

University of Texas Arlington
College of Business
INSY 5375 – Management of Information Technologies
Spring 2020
Wednesday 7:00 PM – 9:50 PM
Class Location: COBA 151

This Syllabus Provides a General Plan for the Course;
Deviations May Be Necessary

Instructor Information**Instructor**

Dr. Chaitanya “Chai” Sambhara

Office Number

College of Business Administration (COBA) 524

Office Telephone Number

817-272-3502 (Department of Information Systems and Operations Management)

Email Address

chaitanya.sambhara@uta.edu

Faculty Profile

<https://mentis.uta.edu/explore/profile/chaitanya-sambhara>

<https://www.csambhara.com/>

Office Hours

Wednesdays 5 PM – 6 PM

Course Information**Section Information**

INSY 5375

Time and Place of Class Meetings

COBA 151, Wednesday, 7:00PM - 9:50PM

Description of Course Content

This course covers topics on the management of information technologies (IT) from the viewpoint of senior managers. Subjects discussed include the strategic role of IT to gain competitive advantage, Internet-based business models, building a lean and agile organization through IT, managing IT security and reliability, evolving models of IT service delivery, such as cloud computing and open source, management of outsourcing, IT governance, and ethical issues in the digital era. In addition to classroom lectures, the course relies heavily on case analysis and discussion to provide a real-world perspective of issues related to IT management.

Student Learning Outcomes

After completing this course, the student should be able to articulate the impact of IT on business processes and organizational structure within the firm, and on relationships between the firm and its suppliers and customers. Such understanding and knowledge is critical in business decisions involving investment in IT. Specifically, the course is intended to accomplish the following objectives:

- Develop students' leadership competence in integrating IT with corporate competitive strategies.
- Help students to make effective use of IT to improve their own performance as managers and executives.
- Enable students to engage in informed and intelligent discussion and interactions with IT professionals and managers who are involved in information systems development projects and investment decisions.

With information technologies rapidly changing, we will discuss the enduring principles as well as evolving approaches to current problems in IS management. The overarching objective of the course, however, is to develop critical thinking skills needed in making decisions related to the deployment of information technology in their organization.

Textbook

Managing and Using Information Systems: A Strategic Approach, 6th Edition by Keri E. Pearson, Carol S. Saunders, Dennis F. Galletta (**Book is Optional**)

Descriptions of major assignments and examinations

To fulfill the course objectives, the course will be conducted via a mixture of lecture and case discussions. The students will be organized into teams for case discussions. The instructor will strive to make this course an exceptional and rewarding learning experience for the students. We will also have two exams, one midterm and one final exam.

Grading Information

Grading Criteria

Grade Component	Weighted Grade	Breakdown (If Any)
Case Analysis and Presentation	30%	10% Presentation and Follow Up QA (10-point scale) 15% Case Report (100-point scale) 5% Peer Evaluation (50-point scale)
Midterm Exam	30%	(50-point scale)
Final Exam	30%	
In Class Performance and Engagement	10%	Class Attendance and Instructor Discretion
Note 1: Peer evaluation grade will be awarded only if you submit your evaluation of your group mates. You must submit peer evaluation by Thursday (5:59 PM) a day after your group's presentation. <ul style="list-style-type: none">• 1 point will be deducted for delay of each day. I am not responsible to remind you of your peer-evaluation duties.• 1 point be deducted if you fail to write comments about each of your groupmates' performance.• 1 point will be deducted if you fail to accurately provide and compute total score of your group mates. Total score is out of 50. Not 5.		
Note 2: Peer evaluation grade and the comments of your group mates about you will heavily influence your grade for the case report. You are encouraged to actively participate in your group activities.		

Final Grades

Percentage Grade (No Rounding)	Letter Grade
>=90%	A
>=80%	B
>=70%	C
>=60%	D
<60%	F

"W" and "WF" will be accorded as per university policies to students that qualify for such grades.

Case Report and Presentation: This is a group assignment. Each group will have 3-4 students and will be assigned a case for analysis and presentation. You will make a presentation to the class and turn in a written report (about 4-7 pages, 1.5 spaced) for the main case you present. The page limit excludes the front page that shows some logo, your group number, and the members of the group. The written report must summarize the case first. The summary (2-4 paragraphs) should also include a table that shows following things: sector (e.g., Banking industry), geographical context (e.g., Several countries), company (A few lines description of the company, its history, its business etc.), topic of the case, main actors, and main themes/issues. Then discuss the problem and suggest solutions in detail (this should include your answers for the questions asked about the case). End the report with a conclusion (key takeaways). Always include page numbers in your report. Case analysis helps students develop analytical and problem-solving skills. They learn to ask the right questions, develop alternate scenarios, and take up and defend a position. Like most business problems, a case does not have one right solution. The focus in case analysis is on applying appropriate theoretical concepts/ models/ frameworks discussed in class to the situation presented in the case so as to gain a deeper understanding of the issues. The case report and your slides are due one hour prior to the beginning of the class (5:59 PM) (Late penalty 1% of your semester grade if either of the documents are missing).

▪ **Grading Criteria for Case Report (15% of your grade, 100-point scale):**

#	<i>Case Report Grading Criteria (4-7 pages, 1.5 spaced)</i>	Points
1	Identifying Problems & Issues (Overview of the case)	15 Points
	Use of facts to diagnose problems and issues	
	Effectiveness in framing problems & issues	
2	Analysis of Issues (Based on your assessment of the case, problem identification and assessment, and your response to the accompanying questions)	45 Points
	Meaningful criteria for analysis	
	Effective use of case data	
	Application of concepts and theories Insightful & creative analysis of issues	
3	Recommendation (Based on your answers for the accompanying questions)	20 Points
	Specific course of action	
	Logically deduced conclusion and key takeaways (as opposed to opining)	
4	Style and Presentation of Writing	20 Points
	Succinctness & definitional clarity	
	Expression	
	Coherent linkage of thoughts Mechanics of presentation (syntactical errors, formatting, language precision)	

- **Guidelines for Case Presentation (10% of your grade, 10-point scale):**
 - Provide an overview of the case
 - Each case has a list of questions to guide discussion. Be sure to address these questions when you present the case
 - Summary and key takeaways
 - Answer the follow up questions
 - You can use flashcards during presentation. However, you should not read out from your flashcards. They are only to assist you with certain numbers and names. I have the right to prohibit you from using flashcards and/or penalize your presentation grade.
 - **Do not** present a laundry list of chronological events from your case. Present only the key facts and observations.

Exams

Exams will be graded on a scale of 50. Exams will be conducted online on canvas and students must bring a computer with them and take the exam in class. Instructor reserves the right to determine the date, time and location for the midterm and final exams. Students are expected to comply with the rules (date, time and location) of the exams when informed by the instructor.

Make-up Exams

No makeup exam will be given without instructor's pre-approved consent. A student will be considered for a makeup exam only if he/she has a legitimate reason and produces a doctor's certificate or some other form of official documentation. I understand that sometime things happen, and some events or circumstances are beyond control. Reasonable attempts will be made to accommodate such possibilities. However, "I totally forgot I had an exam" is not a legitimate reason. Prior notification and/or official documentation will be required for you to request accommodations. Weddings (unless it is your own), birthday parties, religious festivals or events, pre-booked flight ticket to see family or to go for some events etc. are NOT a valid reason to request a make up exam. You have the option to not take the exam and take a zero for your exam grade.

Grade Transparency and Rules:

These rules are a result of my experience with students from prior semester(s).

1. Your grades will always be accessible to you. I will make your grades hundred-percent transparent.
2. Your grades will be determined by your performance and your performance only. Your grades are not open to negotiation. Do not discuss your GPA or your standing in the program with me. I am not interested in knowing the grade you would like me to give you. If you are unable to get a degree or graduate on time or take up a job because of the grade you are likely to get in this class, it is your problem. Not mine. I am not responsible for your performance. You are. It is your responsibility to maintain a good standing in the program. Not mine.
3. I will not artificially inflate your grades. A score of 88 or 89.99 is not equal to 90. A score of 78 or 79.99 is not equal to 80. If you want an A, earn a total semester score of 90+. If you want a B, earn a total semester score of 80+. If you want a C, earn a total semester score of 70+.
4. DO NOT try to influence me to manipulate your grade (not even by 0.01%). If you ask me to give you a grade different than what you deserve where you discuss with me your academic standing in the program, your job, personal circumstances, or your GPA, I will give you an "F" in this class. I will use this portion of the syllabus to defend my case if you challenge your failing grade.

Grade Grievances

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. For undergraduate courses, see [Undergraduate Grading Policies](#); for graduate courses, see [Graduate Grading Policies](#). For student complaints, see [Student Complaints](#).

Copyrighted Material:

I have a copyright over the slides, quizzes, and exams. Do not share any of these materials with anyone or upload them on the internet anywhere. You will be in copyright violation if you share any of my slides, quizzes, exams, portions of quizzes or exams with anyone else or if you upload them online. You are free to drop out of this class if you like. However, if you chose to enroll in this class, and if you earn a grade, you have agreed to abide by my rules to protect my copyrighted material. I will file a lawsuit of no less than US \$10,000.00 if you are found in violation of my copyrighted material.

Behavior and Class Participation

- Instructor reserves the right to determine your grade for class participation. The default grade will be 0 (out of 10) at the beginning of the semester. Your grade will increase or decrease based on your class attendance, performance, cooperation with the instructor, and your overall behavior. You can always seek feedback from the instructor for your class participation grade. I will suggest ways on how you can improve it. However, the instructor's decision will be final. I expect that you come well prepared for all the cases, even if your group is not presenting that day. The extent of your active engagement and participation in class and case discussions will be a key determinant of your class participation grade.
- You are encouraged to bring your computer to class but should not use it while the class is in session, i.e., when the instructor is making a presentation, or a group is presenting a case. You are expected to have read the case prior to coming to class, not during class hours. I will allow you to use your computer during group discussion breaks. (Violation penalty: 1 point)
- Please come on time. Two late entries (late by 5 or more minutes) will result in 1-point penalty.
- Please stay in the class while the class is in session. I will give a 10-15 minutes break in the middle of the class. Do not walk in and out of class once the class starts. (Violation penalty: 1 point)
- Do not be on your phone during the class. Your text messages, WhatsApp messages, and phone calls can wait. (Violation penalty: 1 point)
- I will notice how frequently you answer questions. Remember, mere presence in class is not equivalent to participation grade.

Office and Email Etiquette

- Office hours are to help you clarify your doubts and understand the material better. Office hours are not to conduct the entire class worth of material.
- If I send you an email, I expect a response within 24 hours.
- One point will be deducted from your class participation grade if you do not respond within 24 hours.
- Although I am usually prompt in responding to emails, I may not always be able to do so. I will, however, respond to your email within 24 hours.

Course Schedule

This schedule represents a general plan for the semester. Deviations may be necessary

Week	Date	Topic/Chapter Assignment	Case Discussion
1	22-Jan	Syllabus, Introduction, Team Formation, Chapter 1 (The Information Systems Strategy Triangle)	Link to import all cases: https://hbsp.harvard.edu/import/699231
2	29-Jan	– No Class –	
3	5-Feb	Chapter 2: Strategic Use of Information Resources	Group 1: Volkswagen
		Chapter 3: Organizational Strategy and Information Systems	Group 2: Uber
4	12-Feb	Chapter 4: Digital Systems and the Design of Work	Group 3: Zara
5	19-Feb	Chapter 5: Information Systems and Business Transformation	Group 4: Salesforce.com
			Group 5: BestBuy
6	26-Feb	Chapter 6: Architecture and Infrastructure	Group 6: Fintech
7	4-Mar	– No Class –	
8	11-Mar	Spring Break	
9	18-Mar	Chapter 7: Security	Group 7: iPremier Co
			Group 8: Target
10	25-Mar	MidTerm Exam	
11	1-Apr	Chapter 8: The Business of IT	Group 9: HSBC-Citi (Does IT Pay Off?)
12	8-Apr	Chapter 9: Governance of the Information Systems Organization	Group 10: Spotify
			Group 11: Paypal
13	15-Apr	Chapter 10: Information Systems Sourcing	Group 12: Adidas
		Chapter 11: Managing IT Projects	Group 13: A&D High Tech
14	22-Apr	– Student Help and Review Session (COBA 524) –	
15	29-Apr	Chapter 12: Business Intelligence, Knowledge Management, and Analytics	Group 14: Carolinas HealthCare
		Chapter 13: Privacy and Ethical Considerations in Information Management	Group 15: Apple
16	6-May	– Student Help and Review Session (COBA 524) –	
17	13-May	Final Exam	

SYLLABUS CHANGES: As the instructor for this course, I reserve the right to adjust the structure of the class and the schedule in any way that serves the educational needs of the students enrolled in this course. Students are responsible to be attentive to changes announced in class and/or posted on Canvas.

Institution Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the [Institutional Information](http://www.uta.edu/provost/administrative-forms/course-syllabus/syllabus-institutional-policies.php) page (<http://www.uta.edu/provost/administrative-forms/course-syllabus/syllabus-institutional-policies.php>) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Additional Information

UNIVERSITY and COLLEGE POLICIES

Americans With Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Academic Integrity: It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Student Support Services Available: The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

UNIVERSITY and COLLEGE POLICIES

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aaofao/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.
Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.*

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS).

Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campuscarry/>

Attendance

At the University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, **I will take attendance every single session and consider it an important determinant of your class participation grade.** However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report must the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Emergency Exit Procedures

Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Success Programs

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring by appointment, drop-in tutoring, etutoring, supplemental instruction, mentoring (time management, study skills, etc.), success coaching, TRIO Student Support Services, and student success workshops. For additional information, please email resources@uta.edu, or view the Maverick Resources website.

The IDEAS Center (<https://www.uta.edu/ideas/>) (2nd Floor of Central Library) offers **FREE** tutoring and mentoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR)

The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the Writing Center (<https://uta.mywconline.com>). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see Writing Center: OWL for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza (<http://library.uta.edu/academic-plaza>) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation.

Emergency Phone Numbers

In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

Library Information

Research or General Library Help

Ask for Help

- [Academic Plaza Consultation Services](http://library.uta.edu/academic-plaza) (library.uta.edu/academic-plaza)
- [Ask Us](http://ask.uta.edu/) (ask.uta.edu/)
- [Research Coaches](http://libguides.uta.edu/researchcoach) (http://libguides.uta.edu/researchcoach)

Resources

- [Library Tutorials](http://library.uta.edu/how-to) (library.uta.edu/how-to)
- [Subject and Course Research Guides](http://libguides.uta.edu) (libguides.uta.edu)
- [Librarians by Subject](http://library.uta.edu/subject-librarians) (library.uta.edu/subject-librarians)
- [A to Z List of Library Databases](http://libguides.uta.edu/az.php) (libguides.uta.edu/az.php)
- [Course Reserves](https://uta.summon.serialssolutions.com/#!/course_reserves) (https://uta.summon.serialssolutions.com/#!/course_reserves)
- [Study Room Reservations](http://openroom.uta.edu/) (openroom.uta.edu/)
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Submissions

A copy of student's work may be kept on file with the instructor for future reference.

Case List

Link to import all cases (HBR Coursepack): <https://hbsp.harvard.edu/import/699231>

Case	Analysis Questions
Product#: 606003-PDF-ENG Volkswagen of America: Managing IT Priorities https://hbsp.harvard.edu/product/606003-PDF-ENG	<ol style="list-style-type: none"> 1. What is your assessment of the new process for managing priorities at Volkswagen of America? Are the criticisms justified? Is it an improvement over the old process? 2. Who controls the budgets from which IT projects are funded at Volkswagen of America? Who should control these budgets? Should the IT department have its own budget? 3. How should Matulovic respond to his fellow executives who are calling to ask him for special treatment outside the new priority management system? 4. What should Matulovic do about the unfunded Supply Flow project?
Product #: NTU111-PDF-ENG The Quest for Legitimacy in Digital Disruption: The Case of Uber (A) https://hbsp.harvard.edu/product/NTU111-PDF-ENG	<ol style="list-style-type: none"> 1. What exactly is the competitive edge that Uber has, that enables it to disrupt the taxi industry? 2. Is Uber a taxi company or a technology company? What exactly is Uber's business model? 3. How is Uber similar to traditional two-sided online marketplaces, e.g., Google (online marketplace for information), Amazon (online marketplace for goods)? What are critical success factors for a two-sided online marketplace? 4. How is Uber different from these traditional two-sided online marketplaces? What are the additional complications due to these differences? 5. Where do you stand in the controversies surrounding Uber's disruption of the taxi industry? Justify.
Product #: 604081-PDF-ENG Zara: IT for Fast Fashion https://hbsp.harvard.edu/product/604081-PDF-ENG	<ol style="list-style-type: none"> 1. How would you advise Salgado to proceed on the issue of upgrading Zara's POS systems? <ol style="list-style-type: none"> a. Should the company upgrade the POS terminals to a modern operating system? b. Should the company build in-store networks? c. Should the company give employees the ability to look up inventory balances for items in their own stores? d. Should the company give employees the ability to look up inventory balances for items in other stores? 2. What is the Zara "business model"? How is it different from the business model of other large clothing retailers? What weaknesses, if any, do you see within this business model? Is it scalable? 3. What information does Zara need to operate its business model? 4. In your opinion, what are the most important aspects of Zara's approach to information technology? Are these approaches applicable and appropriate anywhere? If not, where would they NOT work well? 5. What current or potential weaknesses (if any) do you see in Zara's IT infrastructure and IT strategy?

Case	Analysis Questions
Product #: INS255-PDF-ENG Salesforce.com: Creating a Blue Ocean in the B2B Space https://hbsp.harvard.edu/product/INS255-PDF-ENG	<ol style="list-style-type: none"> 1. Who were the noncustomers of the traditional CRM software industry? What were the biggest blocks to buyer utility in traditional CRM software offerings? 2. Which one(s) of the six paths did Salesforce.com look across to create new market space? Can you draw the value curve of Salesforce.com’s initial on-demand CRM offering in the early 2000s versus traditional CRM software vendors’ on the strategy canvas? 3. How was Salesforce.com able to sustain its market leadership in the on-demand CRM market vis-à-vis both large players and new entrants for more than a decade?
Product #: 716455-PDF-ENG Reinventing Best Buy https://hbsp.harvard.edu/product/716455	<ol style="list-style-type: none"> 1. What were the strategic challenges facing Best Buy in 2012? Why was the company findings them hard to respond to? 2. What did Joly see as Best Buy’s key strengths and weaknesses? Do you agree with Joly’s initial diagnosis? 3. Do the Renew Blue goals address the issues? Which initiatives in Renew Blue made a strategic difference? 4. What advantages does “multi-channel” retailing offer Best Buy? 5. Has Joly done enough? How well was Best Buy doing compared to Amazon in 2017? Was Building the New Blue a game-changer?
Product #: NA0473-PDF-ENG Fintech: Choosing a Cloud Services Provider https://hbsp.harvard.edu/product/NA0473-PDF-ENG	<ol style="list-style-type: none"> 1. Joe Kwo recognizes that the cloud offers both opportunities and risks. <ol style="list-style-type: none"> a. How would a move to the cloud make it easier and/or more profitable for Fintech to provide large volumes of selected data to its clients? b. What technical challenges does Fintech face in offering the new service? c. What business challenges does Fintech face in offering the new service? 2. Assume Joe Kwo must choose a cloud services provider. Based only on information provided in the case, which provider should Kwo choose? Why? You will need to compare and contrast the three providers’ offerings in detail, and prepare to discuss technical and business implications of their similarities and differences. 3. For each provider (Amazon, Google, Microsoft), identify specific risks and offer specific suggestions for launching, running, and managing the proposed new service if that provider is chosen. 4. Evaluate strengths and weaknesses of Fintech’s provider evaluation process. What useful steps were taken? Do you see any problems?

Case	Analysis Questions
<p>Product #: 601114-PDF-ENG iPremier Co. (A): Denial of Service Attack https://hbsp.harvard.edu/product/601114-PDF-ENG</p>	<ol style="list-style-type: none"> 1. How well did the iPremier Company perform during the seventy-five-minute attack? If you were Bob Turley, what might you have done differently during the attack? 2. The iPremier Company CEO, Jack Samuelson, had already expressed to Bob Turley his concern that the company might eventually suffer from a “deficit in operating procedures.” Were the company’s operating procedures deficient in responding to this attack? What additional procedures might have been in place to better handle the attack? 3. Now that the attack has ended, what can the iPremier Company do to prepare for another such attack? 4. In the aftermath of the attack, what would you be worried about? What actions would you recommend?
<p>Product #: 117027-PDF-ENG Cyber Breach at Target https://hbsp.harvard.edu/product/117027-PDF-ENG</p>	<ol style="list-style-type: none"> 1. What is your diagnosis of the breach at Target – was Target particularly vulnerable or simply unlucky? 2. What, if anything, might Target have done better to avoid being breached? What technical or organizational constraints might have prevented from taking such actions? 3. What is your assessment of Target’s post-breach response? What did Target do well? What did they do poorly? 4. To what extent is Target’s board of directors accountable for the breach and its consequences? As a member of the Target board, what would you do in the wake of the breach? What changes would you advocate? 5. What lessons can you draw from this case for prevention and response to cyber breaches? 6. How would you characterize your role as a director in relation to cybersecurity at your organization? What are some concrete things that you can do as a director to oversee this domain? 7. What do you think companies can do better today to protect themselves from cyber breaches and in their post-breach response?
<p>Product #: HKU753-PDF-ENG Does IT Payoff? Strategies of Two Banking Giants https://hbsp.harvard.edu/product/HKU753-PDF-ENG?</p>	<ol style="list-style-type: none"> 1. Some have argued that companies should spend less on IT and wait longer to invest in matured technologies because IT is a commodity and brings little competitive advantage. If this is the case, how could these two banks justify their multi-billion-dollar annual investment in IT? 2. How would you assess IT investment strategies at HSBC and Citigroup? Do they invest in IT primarily as a way of cutting costs and improving their operational efficiencies, or do they invest strategically with a view to entrenching their competitive positions? 3. In general, how should companies go about assessing the value of their IT investments? In your assessment, which of the two banks is cleverer in its IT investments? Elaborate.

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<p>Product #: HEC110-PDF-ENG Legal and Profitable? Spotify: The Challenges of an Online Music Service https://hbsp.harvard.edu/product/HEC110-PDF-ENG</p>	<ol style="list-style-type: none"> 1. The business of Spotify <ol style="list-style-type: none"> a. Describe the different aspects of Spotify’s business model using Osterwalder’s and Pigneur’s business model template. b. Identify aspects of Spotify’s environment (e.g., political, economic, social, technological and legal) c. Describe Spotify’s strengths and weaknesses, what distinguishes it from the competition, the opportunities and threats in its environment (SWOT analysis). 2. Compared with illegal, free platforms, what are the advantages that prompt internet users to subscribe to Spotify? 3. What are Spotify’s advantages over other legal music streaming services, and other online sales platforms such as iTunes? How can the company better leverage these competitive advantages? 4. Could the company consider other advantages that would enable it to reach more customers or charge them more to subscribe? 5. What can we talk about Spotify’s performance? What should the company do to achieve profitability and better compensate rights holders?
<p>Product #: E572-PDF-ENG PayPal in 2015: Reshaping the Financial Services Landscape https://hbsp.harvard.edu/product/E572-PDF-ENG</p>	<ol style="list-style-type: none"> 1. Is PayPal better off independent from eBay? Why or why not? 2. If you were Dan Schulman, what do you see as the greatest risk to your business in next five years? Come up with a plan to address the greatest risk you see him and the company confronting 3. Should PayPal rebrand Braintree and Paydiant products with the PayPal brand? If so, why? 4. How should PayPal respond to Apple’s launch of Apple Pay? 5. Who is PayPal’s most formidable competitor? What should Schulman and team do to compete against this company? 6. Discuss four greatest strengths and weaknesses of PayPal’s new vision. Is there anything PayPal should do differently than what they are currently doing? If so, what?
<p>Product #: 815002-PDF-ENG adidas Group: IT Multi-Sourcing at adidas https://hbsp.harvard.edu/product/815002-PDF-ENG</p>	<ol style="list-style-type: none"> 1. What should adidas do to preserve and expand the gains from multi-sourcing? What are the pros and cons? How do the multi-sourced vendors appear to reach to such a strategy? 2. What should adidas’ management do to increase the likelihood of having a long-term success with their multi-sourcing strategy? What might happen if they do not go ahead with some of the options to “shake-up” the existing multi-sourcing arrangements? Explain the reasoning. 3. Does it make sense for adidas to establish a captive IT service center? Answer this question based upon facts presented in the case.

Case	Analysis Questions
	<ol style="list-style-type: none"> 4. What are the pros and cons of nearshoring (e.g., Spain) vs. farshoring (e.g., India)? 5. How might horizontal structuring help the adidas' IT group? In what ways would it be an improvement over vertical structuring? 6. In what ways would it be worse than vertical structure? How should adidas' IT group change its structure, if at all?
<p>Product #: 601114-PDF-ENG A&D High Tech (A): Managing Projects for Success https://hbsp.harvard.edu/product/KEL156-PDF-ENG</p>	<p>The CIO of A&D High Tech, Matt Webb, needs to determine whether the proposed online store project can be completed in time for the holiday shopping season. A new project manager, Chris Johnson, has taken over the management of the project. He has all of the components of the plan, but he needs to integrate them and is looking to quickly come up with an answer.</p> <ol style="list-style-type: none"> 1. What is the projected completion date? (Assume there are no holidays and ignore the sunk cost of the planning team's effort.) 2. What is the total cost? How much of the total costs are labor costs? Capital costs? 3. What is the critical path(s) in the project? How would you assess the level of risk in the project? 4. What is your opinion on the potential for the project to be completed on time?
<p>Product #: 515060-PDF-ENG Carolinas HealthCare System: Consumer Analytics https://hbsp.harvard.edu/product/515060-PDF-ENG</p>	<ol style="list-style-type: none"> 1. Why has CHS invested in DA? 2. How successful has DA been so far? Why? 3. What are Dulin's most important challenges going forward? 4. Which organizations are best placed to provide integrated data management for individual patients?
<p>Product #: 316069-PDF-ENG Apple: Privacy vs. Safety? (A) https://hbsp.harvard.edu/product/316069-PDF-ENG</p>	<ol style="list-style-type: none"> 1. If you were in Cook's shoes, would you comply with the court order to help the FBI access the data on the iPhone used in the San Bernardino shooting? Why or why not? 2. What are Apple's responsibilities for public safety? 3. What are Apple's responsibilities for customer privacy? Does Cook have additional responsibilities to take into account in this situation? If so, what are they? 4. Does your answer to providing access vary with the government agency or national government requesting the data? Why or why not? 5. Is there a way for Cook to resolve the apparent tension among these various responsibilities?