigen Sie den Informationsfluss im Unternehmen, 1998

- Brenner, W.: Grundzüge des Informationsmanagements, 1994

- Bullinger, H.-J.: Effizientes Informationsmanagement in dezentralen Organisationsstrukturen, 1999

- Eggers, B., Hoppen G.: Strategisches E-Commerce-Management: Erfolgsfaktoren für die Real Economy, 2001

- Gabriel, R., Beier, D.: Informationsmanagement in Organisationen, 2003

- Herget, J., Schwuchow, W. (Hrsg.): Strategisches Informationsmanagement, 1997

- Hildebrand, K.: Informationsmanagement: Wettbewerbsorientierte Informationsverarbeitung, 2001

- Hübner, H.: Informationsmanagement und strategische Unternehmensführung: vom Informationsmarkt zur Innovation, 1995

- Johnson, M.: Perspektiven, Das Management der Zukunft, 1996

- Koch, H.P., Wittwer, J.: Informationsmanagement ist Chefsache, 1997

- Lynch, D., Kordis, P.: Schlüssel zur Globalisierung, 2000

- Merz, M.: E-Commerce und E-Business: Marktmodelle, Anwendungen und Technologien, 2001

- Minc, A.: Globalisierung - Chance der Zukunft, 1998

- Österle, H., Brenner, W., Hilbers, K.: Unternehmensführung und Informationssystem, 1991

- Picot, A., Reichwald, R., Wigand, R.T.: Die grenzenlose Unternehmung, 2003

- Pribilla, P., Reichwald, R., Goecke, R.: Telekommunikation im Management, Strategien für den globalen Wettbewerb, 2000

- Roters, G., Turecek, O., Klingler, W. (Hrsg.): Digitale Spaltung. Informationsgesellschaft im neuen Jahrtausend – Trends und Entwicklungen, 2003

- Schellmann, H.: Informationsmanagement, Theoretischer Anspruch und betriebliche Realität, 1997

- Schmidt, G.: Informationsmanagement. Modelle, Methoden, Techniken, 2013

- Schwarze, J.: Informationsmanagement: Planung, Steuerung, Koordination und Kontrolle der Informationsversorgung im Unternehmen, 1998

- Spinner, H. F.: Die Architektur der Informationsgesellschaft, 1998

- Weck, R. J.: Informationsmanagement im globalen Wettbewerb. Voraussetzungen und Potentiale einer erfolgreichen Positionierung, 2003

- Zilahi-Szabo, M.G.: Wirtschaftsinformatik: anwendungsorientierte Einführung, 1993

## Assessment

The grading will be based upon3 different types of tests during the semester covering all aspects of the course offering practical examples and scenarios.

- Basic understanding check 'GIM in a nutshell' (each student)

- The 'GIM readiness assessment' (teams of 4 students)

- The final exam, 60 minutes duration covering the complete lecture content

To pass, 50 points out of a maximum of 100 points must be achieved.

## Schedule

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| **Thursday, October 07**<br>15:00 – 18:15 (room W1.5.04) |
| **Thursday, October 21**<br>15:00 – 18:15 (room W1.5.04) |
| **GIM in a nutshell questionnaire** |
| **Thursday, November 04**<br>15:00 – 18:15 (room W1.5.04) |
| **Thursday, November 18**<br>15:00 – 18:15 (room W1.5.04) |

| **Thursday, December 02**<br>15:00 – 18:15 (room W1.5.04) |
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| **GIM readiness assessment** |
| **Thursday, December 16**<br>15:00 – 18:15 (room W1.5.04) |
| **Thursday, January 20**<br>15:00 – 18:15 (room W1.5.04) **Final Exam** |

## Code of Conduct for online Teaching

Link to the Code of Conduct for online Teaching

## Teaching Philosophy

The course is primarily designed as a lecture. Because of the extended use of examples, assessments and customer use cases a frequent discussion and interaction with the students is unavoidable. Based upon detailed explanation of the Global Information Management basics and the business relevance the focus of the course is clearly put on practical GIM-applications. The slides and additional material will be distributed to the students on the e-learning platform.

## Expectation-Mapping

By the end of the course, the students shall…

- …know what Global Information Management (GIM) is all about and that it is an important weapon to maintain a competitive position in any global business.

- …be able to analyse the industry specific challenges of Global Information Management (GIM) and make the appropriate choice of methodologies and tools.

- …understand the strategic intent of Global Information Management (GIM) and be able to manage the links between business model and operational requirements.

- …be able to set up a proper business case for a typical GIM-project.

- …understand and be able to evaluate the industry specific requirements of GIM.

- …understand the importance of GIM for a successful customer experience management

- …be able to qualify and quantify the improvement potentials of a GIM project.