INFO 6215 - Business Analysis & Information Engineering
FALL 2025

Course Information
Course Title: Business Analysis & Information Engineering
Course Number: INFO 6215 Section 10
Term and Year: Fall 2025
Credit Hour: 4
Course Format: In-Person
Meeting Place: Miami Campus 230 NW 24th St 513 (36)
Meeting Times: Mondays, 4:30pm - 7:50pm

Instructor Information
Full Name: Dr. Alexander Korogodsky
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Office Hours: By appointment, in-person or via Zoom/MS Teams

Instructor Introduction

Dr. Korogodsky is an adjunct faculty member at Northeastern University's Multidisciplinary Graduate Engineering unit in Miami, FL. He focuses on Information Management research, specifically related to Human-AI Collaboration, Algorithmic Management, Web3/DAO governance, and Cyber-Physical Systems. Prior to his academic career Dr. Korogodsky has served as a Partner and Managing Director and led large Data & AI consulting practices at Accenture/Avanade, Capgemini and EY, advising the C-level executives of major global corporations on issues related to envisioning, designing, and implementing the most complex insights-driven digital transformation programs in the Americas, Europe and Asia Pacific. He earned his Doctoral degree from the University of Warwick, Warwick Business School in England, and received an M.Sc. Information Systems degree with highest honors from Stevens Institute of Technology, NJ.

Course Description

INFO 6215 - Business Analysis and Information Engineering - This course prepares students to engineer information (digital) products that solve real-world business problems and deliver measurable value. Designed for technically strong IT/engineering graduate students who often focus heavily on coding, the course addresses the missing capabilities of problem framing, stakeholder engagement, product discovery, strategy, and value realization. Students are taken through the full digital product lifecycle — from opportunity framing and user research to stakeholder alignment, prototyping, and rollout — using methods grounded in human-centered design (HCD) and decision science.

Blending insights from digital product management and business analysis, the course reframes students as engineers of digital business value rather than just solution builders. Emphasis is placed on conducting product discovery, mapping user journeys, managing stakeholder dynamics, and addressing the role of transparency and trust in digital systems. By the end of the course, students will be equipped with the tools to make structured and adaptive decisions, validate business impact through outcome-based metrics, and drive digital change within complex organizational environments.

Course Learning Objectives

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

1. **Apply human-centered design methods** (e.g., persona mapping, journey mapping) to uncover user needs and inform information (digital) product design.

2. **Translate complex business problems into actionable solution frameworks** by conducting structured opportunity framing and stakeholder analysis.

3. **Demonstrate decision-making competence** by evaluating cognitive biases, distinguishing structured vs. unstructured decisions, and linking them to product development choices.

4. **Evaluate digital product impact using outcome-based metrics**, including business case design, KPIs, and OKRs that connect product success to organizational value.

5. **Plan for trust, transparency, and adoption in digital rollouts** by crafting stakeholder-ready implementation strategies that reflect ethical design and readiness for change.

Course Materials:

1. (H): Hoffmann, S. (2024). *Digital Product Management*. Springer.

2. (B): Blais, S. P. (2012). *Business Analysis Best Practices for Success*. John Wiley & Sons, Inc.

3. Digital Product Engineering (Harvard course pack).

4. Case 6: Korogodsky A., Gregory, R.W., Almandoz, J. (2024). *Leadership in the Age of AI: Algorithmic Decision-Making at Bridgewater*, IVEY Publishing.

5. Reading materials as referenced below.

Course Schedule/Topics Covered:

Module	Date	Topic	Reference Material	Discussions	Assignments
1	9/8	**Welcome and Introduction to Digital Product Thinking**	• Reframing: "digital business value engineers" • Product vs. project management (H: Ch 1 and 17) • The role of the business analyst (B: Ch 1 though 5).	**Reflection:** Digital product you use daily	n/a
2	9/15 - 9/22	**Digital Vision, Strategy and Opportunity Framing**	• Digital Product Vision & Strategy (H: Ch 2 and 3) • Defining the problem (B: Ch. 8) and Product Discovery (H: Ch. 6) • Defining Digital product Scope (B: Ch. 9) and Product Roadmaps (H: Ch. 5)	**Case 1:** Recognizing Opportunity (Course pack)	**Reading 1:** Fichman, R. G., Dos Santos, B. L., & Zheng, Z. (2014). Digital innovation as a fundamental and powerful concept in the information systems curriculum. *MIS quarterly*, *38*(2), 329-A15.
3	9/29 - 10/6	**Human-Centered Design (HCD) Foundations**	• Design thinking mindset and empathy in digital systems. • HCD Framework Overview (handouts) • Skills of a good analyst and product manager (B, Ch. 4 and 5).	**Case 2:** IDEO (Course pack)	**Reading 2:** Brown, T. (2008). Design thinking. *Harvard business review*, *86*(6), 84.
4	10/13 – 10/20	**Validating with the external and internal stakeholders**	• Managerial Decision-Making • Stakeholder Validation: Business Community and Solution Team (B: Ch. 6 and 7) • Market Validation: MVP & Prototyping (H: Ch. 7)	**Case 3:** Infra Travel (Course pack)	**Assignment 1:** create persona map, empathy map, journey map and value map

5	10/27 - 11/3	**Value Realization and Business Case Design**	• Alignment through value engineering, realization and capture (H: Ch. 15) • Feasibility and alignment with business value (B: Ch. 10) • Objectives and Key Results (OKR) (H: Ch. 4)	**Case 4:** Walmart (Course pack)	**Reading 3:** Nickerson, J. A., Silverman, B. S., & Zenger, T. R. (2007). The problem of creating and capturing value. *Strategic Organization*, *5*(3), 211-225. **Reading 4:** Lepak, D. P., Smith, K. G., & Taylor, M. S. (2007). Value creation and value capture: A multilevel perspective. *Academy of management review*, *32*(1), 180-194.
6	11/10 – 11/17	**Delivering Digital Product**	• Product Delivery (H: Ch. 8 and 12) • Solution design (B: Ch. 13 and 14) • A/B Testing	**Case 5:** Dropbox (Course pack)	**Assignment 2:** create stakeholder maps and engineer for value
7	11/24	**Trust and Transparency in Digital Systems**	• Ethical framing of digital products. • Trust as a driver of product adoption (H: Ch. 14, 15, 17)	**Case 6:** Bridgewater	**Reading 5:** Korogodsky A., Recursive Impacts of Algorithmic Management on Trust and Employee Productivity in Professional Work Settings. In *Proceedings of the 58th annual Hawaii International Conference on System Sciences)*. IEEE, 2025
8	12/1	**Product Rollout and Change Readiness**	• Product delivery mechanics (Digital Product Design, Ch. 8.2–8.5). • Transition and change management (Business Analysis, Ch. 17). • Creating acceptance for product changes (Digital Product Design, Ch. 10.3).	**Case 7:** Blackbox (Course pack)	**Reading 6:** Bonnet, D., & Westerman, G. (2021). The new elements of digital transformation. *MIT Sloan Management Review*, *62*(2), 82-89.
9	12/8	**Final Project Presentations and Review**	• Course Summary, Review and Reflection	Project Presentations	**Project Due**

Assignment Grading

- Attendance and Participation = **10%**
- Reading Reflections (6) = **12%** (2% each)
- Assignments (2) = **20%** (10% each)
- Case Study Writeups (7) = **21%** (3% each)
- Final Project = **37%**

Grading Scale

Percentage Range	Letter Grade	Grade Point Equivalent
95.0–100.0%	A	4.000
90.0–94.9%	A-	3.667
87.0–89.9%	B+	3.333
84.0–86.9%	B	3.000
80.0–83.9%	B-	2.667
77.0–79.9%	C+	2.333
74.0–76.9%	C	2.000
70.0–73.9%	C-	1.667

69.9% and Below	F	0.000

Incomplete Grades

An incomplete grade may be reported by the instructor when a student has failed to complete a major component of a required course, such as homework, a quiz or final examination, a term paper, or a laboratory project. Students may make up an incomplete grade by satisfying the requirements of the instructor. Be aware that instructors' policies on the granting of incomplete grades may vary and that the final decision on an incomplete grade is up to the instructor. **Instructors may deny requests for an incomplete grade.** If the missing assignment(s) have not been submitted to the instructor within 30 days from the end of the term in which the course was offered, or the agreed upon due date, the grade entered will reflect the student's grade in the course for the work completed and the missing assignments receiving no credit toward the final grade.

Attendance/Late Work Policy

Attendance

Students registered in MGEN courses (INFO, CSYE, and DAMG) are allowed **a maximum of 2 absences per course, with 3 or more absences resulting in an automatic 'F' for that course.** Students are expected to inform their instructors of any absences in advance of the class; if a student is sick long-term or experiences a medical issue that prevents class attendance, it is strongly encouraged that they speak with their Academic Advisor (coe-mgen-gradadvising@northeastern.edu) to learn more about the Medical Leave of Absence. Should a student anticipate being unable to attend 3 or more classes, they should discuss their situation with their Academic Advisor to explore other types of leave in accordance with the University's academic and global entry expectations. International students should review the Office of Global Services webpage to understand their visa compliance requirements.

Late Work Policy
Students must submit assignments by the deadline in the time zone noted in the syllabus. Students must communicate with the faculty prior to the deadline if they anticipate work will be submitted late. Work submitted late without prior communication with faculty will not be graded.

End-of-Course Evaluation Surveys

Your feedback regarding your educational experience in this class is particularly important to the College of Engineering. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this course, please take the time to complete the evaluation survey at **https://neu.evaluationkit.com** . Your survey responses are **completely anonymous and confidential**. For courses 6 weeks in length or shorter, surveys will be open one week prior to the end of the courses; for courses greater than 6 weeks in length, surveys will be open for two weeks. An email will be sent to your Northeastern University Mail account notifying you when surveys are available.

Academic Integrity

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids,

the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors.

Go to http://www.northeastern.edu/osccr/academic-integrity-policy/ to access the full academic integrity policy.

Ethical use of AI
The burgeoning field of AI offers incredible tools, but with them comes a responsibility to use these tools ethically. Using text generated by AI models as part of your assignments is not considered authentic work - after all, we are not testing algorithms; we are testing your knowledge. Presenting AI-generated text as if it were your own insight or analysis is deceptive; it undermines the learning process and is considered in violation of the Academic Integrity policy (see above). You are required to critically evaluate and personalize any information derived from AI sources, clearly citing their use. Clear citing means: 1) providing a screenshot (exact copy) of the prompt you used; 2) providing a screenshot (exact copy) of the AI response; and 3) clearly referencing in text: for example, "(OpenAI, 2024)" and include a reference list entry that corresponds to the in-text citation, indicating the date/time of the session, model's name and version of the AI tool you used. This practice ensures the authenticity of your work and respects the intellectual property rights inherent in AI-generated content.

MGEN Student Feedback
Students who would like to provide the MGEN unit with anonymous feedback on this particular course, Teaching Assistants, Instructional Assistants, professors, or to provide general feedback regarding their program, may do so using this survey: https://neu.co1.qualtrics.com/jfe/form/SV_cTIAbH7ZRaaw0Ki

University Health and Counseling Services
As a student enrolled in this course, you are fully responsible for assignments, work, and course materials as outlined in this syllabus and in the classroom. Over the course of the semester if you experience any health issues, please contact UHCS.
For more information, visit https://www.northeastern.edu/uhcs.

Student Accommodations
Northeastern University and the Disability Resource Center (DRC) are committed to providing disability services that enable students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act (ADAAA) to participate fully in the activities of the university. To receive accommodations through the DRC, students must provide appropriate documentation that demonstrates a current substantially limiting disability.
For more information, visit https://drc.sites.northeastern.edu.

Library Services
The Northeastern University Library is at the hub of campus intellectual life. Resources include over 900,000 print volumes, 206,500 e-books, and 70,225 electronic journals.
For more information and for education-specific resources, visit https://library.northeastern.edu Network Campus Library Services: Northeastern University Library Global Campus Portals

24/7 Canvas Technical Help
For immediate technical support for Canvas, call 617-373-4357 or email help@northeastern.edu
Canvas Student Resources: https://canvas.northeastern.edu/student-resources/
For assistance with my Northeastern e-mail, and basic technical support:
Visit ITS at https://its.northeastern.edu
Email: help@northeastern.edu
ITS Customer Service Desk: 617-373-4357

Diversity and Inclusion
Northeastern University is committed to equal opportunity, affirmative action, diversity, and social justice

while building a climate of inclusion on and beyond campus. In the classroom, members of the University community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration, and an awareness of global perspectives on social justice.
Please visit http://www.northeastern.edu/oidi/ for complete information on Diversity and Inclusion

Title IX

Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance