

MBAC 423: Information and Design

Fall 2004

(<http://projects.cwru.edu/mbac423>)

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Required Reading Packet:

CWRU Note, available at the campus book store

Suggested Reading:

Johnson, S., and Blanchard, K. H. *Who Moved My Cheese? An Amazing Way to Deal with Change in Your Work and in Your Life*,

Course Overview

This course is about design and use of information technology for the organization. Information technology has changed the landscape of business competition and we are living in the “knowledge economy”. In this course, we are focusing on *enabling* and *transforming* roles of information technology in creating a long-term vision for the organization in the knowledge economy. We will first examine how information technology is radically changing the way in which individuals, organizations, and industries behave. Then, we will survey several key information technologies that will play critical roles in transforming organizations over the next 3 – 5 years. This year, we will focus on Enterprise Resource Planning systems, communication and collaborative technology, data warehouse and data mining systems, and knowledge management systems.

In so doing, we will develop a set of knowledge and expertise about IT that are required for *general managers* (as opposed to information technology specialists) who are responsible for the long-term welfare of the entire organization.

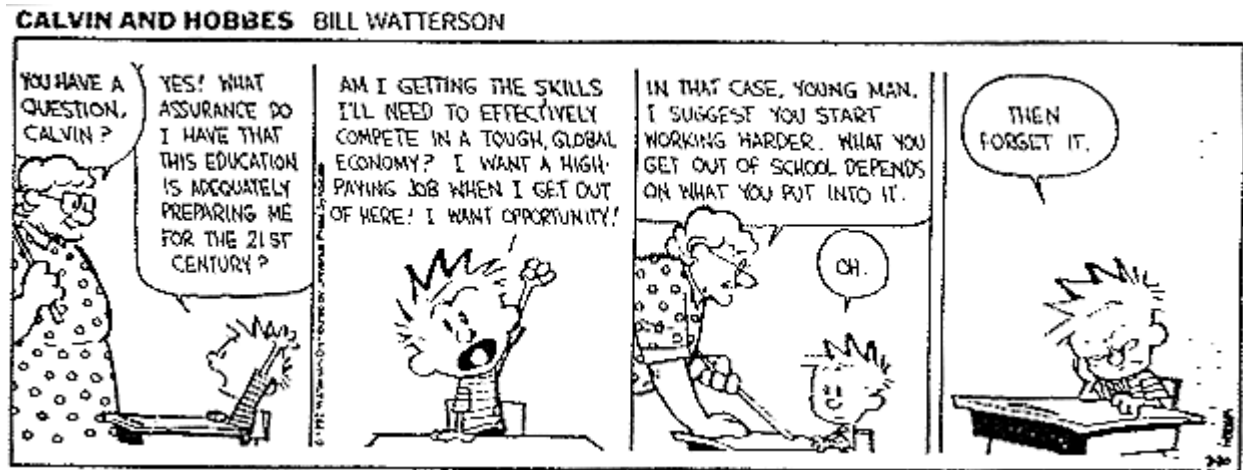
Course Objectives

1. Understand the basic concepts and terminology of information technology and develop the capability to assess potential strategic applications of an information technology, identify opportunities and risks associated with the use of the technology for a firm, and develop a use the technology as a source sustainable competitive advantage. The goal is to equip you with enough knowledge so that you can become an informed and active participant in IT strategic planning process as a general manager.
2. Develop a clear understanding of the nature of the “knowledge economy” and identify a set of challenges facing firms of different kinds. The goal is to equip you so that you can become an effect “change agent” of your organization to transform it to survive in the new economy.
3. Understand political, social implications of information technology so that you will become a responsible user and a thoughtful advocate of information technology. The

goal is to make you an informed, learned consumer of information technology for your personal and professional life.

Course Conduct

“Only in education, never in the life of farmer, physician, laboratory experiment, does knowledge mean primarily a store of information aloof from doing.” -- John Dewey, 1919.



This course heavily relies on class discussion around real business cases. These business cases bring the “real world” into our learning processes. These cases represent the involved companies’ efforts to apply information technology to enhance their competitive advantage.

Although learning specific “technical” skills of “how to” use various computer programs and applications is important, this course focuses on the strategic and managerial applications of those tools for the following three important reasons. First, information technology changes so fast that your knowledge of a tool will be obsolete by the time you finish your MBA program. Thus, it is more important to develop your own paradigm of information technology that will allow you to analyze different information technologies as they come on your radar screen. If you already have such a paradigm, this course will challenge your existing paradigm with an aim to expand and strengthen it. If you don’t have one already, this course will help you build one. Second, this course is not intended for IT technical specialists, since it is an introduction course. Instead, this course is intended for general managers who, in most cases, would not involve in “technical” development works. For those who aspired to be an IT specialist, this course will provide a perspective of the other side. Understanding the needs and concerns of general managers would allow you to design and build systems that are more effective. Third, personal computers and the Internet have penetrated into our daily lives significantly to the extent that it is safe to assume most MBA students have basic computing skills for their knowledge work. If you feel this assumption is not applicable to you, please come to see me. I will provide necessary help for you.

Discussion pedagogy can be very effective when educational objectives focus on qualities of mind (curiosity, judgment, wisdom), qualities of person (character, sensitivity, integrity, responsibility), and 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, they come with a well-defined set of decision criteria. Also, the decisions often involve difficult choices to be made which requires

character, sensitivity, and responsibility. After all, we are not just dealing with technology. We are dealing with people and organizations.

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

Grading and Evaluation Criteria

Individual Work

Class participation	25%
Case analyses write-up	20%
CIO Executive Dialogues	5%

Group Work

WiKi Distributed Learning Project	10%
Design project	15%
Comparative case analysis	15%
Technology talk	10%

The grade is evenly distributed between individual and group work. Each EAT will be divided into two sub-teams for the group assignments.

Class participation

Much of learning will occur as you prepare for and participate in the class discussions. I encourage you to work with your classmates to prepare the class discussion. As noted earlier, this class depends heavily on class discussion to achieve its pedagogical goals. Thus, it is imperative for you to actively participate in the class discussion.

To encourage your participation, 25% of the course grade is allocated to your class participation. I also provide a list of discussion questions for each class session on this syllabus. I evaluate your participation after each class. Your participation is not evaluated based on what you know, but what you *contribute*. At the same time, however, effective participation has much more to do with the quality than with the quantity of your interaction. In other words, those who attempt to dominate air time for its own sake without contributing to the advancement of the discussion will *not* be rewarded for it.

Criteria for class participation credit include attendance, punctuality, level of preparation, professionalism, answering questions, discussing readings, discussing cases, and contributing to group activities. Tardiness disrupts the flow of class activities and often leads to having to repeat announcements or instructions. Entering and leaving the room during the class similarly distracts both students and instructors and conveys a disregard for the material being discussed. You should display your name cards throughout the semester to enhance interaction. I encourage you to engage in critical thinking, to challenge ideas without showing disrespect for others' ideas. Please use judgment when raising issues in class – do not waste the class's time on a personal matter – instead see me one-on-one.

Class participation will be evaluated for each class. Therefore, students who do not attend a class session without an advanced notice will not receive any participation score for the class session. If you miss a class due to an unavoidable emergency without enough time to notice me, you should contact (preferably via e-mail) me as early as possible to avoid such penalty.

I typically start the class with an “opening” question to one or more students about the case. The asked students should be able summarize the key issues, opportunities, and challenges in the case. Therefore, you should be prepared to be “called” upon for the opening question. If for some reason on a particular day you were not able to prepare for that day’s class, let me know at the beginning of the class and I won’t call on you (to be used once during the semester without penalty).

Case analyses

During the semester, I will ask you to write **TWO** case analyses of your own choice. By the second class, you need to let me know via e-mail, which two cases you plan on analyzing. Your written case analyses will account for 10% toward the final course grade. For each case, I have provided few discussion questions. Pick one question and respond to it. Each case analysis should not exceed one single-spaced page with 11 points Times Roman and one-inch margin all around. There should NOT be a separate cover page. Instead, your name and the section number should be in the heading of the document on the top-right corner. A case analysis should be submitted via e-mail with a file attachment at least by 12 noon on the day before the case is discussed in the class. Late submissions will not be graded (unless excused by me). The file should be in Microsoft Word or compatible.

There is no one particular style for a good case analysis. But, there are few things that I am looking for.

1. You need to make an effort to be specific to the facts and problems of the case. Many times, I found that case analyses are full of “general” observations about information technology that can be made to virtually any companies. Your analyses, observations, and suggestions should be specifically tied to the facts and problems presented in the case.
2. At the same time, you need to strive to make a list of more general lessons learned from the case that can be drawn from the specific situation presented in the case. Once you analyze a case, you must be able to talk about few specific things that have broad applications beyond the immediate case.
3. You need to provide a balanced perspective in analyzing the case. That is, if you are making a recommendation, you should be able to say why the company not only should but also can implement your recommendation. In doing that, you should recognize some of the important threats to the recommendation and identify reasons to believe that the company can overcome those. Again, you should draw on specific facts and data as presented in the case or from your own data about the case, which may not be presented in the case.
4. I generally prefer depth to breadth in case analysis. Instead of touching upon several issues, pick one issue from the case and deal with it in depth. Some students employ a “shot-gun” approach, by mentioning few key words without showing much effort to think about them deeply. This approach will not be favorably graded.
5. Finally, but not the least, the quality of writing is important. You need to make your points effectively within a very limited space with a clear and coherent logical structure. I have seen case analyses that looked as if students wrote them while they were shaving. At your work, you will not have more than few paragraphs before the executives will throw away your report into their trashcan.

CIO Executive Dialogue

There will be five sessions of CIO executive dialogue series. The speakers are included the course schedule. You will need to attend at least two sessions and write a 500-word paper describing what you learned. It is due on **November 1**.

WiKiPedia Projects

I have adopted WiKi as the platform of the class. WiKi is an emerging standard for *distributed dynamic content management* for the web. It provides extremely flexible, user-friendly, and distributed collaborative environments. Many firms are adopting WiKi for knowledge management and there are hundreds of virtual communities on the Internet utilizing this new technology. One such site is WiKiPedia (<http://www.wikipedia.org>) which is a free encyclopedia on the web managed and created by hundreds of thousands of people all over the world. Unlike other web site, the content is not created and managed by few individuals, but by the entire community.

We will use WiKi for three purposes at least. First, we will use the same principle to create our local WiKiPedia for the course. Technical terms, important events in history related to the course, information about companies and other concepts and ideas will explained collaboratively through WiKi over the course of the semester. Students who are not familiar with any words, concepts, events, or companies can post them on the site (<http://projects.cwru.edu/mbac423>) and other students in the class will provide answers, definitions and explanations of those terms. These responses can be further refined by other students who may have additional insights and understanding. This is a voluntary activity for current and future class.

Second, during the first five weeks, group will write a collaborative learning essay, reflecting what were key lessons learned, new managerial insights and key remaining questions. Each team will be asked to write a join essay *collaboratively* by the end of each week. The essay will be read and graded to provide feedback. We will also ask you to assess various aspects of group dynamics and development during that period of time as a part of the learning exercise. The results of your self- and peer assessment of collaborative learning processes will be used as self-reflective learning material on November 8th as we discuss the use of collaborative tools and virtual teams.

Third, the entire class will write case analyses of two cases: Wyndham International and Symbian. This exercise is designed to give students opportunities to experience emerging technology in a meaningful way. The participation to this collective case writing will not be graded.

Design Project

In this project, students are required to spend at least 8 hours collectively immersing themselves into the organization of their choice in order to learn what the customers want and gain from the organization. While the site could be any organizations of your choice, I encourage you to find one on campus. The goal is to apply various design techniques that are introduced at <http://yoo.cwru.edu/design> in order to come up with novel services that combine their current line of products along with new technology solutions. You will need to take your digital camera (if you don't have one, you can borrow one from me or use this as an excuse to get one) and take pictures or videos in order to capture what you see and hear. You then will need to analyze what you saw and design new services or improve the current services. You are required to prepare a short portfolio of your experiences along with written narratives that support your ideas

(together no more than 10 pages). You will need to choose the site during the first 5 weeks of the semester. Depending on your site, you may need to gain permission from the site. I will provide support to gain the access through a reference letter. You are encouraged to prepare a non-disclosure agreement form for the site in order to further negotiate the access. You must have the agreement with the site by **September 27**. The data collection and analysis should be done during the 5-week break of the course in October. This project is **due on November 10**.

Technology Talk

Working in your EAT, you should investigate an emerging information technology or industry trend and make a presentation about it to the class. Your presentation should include a discussion of the technology or trend, a layman's description of how it works (if appropriate), an analysis of its potential value to organizations, and a discussion of its limitations, costs, and so forth. Budget about 15 minutes for the session including time for questions and discussion. Your presentation will be evaluated by your peers, using the following criteria:

Content:

- How well did you describe what it is?
- How well did you discuss how it works?
- How well did you assess its value to organizations?
- How well did you identify its limitations?
- How well did you evaluate its future potential?

Presentation:

- How convincing were you?
- How well organized was the presentation?
- How well did you handle questions?
- How interesting was the presentation?

The following is a list of suitable technologies for your talk. If you would like to choose another, please consult with me.

- 4G
- Bluetooth
- Biometrics
- Emerging technology in security
- ePayment systems
- Extensible Markup Language (XML)
- Friend Of A Friend (FOAF) / Extensible Friends Network (XFN)
- Grid computing
- IPv6
- Linux
- Nanotechnology and MEMs
- Nomadic computing
- Organic light emitting devices (OLED)
- RFID (Radio Frequency IDentification)
- Really Simple Syndication (RSS)
- Smart dusk / Mote
- Wearable computers
- Weblog
- Web services

With your EAT, please determine which topics interest you and send me an email message with your first two choices. I will attempt to accommodate everyone, but if there are duplicates, I will come back to you for a third choice. I will randomly assign the date on which you will make your presentation. The presentation will begin on **September 15th**.

Comparative Case Analysis

The goal of the project is (a) to write a comparative case study of two companies on how they use information technology and (b) analyze the way these two companies are different in the way they use technology. I will assign a company that has been recognized as an effective user of information technology to gain competitive advantage and add values. Your group needs:

1. To identify a company in the same industry with similar characteristics, but not much success in using information technology;
2. To gather information about the two companies from various available sources of public information including their annual reports, published articles or case studies, and the companies web sites; and
3. To compare and contrast the two companies from the data.

The case study part of the report should include: (a) the histories of the involved companies, (b) their current status, (c) manifested strategies, and (d) the ways in which they exploit information technology to implement their strategies.

The ultimate goal of the project is not only “documenting” the histories of the involved companies, but “comparing and contrasting” the two companies with an aim to understand what makes one company more successful than the other, particularly in their applications of information technology. In order to achieve this goal, each team needs to analyze these two companies. In the analysis, the team should focus on the question of how the two companies differ in the way they deploy information technology to gain competitive advantage. It is strongly recommended that you use a conceptual framework(s) that we discuss in the class or your own in analyzing the companies. The final section of the report should include managerial recommendations for information technology that you can present to *any* executives (not just these two involved companies).

The final paper is due on the last day of the class (**December 1, 2004**) and the should not exceed the 4,000 words. You may choose to publish the report through WiKi or submit your report (in Word format) via e-mail.

Peer evaluation for group projects

After each group project, students will be asked to perform a peer evaluation. The individual peer evaluation scores will be used to adjust the 70% of the team score for that individual. In other words, 30% of your team’s score is guaranteed and the rest of it will be adjusted based on the peer evaluation. While the evaluation information will be kept confidentially, I may request an explanation for unusual allocations of scores.

Grading Policy

It is important to recognize that a grade reflects another’s evaluation and judgment of your work. Different reviewers might evaluate a paper or exam differently. You are encouraged to meet me at anytime to discuss the strengths and weakness of your course work (i.e., to gain understanding of your performance). Grade appeals on course assignments and exams, however, are discouraged.

If you decide to appeal a grade, follow these steps:

1. Within seven days of receiving the grade, send me a written appeal. After seven days, I will not consider any grade appeals.
2. To file an appeal, prepare a written statement detailing why you are appealing your grade. Be sure to document your reasons by referring to grading standards, incorrect point calculations, etc.; stating simply that you feel you “deserve” a higher grade because you worked hard or based on a vague impression is not sufficient grounds for an appeal.
3. Submit the written statement together with the graded material.
4. I will consider your appeal and make a decision within a week.

Regarding final grades, changes will be considered only in cases of alleged “arbitrary and capricious grading,” which can be defined as “ (a) The assignment of a course grade to a student on some basis other than performance in the course; (b) The assignment of a course grade to a student by unreasonable application of standards different from standards that were applied to other students that were in that course; or (c) The assignment of a course grade by a substantial and unreasonable departure from the instructor’s initially articulated standards.” This policy is intended to assure that grading is consistent and fair to all students.

Two key ground rules apply: 1) you must appeal a grade within one week of the time the score for you exam, homework, or project is made available to you, and 2) class time will not be used to discuss grade appeals.

Academic Misconduct

The Information Systems Department does not tolerate cheating or plagiarism in any form. Cheating or plagiarism will, at a minimum, result in a grade of 'F' for this course. Ignorance will not be permitted as an excuse. If you are not sure whether or not something you plan to submit would be considered either cheating or plagiarism, please do not hesitate to ask me.

Accommodation for Students with Disabilities

Any student in this class who has a documented visual impairment, cerebral palsy, hearing disability or any other disability should contact the professor during the first week of class to discuss and arrange any instructional accommodation that may be necessary. Student who would like to serve as volunteer tutors, readers, or note takers for students needing special assistance are encouraged to contact the professor during the first week of class.

Instructor biography

Youngjin Yoo is Lewis-Progress Associate Professor in Information Systems department at the Weatherhead School of Management at Case Western Reserve University. He holds a Ph.D. in information systems from the University of Maryland. He received his MBA and B.S. in Business Administration from Seoul National University in Seoul, Korea. He joined Weatherhead School of Management in fall 1997. Dr. Yoo was selected as a participant to 16th Ernst & Young/International Conference on Information Systems Doctoral Consortium representing the University of Maryland at College Park and was the recipient of 1995 Frank T. Paine Award for Academic Achievement in Maryland Business School. He also received Walter Nord Grant for 1998 – 1999 to investigate the role of IT in managing electronic teams in global economy. He was a summer research fellow at NASA in summer of 2001 and spent a year as a research associate in 2003 – 2004 at NASA Glenn Research Center to study the implementation of the integrated financial management systems at NASA. Also in 2003 – 2004, he was a

Glennan Fellow to study how to incorporate *design* approaches into management education. In summer 2004, he was a visiting professor at Hong Kong City University. His research interests include knowledge management, the role of information technology for virtual teams, and IT-based new organizational forms. His work was published at leading academic journals such as *Information Systems Research*, *MIS Quarterly*, *the communications of the ACM*, *the Academy of Management Journal*, *the Journal of Strategic Information Systems*, *the Journal of Management Education*, and *Information Systems Management*. He also wrote several books chapters. He also presented his work at several national and international research conferences, including International Conference on Information Systems, Americas Conference on Information Systems, and Hawaiian Conference on Systems Sciences. He has researched or consulted leading companies including Andersen Consulting, American Management Systems, Lotus, NASA, Parker Hannifin, Poly One and the Department of Housing and Urban Development. As a born-again Christian, he is a proud father of two boys, Kevin and Daniel. During his off-hours, he enjoys swimming and reading. By the way, he has an official black belt in Tae Kwon Do.

Class Schedule

Week 1

August 23, 2004

Topic: Learning

Case: *Winter Oak (HBS Case: 2-394-220)*.

Readings: Argyris, "Teaching Smart People How to Learn," HBR, No. 91301.

Discussion Questions:

1. What is the most significant lesson you learned from the story? And, why?
2. What would be your recommendations to Anna?
3. What are the implications of the story for organizational learning?
4. What are the potential roles of information technology in organizational learning and human development in organizations?

August 25, 2004

Topic: Managing in changing world

Case: Google IPO*

Readings: "Beyond the Information Revolution", in Managing in the Next Society by Peter F. Drucker, 2002.

Capital versus Talent: The battle that's reshaping business, Roger L. Martin and Mihnea C. Moldoveanu, HBR

Who moved my cheese? (optional)

* There are many news articles written about Google's IPO strategy. *Google* and use library search to find and read articles related to Google's IPO.

Discussion Questions:

1. How is Google's IPO strategy different from the traditional model?
2. Who are the players that are affected by Google's decision?
3. What is the significance of Google's move?

Optional Hands-on Training on WiKi

August 27, 2004, 4-6 pm or August 28, 2004, 10 am – 12 noon

Week 2

August 30, 2004

Topic: Emerging IT in the context of knowledge economy

Readings: "Digital Strategy", Youngjin Yoo
 Technology Matters!, A. P. Messey, B. C. Wheeler, and P. G. W. Keen, in
Information Technology and the Future Enterprise, by G. W. Dickson and G.
 DeSanctis (Ed), 25-48.

Discussion Questions:

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1. Select a company that you are familiar with. Design a radically different product by using an emerging technology and leveraging the company's core competency.
 2. Identify key challenges in implementing your ideas.
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September 1, 2004

Topic: Designing Knowledge-based products

Case: *KOYONO* (Guest Speaker, Jay Yoo, CEO of KOYONO)

Readings: The design of business, Roger Martin
 The evolution of the design-inspired enterprise, Gabrielle Lojaco and Gianfranco Zaccai, Sloan Management Review
 The power of design, Business Week

Discussion Questions:

1. What are the differences in the *design* approach and traditional *management* approach?
 2. What are the main challenges in applying design approaches in large organizations?
 3. Review design methods that IDEO is using. How can you apply in solving key management problems in organizations such as organizational design, strategy development, IT investment and new product development?
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Week 3

September 8, 2004

Topic: IT infrastructure and Competitive Advantage

Case: *Cisco Systems, Inc.: Web Enablement* (HBS 9-301-056)

Readings: Building IT infrastructure for Strategic Agility, Peter Weill, Mani Subramani, and Marianne Broadbent, Sloan Management Review
 Laartz, Sonderegger and Vinckier, "The Paris guide to IT architecture" McKinsey Quarterly

Discussion Questions:

1. Describe Cisco's IT architecture. What are its key components and defining characteristics? What are its potential weaknesses and threats for future growth of the firm?
 2. What are the roles of Cisco's IT architecture for its implementation of its key strategic objectives articulated by John Chamber?
 3. What is the core competency of Cisco and how is IT used to support it?
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September 10, 2004

CIO Dialogue I

Speaker: Lee Green, Director of World-Wide Corporate Identity and Design, IBM

September 10, 2004

Topic: IT and strategy

Cases: Wyndham International: Fostering high-touch with high-tech (HBS Case)

Readings: Six IT decisions your IT people shouldn't make, Jeanne W. Ross and Peter Weill, HBR
 IT doesn't matter, Nicholas G. Carr, HBR

Discussion Questions:

1. What was the situation facing Wyndham in 2001? Why kinds of things were at stake for the chain and for the industry?
2. How central was technology to the strategy Wyndham chose to execute?
3. Is the strategy sustainable? Is it inimitable? What factors make it possible or impossible to imitate?

Week 4

September 13, 2004

Topic: IT as disruptive technology and industry

Case: *Online Music Distribution in a Post-Napster World*, (HBR)

Readings: Christensen and Overdorf, Meeting the challenge of disruptive change, HBR3456.
 The digital transformation of traditional business, by Angela Andal-Ancion, Phillip A. Cartwright, and George S. Yip, Sloan Management Review

Discussion Questions:

1. How did peer-to-peer technology change the music record industry?
2. Analyze how digital music threatened the existing value chain of music record industry.
3. How would you advice the incumbent members of the music record industry?
4. Who would be potential threat of new entry to the music record industry and why? What would be your advice to them?

September 15, 2004

Topic: IT and new organizational forms

Case: *Oticon A/S (consolidate)* (HBS Case: 9-195-142).

Readings: Drucker, The coming of the new organization, HBR, January – February, 1988.
 Malone and Laubacher, The Dawn of the E-lance Economy,” HBR, No. 98508.

Discussion Questions:

1. What would be your concerns about Oticon A/S, if you were a stockholder of the company?
2. What was the role of information technology in creating new organizational structure at Oticon?
3. How was information technology related to other components of the Oticon?
4. What would you do next?

Week 5

September 20, 2004

Topic: System thinking and the systems approach

Case: Fordley car park

Readings: O'Connor & McDermott, What is system?

Amrstrong, The systems approach

Discussion Questions:

1. How could this meeting have been made more productive?
2. What are the systems that were discussed during the meeting?
3. What systems *should* be considered?
4. What would you recommend?

September 22, 2004

Topic: The management of information systems organization

Cases: *Reimus, The IT Systems that couldn't deliver*
Postgirot Bank and Provement AB: Managing the Cost of IT operations

Readings: Getting IT Right, Charlie S. Feld and Donna B. Stoddard, HBR, 2004
 Best Practices in IT Portfolio Management, Mark Jeffery and Ingmar Leliveld,
 Sloan Management Review

Discussion Questions:

1. Who is responsible for assuring technology success at Lennox?
2. Should Roland extend his use of the IM-System to include the NT servers?
3. How should the measurements provided by the IM-System be integrated into corporate-wide management processes?

September 24, 2004

CIO Dialogue II

Speaker: Tom Lucas, VP of Information Technology, Sherwin Williams

Week 7

October 8, 2004

CIO Dialogue III

Speaker: JT Mullen, CIO, Cleveland Foundation

Week 9

October 22, 2004

CIO Dialogue IV

Speaker: Tony Scott, CTO, GM

Week 10

October 29, 2004

CIO Dialogue V

Speaker: Dave Pavlich, CIO, Roadway

Week 11

November 1, 2004

Topic: IT investment

Cases: *Biogenetica*, Indiana University, 1999
Consumer Products International Business Case, Indiana University, 1999

Readings: Ross and Beath, "Beyond the Business Case: New Approaches to IT Investment"
 SMR 2001
 Dempsey, Dvorak, Holen, Mark & Meehan, "A Hard and Soft Look at IT"

Investments” McKinsey Quarterly

Discussion Questions:

1. Compare and contrast the differences between the two business cases.
2. Would you fund either of the proposed projects? Why or why not?

November 3, 2004

Topic: Competing in IT industry

Case: *Symbian: Setting the Mobility Standard*

Readings: The elements of platform leadership, Michael A. Cusumano and Annabelle Gawer, Sloan Management Review
A managerial overview of open source software, Sandeep Krishnamurthy, Business Horizons

Discussion Questions:

1. Analyze the competitive landscape of Mobile OS market. What are the differences and similarities with traditional OS market? Who are new players?
2. How will *design* approach and *decision* approach produce different options for Symbian and its competitors? How would you build the competitive advantage of Symbian over its competitors through design approach?
3. Given the latest developments in the global 3G market, how would you advice to Levin? In particular, discuss the implication of rapid growth in Asian consumer market (e.g., China, Japan, and South Korea) for the the industry.

Week 12

November 8, 2004

Topic: Communication and groupware technology

Case: *Siemens ShareNet: Building a Knowledge Network*

Readings: Virtual Teams: Technology and the Workplace of the Future, Townsend, DeMarie & Hendrickson, *Academy of Management Executive*, 12:3, 17-29.

Discussion Questions:

1. What are the advantages and disadvantages of distributed work? Reflect on your own experience of collaborative writing at the beginning of the semester.
2. What are the building blocks of Siemens ShareNet? How can one justify the investment on such technology infrastructure? Should they charge or not for the use of ShareNet?
3. What would be broader longer-term impact of the use of such virtual communication technologies on companies like Siemens?

November 10, 2004

Topic: Internet and competitive advantage

Case: Blockbuster Inc. & Technological Substitution (C): The internet changes the game

Readings: Strategy and the Internet, Michael E. Porter

The real value of “e-business models”, Stephen Chen, Business Horizon, 2003

Discussion Questions:

1. Analyze the strategic threat and opportunities of Blockbuster. Do you agree with Porter’s assessment of the strategic significance of the Internet?
2. Develop strategic options for Blockbuster following *design* approach. How would you redefine the core *product* of Blockbuster (as an experience) and integrate the Internet in order to execute the strategy?
3. What are key managerial challenges that one needs to overcome in order to successfully implement the digital strategy for Blockbuster?

Week 13

November 15, 2004

Topic: How does internet work?

Guest Speaker Matt Germonprez

November 17, 2004 (combined class with both sections at 3 – 4:30 pm)

Topic: Transforming NASA with Information Technology

Readings: Implementing ERP at NASA, Yoo
 Guest Speaker Patrick Ciganer, Program Executive for IFMP, NASA

Week 14

November 22, 2004

Topic: Customer relationship management

Case: Quest Food Asia Pacific: The CRM Initiative
 Readings: Winer, A framework for customer relationship management
 Davenport, Harris, De Long, and Jacobson, Data to Knowledge to Results,
 California Management Review, Winter 2001, Vol. 43, No. 2, 117-138.

Discussion Questions:

1. How would you rate McNeil as a manager based on the progress he has made on CRM?
2. Which of the three options would you recommend?
3. What overall advice would you offer McNeil?

November 24, 2004

Case: *DiamlerChrysler Knowledge Management Strategy*

Readings: McDermott, “Why Information Technology Inspired but Cannot Deliver Knowledge Management”, *California Management Review* 1999
 Yoo, “The less, the better, perhaps: Learning from music language”
 What’s your strategy for managing knowledge? Hansen, Nohria, & Tierney, HBR, March-April 1999, Reprint X99206

Discussion Questions:

1. Using the framework put forward by Hansen, Nohria & Tierney, evaluate Diamler and Chrysler's knowledge management initiative before the merger.
2. What are the key knowledge management challenges at DiamlerChrysler after the merger particularly in light of the current global auto market situation?
3. What can be the roles of information technology in DiamlerChrysler's knowledge management strategy after the merger?

Week 15

November 29, 2004

Topic: Enterprise Resource Planning systems

Case: Metallica

Readings: Enterprise Resource Planning (Harvard 9-699-020)
 Mabert, Soni, and Venkataramanan, Enterprise Resource Planning: Common Myths versus Evolving Reality, Business Horizon, May-June 2001 (HBS BH060)

Discussion Questions:

1. How well-prepared was Metallica to undertake the implementation of SAP at the outset of the case?
2. What was different about San Diego? How would you assess a successful implementation?
3. What are the risks involved in implementing integrated corporate systems and has Metallica guarded against them effectively?

December 1, 2004

Topic: Putting it together

Cases: Enabling Business Strategy with IT at the World Bank

Readings: The Radical Carly Fiorina's Bold Management Experiment at HP, *BusinessWeek*, February 19, 2001
 The evolution of the organizational architect, Chris Sauer and Leslie P. Wilcocks, Sloan Management Review

Discussion Questions:

1. Define the key products of World Bank and examine the effectiveness of its IT strategy and management / organizational changes in that context.
 2. Examine World Bank's IT framework for 2002 – 2006 and identify key challenges. How can you address those challenges?
 3. Examine the transformation of World Bank from a design perspective? What elements were changed? And discuss why such transformations are rare in other institutions?
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