

# Digital Strategy

## TECH-GB.2318.20 Syllabus

### COURSE OVERVIEW

As digital technologies reshape internal operations and industry ecosystems, business professionals must grasp the dynamic interplay between business strategy and digital technologies in an increasingly digital world. This understanding is essential for effective leadership and participation in private and public sector organizations. This course aims to provide a strategic view of digital transformation and disruption, equipping students with the knowledge to analyze, manage, and leverage digital technologies across various organizational settings and industries. The course covers established and emerging digital technologies, including generative AI by examining a diverse range of case studies, examples, and articles. The curriculum is designed to furnish students with analytical frameworks, concepts, theories, and mindsets necessary for developing and implementing digital technologies in today's complex, rapidly evolving global business, social, and policy landscapes. It is also designed to provide students perspectives from industry leaders engaged with digital transformation in multiple contexts.

Schedule: Spring 2026: Tuesday and Thursday, 9:00am – 10:20am.  
Dates 1/27/2026 – 5/5/2026  
Location: In-Person  
Instructor: Assistant Professor **Shama Patel**  
Instructor Email: [sp8533@stern.nyu.edu](mailto:sp8533@stern.nyu.edu)  
Bio: <https://www.linkedin.com/in/shamadriveschange/>  
Office Hours: By appointment on Zoom. Arrange via email, I am glad to meet with you outside of “work hours” to accommodate your working schedules.  
Zoom Personal Meeting Room: <https://nyu.zoom.us/my/shama202>  
TA: TBD

### COURSE OBJECTIVES

By the end of this course, students will be able to:

1. Articulate the key digital technologies across the business value chain in various industries.
2. Assess emerging trends in digital technologies and evaluate their impact on organizations.
3. Articulate the emerging role of Artificial Intelligence in changing firms, markets, and occupations.
4. Apply analytical frameworks to conceptualize digital strategies in multiple business settings.
5. Apply the principles for leading digital transformation and disruption in organizations.

### GRADING POLICY

Final grading will follow the following rubric:

Component	Weight
Attendance	5%
In-Class Participation	20%
In-Class Quizzes (2)	20%
Pre-Class Assignments	15%

In-class Individual Presentation	10%
Final Group Project	30%
Total	100%

Your participation grade will be determined by how consistently you contribute and how insightful those contributions are. Quality is more important than quantity. Drawing on readings and frameworks shared in class is highly valued. If you are concerned that difficulty with English or some other situation will interfere with your ability to participate, please discuss this with me during the first two weeks.

This is not a lecture course. You are responsible for many of your and your peers' engagements. Please attend classes prepared for each class, contribute actively, and listen carefully to others. The emphasis on case analysis makes it crucial to prepare for class. Additionally, the course includes in-class group work and interactive discussions based on your having completed the pre-class assignments.

There will be two in-class exams during the course. Each exam will last between 30 and 60 minutes. The questions will test the use of course concepts, briefly explaining a conclusion from class, and more open-ended ones, like analyzing a short scenario. All questions are based on class readings and discussions. The best way to prepare is by regularly attending and participating in class. The quizzes are structured to ensure you have enough time to complete them.

#### **OUTLINE OF COURSE SCHEDULE**

Please check Brightspace before each session. **The schedule may be modified as necessary during the course.**

Week #	Dates	Topics
1	Tu: 1/27 Th: 1/29	Introduction and Digital Disruption
2	Tu: 2/3 Th: 2/5	Strategy Design Frameworks
3	Tu: 2/10 Th: 2/12	Digital Platforms
4	Tu: 2/17 Th: 2/19	Marketplaces as Platforms
5	Tu: 2/24 Th: 2/26	Information Goods
6	Tu: 3/3 Th: 3/5	Digital Marketing
7	Tu: 3/10 Th: 3/12	Individual Presentations
Week of 3/16: SPRING BREAK – No Class		
8	Tu: 3/24 Th: 3/26	Mid-Term Exam and Individual Presentations
9	Tu: 3/31 Th: 4/2	Artificial Intelligence
10	Tu: 4/7 Th: 4/9	Generative-AI
11	Tu: 4/14 Th: 4/16	Digital Transformation
12	Tu: 4/21 Th: 4/23	Digital Risk Management
13	Tu: 4/28 Th: 4/30	Final Exam and Group Project Presentations
14	Tu: 5/5	Group Project Presentations

### DETAILED CLASS PROCEEDINGS

The following provides a detailed class outline, including learning outcomes and pre-class assignments. **These proceedings are subject to change as the class proceeds.**

Dates	Topic	Learning Outcomes/Develop Understanding
Week 1 Tu: 1/27 Th: 1/29	<b>Introduction and Digital Disruption</b>	<ul style="list-style-type: none"> <li>• How to make the most of your investment in the course?</li> <li>• What does it mean when we say "digital"?</li> <li>• What is a digital strategy and why do we need one?</li> <li>• Waves of digital disruption in the last 30 years.</li> <li>• Digital strategies that have disrupted industries.</li> <li>• Business and societal challenges during digital disruption.</li> </ul>
Week 2	<b>Strategy Design Frameworks</b>	<ul style="list-style-type: none"> <li>• How does business strategy inform digital strategy?</li> <li>• Learn how to use 3 strategic frameworks to understand/design/communicate a digital strategy.               <ul style="list-style-type: none"> <li>○ The Business Model Canvas</li> </ul> </li> </ul>



Tu: 2/3 Th: 2/5		<ul style="list-style-type: none"> <li>○ Linear Business Value Chain</li> <li>○ Porter’s 5 Forces</li> <li>● Unpack how Tesla disrupted the traditional automotive business model (case study)</li> </ul>
Week 3 Tu: 2/10 Th: 2/12	<b>Digital Platforms</b>	<ul style="list-style-type: none"> <li>● What are platform businesses vs. pipeline businesses?</li> <li>● What are network effects and the types of network effects?</li> <li>● How do platforms activate network effects?</li> <li>● How do platform businesses solve the chicken-egg problem?</li> </ul>
Week 4 Tu: 2/17 Th: 2/19	<b>Marketplaces as Platforms</b>	<ul style="list-style-type: none"> <li>● How platforms create and capture value?</li> <li>● What are the monetization and pricing strategies platform businesses use?</li> <li>● How platforms manage competition?</li> <li>● How platforms build trust and how are they governed?</li> </ul>
Week 5 Tu: 2/24 Th: 2/26	<b>Information Goods</b>	<ul style="list-style-type: none"> <li>● What are information goods?</li> <li>● What are the economics of information goods?</li> <li>● How are information goods different from industrial goods?</li> <li>● What monetization and pricing strategies capture value from information goods?</li> <li>● How do companies use “lock in” strategies?</li> <li>● NY Times Paywall case study</li> </ul>
Week 6 Tu: 3/3 Th: 3/5	<b>Digital Marketing</b>	<ul style="list-style-type: none"> <li>● What is a digital marketing strategy and why is it important?</li> <li>● What are the key levers in a digital marketing strategy?               <ul style="list-style-type: none"> <li>○ SEO/GEO</li> <li>○ Pay per Click (PPC)</li> <li>○ Social and Mobile</li> <li>○ Content</li> <li>○ Email</li> <li>○ Affiliate</li> </ul> </li> </ul>
Week 7 Tu: 3/10 Th: 3/12	<b>Individual Presentations</b>	<ul style="list-style-type: none"> <li>● Clearly communicate complex ideas in structured and engaging ways</li> <li>● Present a coherent argument using evidence and logical flow.</li> <li>● Respond confidently to questions and challenges from the audience.</li> <li>● Reflect on their presentation strengths and areas for improvement.</li> </ul>
<b>SPRING BREAK</b>		
Week 8 Tu: 3/24 Th: 3/26	<b>Mid-Term Exam and Individual Presentations continued.</b>	<ul style="list-style-type: none"> <li>● Demonstrate understanding of core concepts and frameworks covered to date.</li> <li>● Apply course ideas to analyze scenarios, cases, or problems.</li> <li>● Synthesize material from multiple topics into coherent responses.</li> <li>● Communicate knowledge clearly under time constraints.</li> </ul>
Week 9 Tu: 3/31 Th: 4/2	<b>Artificial Intelligence</b>	<ul style="list-style-type: none"> <li>● What is artificial intelligence, evolution and trends?</li> <li>● What are the different types of AI models?</li> <li>● What is the difference between analytical AI and generative AI?</li> <li>● What are the business applications of analytical AI?</li> <li>● What are the ethical implications of AI?</li> </ul>

<p>Week 10</p> <p>Tu: 4/7 Th: 4/9</p>	<p><b>Generative Artificial Intelligence</b></p>	<ul style="list-style-type: none"> <li>• What is GenAI and how does it work?</li> <li>• How does GenAI transform ideas and help make new connections?</li> <li>• How do companies innovate and drive improvements using GenAI?</li> <li>• What are the challenges of GenAI in business and society?</li> <li>• Discuss Deloitte Digital Transformation using Gen-AI case study</li> </ul>
<p>Week 11</p> <p>Tu: 4/14 Th: 4/16</p>	<p><b>Digital Transformation</b></p>	<ul style="list-style-type: none"> <li>• What is the digital maturity model?</li> <li>• What are the Seven Domains for Digital transformation that move companies up the digital maturity model?</li> </ul>
<p>Week 12</p> <p>Tu: 4/21 Th: 4/23</p>	<p><b>Digital Risk Management</b></p>	<ul style="list-style-type: none"> <li>• What risks do companies face in executing their digital strategy?</li> <li>• What are the four types of risks? <ul style="list-style-type: none"> <li>○ Operational</li> <li>○ Reputational</li> <li>○ Cybersecurity</li> <li>○ Regulatory</li> </ul> </li> </ul>
<p>Week 13</p> <p>Tu: 4/28 Th: 4/30</p>	<p><b>Final Exam and Group Presentations</b></p>	<ul style="list-style-type: none"> <li>• Collaborate effectively to organize and deliver a coherent presentation.</li> <li>• Integrate diverse viewpoints and divide responsibilities appropriately.</li> <li>• Communicate key ideas as a team with consistent tone and flow.</li> <li>• Respond collectively to questions with shared accountability.</li> </ul>
<p>Week 14</p> <p>Tu: 5/5</p>	<p><b>Group Presentations</b></p>	<p>Continued...</p>

## REQUIRED READINGS/MATERIALS

Readings and class assignments will be posted to Brightspace.

## RECOMMENDED BOOKS (no purchase required)

- *Platform Revolution* by Parker, Van Alstyne and Choudhary (2016)
- *Platform Strategies: A Guidebook for Entrepreneurs in the Platform Economy*, Belleflamme and Neysen (2023)
- *Information Rules: A Strategic Guide to the Network Economy*, Carl Shapiro and Hal R. Varian (1998)
- *Co-Intelligence: Living and Working with AI*, Ethan Mollick (2024)
- *Rewiring Your Mind for AI: How to Think, Work, and Thrive in the Age of Intelligence*, David A. Wood (2025)
- *The Digital Transformation Playbook: Rethink Your Business for the Digital Age*, David L. Rogers (2016)
- *The Digital Transformation Playbook: what you need to know and do*, Project Management Institute (2023)

## CLASS ATTENDANCE

**Participation/Attendance/Timeliness:** This course is based on a model of active learning, with class discussions and exercises playing a central role. *Thus, class attendance is required.*

**Arriving Late, Leaving Early, Coming & Going:** Students are expected to arrive in class on time and stay until the end of the class period. Arriving late or leaving class early will have an impact on the course grade.

**Missing Class Accommodation:** If you cannot make it to class due to unforeseen reasons, you can make up 2/3 of the participation grade for this class by 1) emailing me at least one hour before the session, 2) submitting all pre-class work on time.

**Religious Observance:** [NYU's Calendar Policy on Religious Holidays](#) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. You must notify me in advance of religious holidays or observances that might coincide with exams, assignments, or class times to schedule mutually acceptable alternatives. Students may also contact [religiousaccommodations@nyu.edu](mailto:religiousaccommodations@nyu.edu) for assistance.

**Guest Speaker Sessions:** Guest speakers are going to be attending in-person or through Zoom; Guest speakers may decline to record their lectures, so you may not be able to make up such sessions.

NYU Stern is committed to ensuring an equitable educational experience for all students regardless of identity or circumstances and strives to recognize the obligations its students have outside of Stern. Please review all class dates at the start of the semester and review all course requirements to identify any foreseeable conflicts with exams, course assignments, projects, or other items required for participation and attendance. If you are aware of a potential conflict, please contact me as soon as possible to discuss any potential conflicts to determine whether/how they can be accommodated.

## ACADEMIC INTEGRITY

**Personal Integrity:** Personal integrity is critical to the learning process and to all that we do here at NYU Stern. As members of our community, all students agree to abide by the [NYU Stern Student Code of Conduct](#), which includes a commitment to 1) exercise integrity in all aspects of one's academic work including, but not limited to, the preparation and completion of exams, papers and all other course requirements by not engaging in any method or means that provides an unfair advantage 2) clearly acknowledge the work and efforts of others when submitting written work as one's own. Ideas, data, direct quotations (which should be designated with quotation marks), paraphrasing, creative expression, or any other incorporation of the work of others should be fully referenced 3) refrain from behaving in ways that knowingly support, assist, or in any way attempt to enable another person to engage in any violation of the Code of Conduct. Report any observed violations of this Code of Conduct or other School and University policies that may adversely affect the NYU Stern community.

**AI use Policy for this Course:** You can use Generative AI tools (e.g., ChatGPT) unless stated otherwise. Some rules to follow:

1. You cannot upload copyrighted materials from the class or reading assignments into the AI tool (this includes slides, handouts, readings from course pack, or the work of your classmates, etc.) ChatGPT and other tools do not (or should not) have access to proprietary materials. If you end up uploading proprietary materials into ChatGPT, you are violating the law.
2. Some assignments would indicate that using AI tools like ChatGPT is not allowed. Others will tell you to use it proactively. You should abide by these policies.

3. You are fully responsible for checking the accuracy of AI-generated work. If you provide minimum effort prompts, you will get low-quality results. Don't trust everything it says. If it gives you a number or fact, assume it is wrong and check in with another source.

**Preparedness:** All readings and take-home assignments must be done before the class.

**Independence:** Professionals take pride in their independence and resist micromanagement. Instructions for the project and assignments will not prescribe every detail. Not being able to find an assignment or due date is not an excuse for not doing it or submitting it late. The info is either in the syllabus, on Brightspace, or both.

## **NORMS OF PARTICIPATION**

The Golden Rule is a good guide here. Think of the best experiences you had in terms of students contributing to class. Usually, these include 1) ask clarifying questions that others may be afraid to ask; 2) contribute a novel perspective on the discussion; 3) add an interesting, succinct, and clear (e.g., without jargon) example based on experience; 4) refer to other student's statements, lecture notes, or readings; 5) not monopolize the discussion 6) build on an on-going dialogue where possible.

## **LAPTOPS, CELL PHONES & OTHER ELECTRONIC DEVICES**

The use of tablets and electronic devices that are laid flat on the desk, for the purpose of note-taking or in-class activities only, is permitted. However, students should make every effort to avoid distracting their classmates or disrupting the class, including arriving early and choosing a seat that is less distracting for peers.

## **STUDENT ACCESSIBILITY**

If you require academic accommodation of any kind during this course, you must notify me at the beginning of the course and provide a letter from the Moses Center for Student Accessibility verifying your registration and outlining the accommodations they recommend. For more information, visit the CSA website: <https://www.nyu.edu/students/communities-and-groups/student-accessibility.html>

## **STUDENT WELLNESS**

Our aim is for students to be as successful academically as they can, and to help them overcome any impediments to that. Any student who may be struggling and believes this may affect their performance in this course is urged to contact the Moses Center for Student Accessibility (see also, the Student Accessibility section of this syllabus) at 212-998-4980 to discuss academic accommodations. If mental health assistance is needed, call the NYU's 24/7 Wellness Exchange hotline 212-443-9999. Furthermore, please approach me if you feel comfortable doing so. This will enable me to provide relevant resources or referrals. There are also drop-in hours and appointments. Find out more at <http://www.nyu.edu/students/health-and-wellness/counseling-services.html>

Graduate students can also reach out to the Academic Advising team at [academicaffairs@stern.nyu.edu](mailto:academicaffairs@stern.nyu.edu) if you would like to receive more information or further support.

## **NAME PRONUNCIATION AND PRONOUNS**

NYU Stern students now have the ability to include their pronouns and name pronunciation in Albert. I encourage you to share your name pronunciation and preferred pronouns this way. Please utilize this link for additional information: [Pronouns & Name Pronunciation](#)

**INCLUSION**

This course strives to support and cultivate diversity of thought, perspectives, and experiences. The intent is to present materials and activities that will challenge your current perspectives with a goal of understanding how others might see situations differently. By participating in this course, it is the expectation that everyone commits to making this an inclusive learning environment for all.

**I AM HERE TO HELP**

Please don't hesitate to meet with me to discuss your progress or for any questions regarding the course, at any point during the semester. You can send me an e-mail to set up an appointment.