MIS5001 – Information Technology Management

Spring 2012, CRN 1761, Section 101
Tuesday, 6:00 – 8:30pm
Ft. Washington Corporate Center, Room 10

Instructor
Steve L. Johnson (steven@temple.edu)
Assistant Professor, Management Information Systems
Office hours:
  Tuesday, Ft. Washington (room TBA), 4:00pm to 6:00pm
  Thursday, Speakman Hall 201C, 3:00pm to 5:00pm
  Other times by appointment

Course Site
We will use the MIS Community Site in this course instead of Blackboard. The URL is:
http://community.mis.temple.edu/mis5001spring12johnson/

I set up an “empty” course in Blackboard and enrolled all of you in it. This link is posted there as an Announcement.

Course Description
Organizations that strategically select, manage, and deploy digital business models prosper in the global economy. Students will use systems and business process thinking to create and analyze strategies for technology-enabled organizational and industry transformation. They will propose innovative solutions for new and existing business initiatives to leverage enterprise, consumer, and social technologies.

Course Objectives
The course recognizes that the management of information systems initiatives is increasingly important to organizations as a result of:

- Increased global competition
- Time compression and the need for information “on-demand”
- Changing business sourcing models

The course focuses on the technical foundations required to make good management decisions, and the successful management of information systems initiatives:

- The impact of technology on standard business practices.
- Types of Information Systems and their use in businesses.
- Emerging IT architectures and their relation to business structures.
- Critical Success Factors for IT projects and their management implications.
- Key project management issues (e.g. Buy/Build decisions)
- Management implications of emerging technologies.
- Managing information systems and technology in a global environment.
Required Textbook

There is no required textbook for this course. There is a set of required case studies which you can purchase online (see the “Purchasing Case Studies” section of the syllabus). There are also assigned readings throughout the course. Check the course schedule for the dates when each reading and case study is due.

The Learning Environment

Your contributions directly impact the value you and your fellow students gain from this course. To that end, you can contribute to a supportive learning environment by meeting these expectations:

- Arrive on time and stay until the end of class.
- Turn off cell phones, pagers and alarms while in class.
- Limit the use of electronic devices (e.g., laptop, tablet computer) to class-related usage such as taking notes. Restrict the use of an Internet connection (e.g., checking email, Internet browsing, sending instant messages) to before class, during class breaks, or after class.
- During class time speak to the entire class (or breakout group) and let each person “take their turn.”
- Be fully present and remain present for the entirety of each class meeting.

The learning environment extends beyond our weekly class meeting. In addition, you are expected to:

- Provide substantive comments on the class blog.
- Extend online discussions by reading and commenting on other students blog entries.
- Fulfill commitments to group members to successfully complete group projects.

Evaluation and Grading

This course offers students multiple opportunities to demonstrate learning and achievement. Grading is based on the following criteria:

<table>
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<tr>
<th>Criteria</th>
<th>Grade</th>
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<tr>
<td>The assignment consistently exceeds expectations. It demonstrates originality of thought and creativity throughout. Beyond completing all of the required elements, new concepts and ideas are detailed that transcend general discussions along similar topic areas. There are few mechanical, grammatical or organizational issues that detract from the presented ideas.</td>
<td>A- or A</td>
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<td>The assignment consistently meets expectations. It contains all the information prescribed for the assignment and demonstrates a command of the subject matter. There is sufficient detail to cover the subject completely but not too much as to be distracting. There may be some procedural issues, such as grammar or organizational challenges, but these do not significantly detract from the intended assignment goals.</td>
<td>B-, B, B+</td>
</tr>
<tr>
<td>The assignment fails to consistently meet expectations. That is, the assignment is complete but contains problems that detract from the intended goals. These issues may be relating to content detail, be grammatical, or be a general lack of clarity. Other problems might include not fully following assignment directions.</td>
<td>C-, C, C+</td>
</tr>
<tr>
<td>The assignment constantly fails to meet expectations. It is incomplete or in some other way consistently fails to demonstrate a firm grasp of the assigned material.</td>
<td>Below C-</td>
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The five major components of the course grade are:

<table>
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<tr>
<th>Deliverable</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation (class and blog)</td>
<td>20%</td>
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<tr>
<td>Case study analyses (two)</td>
<td>20%</td>
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<tr>
<td>Individual project report</td>
<td>15%</td>
</tr>
<tr>
<td>Group project report and presentation</td>
<td>25%</td>
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<tr>
<td>Final exam</td>
<td>20%</td>
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Each component is described in detail below.

**Participation**

The educational objectives of this course relate to the ability to apply general concepts and knowledge to specific situations. The issues around the use of information technology in organizations do not present themselves in a neatly packaged form with a clear-cut boundary. Nor do they come with a well-defined set of decision criteria. Indeed, decisions often involve difficult choices that require character, responsibility and sensitivity. After all, we are not just dealing with technology. We are also dealing with people and organizations.

Discussion pedagogy puts students in an active learning mode, challenges you to accept substantial responsibility for your own learning, and gives you first-hand appreciation of and experience in the application of knowledge to practice. Through a discussion pedagogy you are encouraged to use your knowledge and experiences to build, test, and modify your own management concepts through dialogues with the instructor and fellow students.

In summary, much of your learning will occur as you prepare for and participate in discussions about the course material. The course material has been carefully chosen to bring the real world into class discussion while also illustrating fundamental concepts. Learning is something you do, not something that happens to you.

To encourage participation, 20% of the course grade is earned through preparation for class, participation during class, and participation between classes. Evaluation is based on a consistent demonstrated engagement with the process of learning. That is, rather than an assessment of what you know the participation assessment is based on what you contribute.

1) **Preparation for class** – at the beginning of each class you will turn in a brief summary of the reading assigned for that class period. To facilitate discussion, please keep a copy for yourself in addition to the copy you turn in!

Your weekly summary will briefly address these three questions:

a. For each assigned reading of the week, including the case(s), what is one key point you took away for that reading? Provide one point per reading.

b. Thinking about everything you’ve read in the past week, what stands out the most? Provide one point for the week.

c. If you were in charge of this week’s discussion, what is one insightful question that you would pose to the class? Provide one question for the week.
2) **Participation during class** – We will typically start each class with “opening” questions about the assigned readings and case study. Students called up to answer should be able to summarize the key issues, opportunities, and challenges in the case study. All students should be prepared to be answer these questions.

If for some reason you feel unprepared to respond to a question, you may say “pass” and I will call on another student. To earn full participation credit, keep the total number of “passes” to a minimum over the course of the semester.

Another important aspect of class participation is completion of in-class assignments and contribution to break-out group activities.

3) **Participation between classes** – To facilitate ongoing learning of course material, we will also discuss course material on the class blog in between class. You will post case study analyses to the course website. Reading and commenting on these analyses will further the quality of our in-class discussions.

Each of you will have author access to the course blog. If you wish to make a blog post on a topic related to the course, you are invited to do so.

I will post a discussion question on the class blog 24-48 hours after each class meeting. The question will relate to the assigned reading, a topic discussed in class, or a relevant current event. Every student is expected to read and contribute to the online class discussion each week.

Overall criteria for participation includes attendance, punctuality, level of preparation, professionalism, posing and answering questions, discussing readings, discussing case studies, contributing to group activities and contributing to a positive learning environment.

Recognizing that students sometimes have unavoidable conflicts, the baseline for expected participation is assessed on one less week than the number of scheduled class meetings.

**Case Study Analyses**
In addition to carefully reading and preparing to discuss each of the assigned case studies, students will also prepare an in-depth analysis of two case studies during the semester. You may choose from one of the case studies during weeks 2-7 and from one of the cases during 8-13.

For each case study I have provided several discussion questions. Pick one question and respond to it in depth. The successful case study analysis will not exceed one single-spaced page with 11 point Times New Roman font and one-inch margins. Do not prepare a separate cover page, instead put your name, the class section number (MIS5001-101), and the case name in the top-left corner of the header.

The process for submitting your case study analysis is as follows:

1. Submit the case study analysis via email to me (at steven@temple.edu or steven.l.johnson@gmail.com) **no later than Sunday 5pm, two days before** the case study is to be discussed in Monday evening’s class. The file should be in Microsoft word (.DOC or .DOCX) or compatible (.RTF) format.
2. Post your case study analysis to the class blog as a comment to the designed blog post for that week’s case study analyses.

**Late submissions for either portion will not receive assignment credit.**

There is no one particular style for a good case study analysis. But, there are some common elements to excellent submissions:

- Follow the formatting requirements.
- The opening of the case study analysis makes it immediately clear what case study and what question you address.
- Specific details are cited regarding facts and problems of the case study. Instead of general observations about information technology or organizations that apply to virtually any problem, specific details are drawn from the case study itself. The more that analyses, observations, and suggestions are tied to the facts and problems presented in the case study, the stronger the write-up is.
- At the same time, each case study is specifically chosen to illustrate general lessons. Thus, after analyzing the details of a case study it is appropriate to discuss how specific issues in that case study have broader application beyond that immediate case study.
- Provide a balanced perspective in analyzing the case study. For example, when making a recommendation explain both the rationale for a recommendation (the why) as well as its feasibility (the how). Well-considered recommendations include discussion of potential threats to success as well as rationale for an organization’s ability to overcome them. Again, the most convincing arguments are those that draw on specific facts and data presented in the case study.

**Individual Project Report**

The individual project report is due no later than the beginning of class on 3/13/2012 (week 8). A detailed description of this assignment will be posted to the class website.

**Group Project Report and Presentation**

The group project report and presentation is due no later than the beginning of class on 4/17/2010 (week 13). A detailed description of this assignment will be posted to the class website.

**Final Exam**

There will be one final exam during the final exam period at the end of the semester. It will be comprised of short-answer and longer open-ended questions. The format and expectations for the questions will be very similar to what you do when preparing for class, in completing case study analyses, and participating in blog posts.

A missed exam can only be made up in the case of documented and verifiable extreme emergency situations.

**Late Assignment Policy**

An assignment is considered late if it is turned in after the assignment deadlines stated above. No late assignments will be accepted without penalty. All assignments will be assessed a 10% penalty (subtracted from that assignment’s score) each day they are late. No credit will be given for assignments turned in more than one week past the due date. However, you must submit all assignments, even if no
credit is given. If you skip an assignment, an additional 10 points will be subtracted from your final grade in the course.

Plan ahead and backup your work. Equipment failure is not an acceptable reason for turning in an assignment late.

**Purchasing Case Studies**

Purchase the assigned case studies online from Harvard Business School (HBS) Publishing. All of the case studies are available through a page I have specifically set up for this course at the HBS Publishing website. Most case studies cost $3.95 each.

This is the course URL: [http://cb.hbsp.harvard.edu/cb/access/11815465](http://cb.hbsp.harvard.edu/cb/access/11815465)

Make sure you use the URL (don’t just search for my name) and double-check to make sure you are ordering the correct cases. You will need to register in order to purchase the cases.

Once you purchase the case study through this site, you can immediately download an electronic copy. If you lose your copy, you can download additional copies from HBS Publishing until the end of the semester.

**Citation Guidelines**

If you use text, figures, and data in assignments that was created by others you must identify the source and clearly differentiate your work from the material that you are referencing. If you fail to do so you are plagiarizing. There are many different acceptable formats that you can use to cite the work of others (see some of the resources below). The formats are not as important as the intent. You must clearly show the reader what is your work and what is a reference to someone else’s work.

**Academic Honesty**


Academic honesty and integrity constitute the root of the educational process at Temple University. Intellectual growth relies on the development of independent thought and respect for the thoughts of others. To foster this independence and respect, plagiarism and academic cheating are prohibited.

Plagiarism is the unacknowledged use of another individual's ideas, words, labor, or assistance. All coursework submitted by a student, including papers, examinations, laboratory reports, and oral presentations, is expected to be the individual effort of the student presenting the work. When it is not, that assistance must be reported to the instructor. If the work involves the consultation of other resources such as journals, books, or other media, those resources must be cited in the appropriate style. All other borrowed material, such as suggestions for organization, ideas, or actual language, must also be cited. Failure to cite any borrowed material, including information from the internet, constitutes plagiarism.

Academic cheating results when the general rules of academic work or the specific rules of individual courses are broken. It includes falsifying data; submitting, without the instructor's approval, work in one course that was done for another; helping others to plagiarize or cheat from one's own or another's work; or undertaking the work of another person.
The penalty for academic dishonesty can vary from a reprimand and receiving a failing grade for a particular assignment, to a failing grade in the course, to suspension or expulsion from the University. The penalty varies with the nature of the offense. Students who believe that they have been unfairly accused may appeal through their school/college’s academic grievance procedure and, ultimately, to the Graduate Board if academic dismissal has occurred.

Of course, behavior like this will not be tolerated in this class. In cases of cheating, both parties will be held equally responsible, i.e. both the student who shares the work and the student who copies the work. Penalties for such actions are given at my discretion, and can range from a failing grade for the individual assignment, to a failing grade for the entire course.

**Student and Faculty Academic Rights and Responsibilities**

The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link:

http://policies.temple.edu/getdoc.asp?policy_no=03.70.02

**Special Needs and Accommodations**

If you have any special needs or accommodations, please address them with the instructor during the first two weeks of the semester.

**Acknowledgements**

This syllabus represents the collaborative efforts of MIS department Profs. Schuff, Weinberg, Yoo, and Johnson. I gratefully acknowledge the contributions of my colleagues.
**Schedule**

Complete all readings in advance of the referenced class meeting.

The assigned readings may be changed with prior notice based upon the pace and needs of the class and other unforeseen circumstances. Any change or other information about the class will be announced in class or on the class website.

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<th>When</th>
<th>Topics</th>
<th>Readings and Cases</th>
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<tr>
<td>Week 1:</td>
<td>Course goals, assignments,</td>
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<td>1/17</td>
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<td>Week 2:</td>
<td>Strategic role of IT</td>
<td>Case: Google, Inc.</td>
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<td>1/24</td>
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<td>Wikipedia: Porter 5 Forces Analysis</td>
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<td>Wikipedia: Value Chain</td>
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<td>How Cell Phones Will Replace Learning</td>
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<td>Week 3:</td>
<td>Systems thinking and managing complexity</td>
<td>Case: STARS Air Ambulance</td>
<td>Deadline to Form Groups</td>
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<td>1/31</td>
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<td>Principia Cybernetica: Feedback</td>
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<td>Overview of Systems Thinking</td>
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<td>Wikipedia: Business Process</td>
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<td>Week 4:</td>
<td>Enterprise Applications</td>
<td>Case: Cisco Systems Architecture</td>
<td>Deadline for Proposed Group and</td>
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<td>2/7</td>
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<td>What IT can learn from the railroad</td>
<td>Individual Project Topics</td>
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<td>The “P” in Business Process Management</td>
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<td>ABC: Introduction to ERP</td>
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<td>ABC: Introduction to CRM</td>
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<td>ABC: Introduction to SOA</td>
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<td>Wikipedia: Service Oriented Architecture</td>
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<td>Week 5:</td>
<td>Enterprise Applications</td>
<td>Case: Volkswagen of America</td>
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<td>2/14</td>
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<td>Everything is measurable</td>
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<td>Wikipedia: Disruptive technology</td>
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<td>Reinventing Your Business Model</td>
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<td>Week 6:</td>
<td>Disruptive Technology and Organizational Innovation</td>
<td>Case: Apple Inc. in 2010</td>
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<td>Case: eReading: Amazon's Kindle</td>
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<td>Strategies for Two-sided Markets</td>
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<td>What Web 2.0 is (and isn’t)</td>
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<td>Free! Why $0.00 Is the Future of Business</td>
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<td>How cloud computing is changing the world</td>
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<td>Week 7:</td>
<td>Disruptive Technology and Organizational Innovation</td>
<td>Case: Kodak and the Digital Revolution</td>
<td>Deadline for First Case Study Analysis</td>
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<td>2/28</td>
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<td>In the Next Industrial Revolution, Atoms Are the New Bits</td>
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<td>What Business Can Learn From Open Source?</td>
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<td>Avoiding the Pitfalls of Emerging Technologies</td>
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<td>3/6</td>
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<td>No class: spring break</td>
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<td>Week 8: 3/13</td>
<td>Disruptive Technology and Organizational Innovation</td>
<td>Case: TopCoder (A/B) Software Development Methods The rise of crowdsourcing QuickStudy: System Development Life Cycle</td>
<td>Individual Project Assignment Due</td>
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<td>Week 9: 3/20</td>
<td>Social Media</td>
<td>Case: We Googled You Great Wall of Facebook… Better information isn’t always beneficial</td>
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<td>Week 10: 3/27</td>
<td>Knowledge Management and Business Intelligence</td>
<td>Case: Cognizant 2.0 Wikipedia: Community of practice Wenger: Communities of Practice Business Intelligence: Not Just for Bosses Anymore The Brain Behind the Big, Bad Burger…</td>
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<td>Week 11: 4/3</td>
<td>IT at a Global Scale</td>
<td>Case: Globalization of Wyeth Wikipedia: Globalization Wikipedia: Decentralization IT Governance: Stop the Pendulum!</td>
<td>Deadline for Second Case Study Analysis</td>
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<td>Week 12: 4/10</td>
<td>Ethics and Continuity Management</td>
<td>Case: When Hackers Turn to Blackmail Case: CareGroup Incident Management in the Age of Compliance</td>
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<td>Week 13: 4/17</td>
<td>Summing up and in-class project presentations</td>
<td>No assigned reading</td>
<td>Group Project Due Group Presentations</td>
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<td>Week 14: 4/24</td>
<td>Special Class Meeting (Details To Be Announced)</td>
<td>TBA</td>
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<td>5/1</td>
<td><strong>No class: study period</strong></td>
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<tr>
<td>Exam Week: 5/8</td>
<td>Final exam</td>
<td>TBA</td>
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Assigned Reading

Readings followed by (L) are available online via the Temple U. library. Readings followed by ($) are available for purchase through the HBS course website. All other readings are available for free on the web. Where possible I have provided a ‘one page’ link for ease of viewing and/or printing.

Week 2
Case: Google Inc. (910036-PDF-ENG) ($)

Week 3
Case: STARS Air Ambulance: An Information Systems Challenge (908E04-PDF-ENG) ($)

Week 4
Case: Cisco Systems Architecture: ERP and Web-enabled IT (301099-PDF-ENG) ($)
ABC: Introduction to CRM. CIO. http://www.cio.com/article/print/40295
ABC: Introduction to SOA. CIO. http://www.cio.com/article/print/40941

Week 5
Case: Volkswagen of America: Managing IT Priorities (606003-PDF-ENG) ($)

Week 6
Case: Apple Inc. in 2010 (710467-PDF-ENG) ($)
Case: eReading: Amazon's Kindle (709486-PDF-ENG) ($) 
http://www.computerworld.com/action/article.do?command=viewArticleBasic&taxonomyName=servers_and_data_center&articleId=9028358&taxonomyId=154&intsrc=kc_feat

http://www.wired.com/techbiz/it/magazine/16-03/ff_free?currentPage=all

http://www.businessweek.com/print/technology/content/aug2008/tc2008082_445669.htm

**Week 7**

Case: Kodak and the Digital Revolution (A) (705448-PDF-ENG) ($) [Part A Only]

Anderson, In the Next Industrial Revolution, Atoms Are the New Bits, Wired (1/25/2010),
http://www.wired.com/magazine/2010/01/ff_newrevolution/all/1

Graham, What Business Can Learn From Open Source? (August, 2005),
http://www.paulgraham.com/opensource.html


**Week 8**

Case: TopCoder (A): Developing Software through Crowdsourcing (610032-PDF-ENG) ($) (L)

Case: TopCoder (B) (612044-PDF-ENG) ($) (L)


Howe, The rise of crowdsourcing, Wired (June 2006)
http://www.wired.com/wired/archive/14.06/crowds_pr.html


**Week 9**

Case: We Googled You (HBR Case Study and Commentary) (R0706A-PDF-ENG) ($) (L)


Better information isn’t always beneficial (Wall Street Journal, Sept. 22, 2005, by David Wessel) -
http://online.wsj.com/public/article/SB112734060508547844-4Gx7dIqhlulYFxPlOh2mkB8mXrY_20060922.00.html?mod=blogs - printMode

**Week 10**

Case: Cognizant 2.0 (410084-PDF-ENG) ($) (L)


http://www.cio.com/article/16544

Levinson, M. (May 15, 2007). The Brain Behind the Big, Bad Burger and Other Tales of Business Intelligence. CIO. http://www.cio.com/article/109454
Week 11
Case: Globalization of Wyeth (908M17-PDF-ENG) ($)

Week 12
Case: When Hackers Turn to Blackmail (HBR Case Study & Commentary) (R0910B-PDF-ENG) ($)
Case: CareGroup (303097-PDF-ENG) ($)

Case Study Discussion Questions

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<tr>
<th>Case(s)</th>
<th>Discussion Questions</th>
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| Google, Inc.                     | • The case describes several of Google’s “products” (their search engine, Gmail, Google Earth, etc.). What do they have in common? How would you describe the line of business Google is in?  
                                      • What is Google’s revenue model (how do they make money)? Who are its customers? With this in mind, what is Google’s real product?  
                                      • Based on the material in the case, how would you describe Google’s strategy? Do they have one?  
                                      • The last section of the case is titled “What Should Google Do?” What do you think Google should do (it doesn’t have to be one of the options described in the case)? Make sure you explain why you chose that course of action. |
| STARS Air Ambulance               | • Identify three or four of the most critical challenges facing the new CIO and make recommendations for how Khan can tackle each of these challenges.  
                                      • What should Kahn’s objectives be for his upcoming meeting with the CEO and how can he prepare to best meet them?  
                                      • What should Kahn do about departments contacting their “favorite IS staff member” when they need technical assistance? How can he change this practice and still gain the trust and support of the CEO and other senior managers? |
| Cisco Systems Architecture        | • To what extent does information technology contribute to the Cisco strategy?  
                                      • How was the ERP project justified to the board for approval? Do you agree or disagree with the approach and decision?  
                                      • What makes a good manager for the projects described in this case? How high in the organization should the manager sit?  
                                      • What is the core competency of Cisco? How is Information Technology used to support it? |
<table>
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<tr>
<th>Case(s)</th>
<th>Discussion Questions</th>
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| Volkswagen of America   | • What is your assessment of the new process for managing priorities at Volkswagen of America? Is it better or worse than the old process? Are the criticisms justified?  
  • How should Matulovic respond to his fellow executives who are calling to ask him for special treatment outside the new priority management system? Does Volkswagen need a new selection system?  
  How is it possible that under this new system a “critical” project (global supply chain system) was unfunded? What should be done about that? |
| Apple Inc. in 2010       | • What are the key success factors behind Apple’s platform strategy with iTunes?  
  • Compare Apple’s strategy for iPad and iPhone to Amazon’s strategy for Kindle. Which company do you think will be more successful?  
  • Develop an argument that a similar platform strategy can or cannot be used in other products such as cars, TV, or more traditional products like furniture and appliances (e.g., pick a side and argue it). |
| eReading: Amazon’s Kindle| • What are unique characteristics of digital technology compared to other technologies? Why do they matter?  
  • What should be Kodak’s next step? How should Kodak prepare itself for the unbounded nature of digital innovation?  
  • Compared to Cisco case, what are unique roles of IT in the case of Kodak? |
| Kodak and the Digital Revolution | • Compare and contrast the TopCoder software development process to traditional software development methods. When would you use which?  
  • Describe the basic business model of TopCoder. How can other firms apply design principles of the TopCoder process to other domains? |
| TopCoder (A/B)           | • What is the key strategy of Cognizant and what are the roles of knowledge in implementing its strategy? What is the role of Information Technology?  
  • What are the critical challenges in Cognizant’s knowledge management? Describe organizational and technical challenges.  
  • Evaluate Cognizant 2.0. What are the key opportunities you see for Cognizant? How can they capitalize on it? |
| We Googled You           | • In what ways do you think the hiring manager is better or worse off for having additional data available via a Google search?  
  • What do you think the hiring manager should do? What aspects of the expert commentary do you agree and disagree with? |
| Globalization of Wyeth   | • What was the role of IT in the globalization of Wyeth?  
  • Two major components of Wyeth’s global IT strategy were its ERP system and its “Global Data Warehouse.” In what ways do you think that the global nature of these initiatives influenced their design, development, and implementation?  
  • Would you say that IT-enabled globalization is simply another version of the centralization/decentralization decision that any company makes when it has multiple divisions, or is it fundamentally different? Explain. |
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<tr>
<th>Case(s)</th>
<th>Discussion Questions</th>
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<tbody>
<tr>
<td>When Hackers Turn to Blackmail CareGroup</td>
<td>• Describe the security breach experienced by Sunnylake. Why do you think this breach occurred? What would you have done to prevent it?</td>
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<td>• What do you think Sunnylake should do now? Would you make the same recommendation to your manager if all of your office was locked out of its computer systems?</td>
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<td>• What was the underlying cause of the collapse of the CareGroup system?</td>
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<td>• Does the reason a network fails change the nature of the response? For example, in what ways is Sunnylake’s response helped or hindered by receiving a ransom notice? Do you think CareGroup would have reaction differently if they had coincidently received a threatening message?</td>
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