95-722 - Digital Transformation

Carnegie Mellon University
Masters of Information Systems Management Program

Fall 2015, Mini 1

Instructor:
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Office Hours: I have an open door policy. For quick topics, feel free to e-mail or call; I will do my best to respond quickly. If you would like to talk in person, feel free to drop by or e-mail me to make an appointment. (I’m in the office most days Monday-Thursday.)

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Course Information:

<table>
<thead>
<tr>
<th>Section A</th>
<th>Section B</th>
<th>Section C</th>
</tr>
</thead>
<tbody>
<tr>
<td>TuTh 9:00-10:20</td>
<td>TuTh 10:30-11:50</td>
<td>TuTh 1:30-2:50</td>
</tr>
<tr>
<td>HBH 236</td>
<td>HBH 236</td>
<td>HBH 1004</td>
</tr>
</tbody>
</table>

Classroom: September 1 – October 8
Take-Home Final Exam: Due midnight October 16
**Course Objectives:**

This course serves as the capstone course for the MISM program. As a capstone, the goal is to integrate technological and managerial aspects of information technology. Information and communication technologies play multiple roles within businesses, organizations, industries, and societies:

- **From a technological perspective,** they define the information and communication infrastructure of the entity and they enable new ways to digitize processes.

- **From a managerial perspective,** they facilitate new coordination and communication within and across entities, enable new organizational forms, change the information environment underlying the business, and permit new incentive and monitoring structures.

Successful efforts at digitization have to keep both technological and managerial perspectives in mind. Using a mix of managerial theory and case analysis, this course will study how the deployment of information technology changes interactions and processes within organizations, across organizations, within industries, and across society.

Given this environment, the course has the following key learning objectives:

- Enable students to evaluate the likely impact of future IT innovations on their firm and industry.
- Identify key drivers of technology’s impact on the business ecosystem.
- Formulate appropriate frameworks to categorize technological innovation and its impact along a variety of metrics including competitive environment, business model disruption, and supply chain structure.
- Develop business communication skills to effectively communicate recommendations in both written and spoken forms.

The case analyses will require students to engage in both technical and managerial problem solving. The technical component of the analysis requires students to understand IT architectures for the problems highlighted in the case. The managerial component of the analysis requires students to analyze the business value and managerial impact of IT, and to address the change management issues that arise in implementing any digital transformation initiative.

**Recording of Classroom Activities:**

My policy on recording classroom activities is that no student may record or tape any classroom activity without my express written consent. If a student believes that he/she is disabled and needs to record or tape classroom activities, I would be happy to work with the Office of Disability Resources to provide an appropriate accommodation.
Cheating, Plagiarism, and Academic Integrity:

Students at CMU are engaged in preparation for professional activity of the highest standards. Each profession constrains its members with both ethical responsibilities and disciplinary limits. To assure the validity of the learning experience, Carnegie Mellon establishes clear standards for student work. You are required to be familiar with all university policies on this subject (see http://www.cmu.edu/policies/documents/Cheating.html). A portion of these policies is reproduced here for emphasis:

In any presentation, creative, artistic, or research, it is the ethical responsibility of each student to identify the conceptual sources of the work submitted. Failure to do so is dishonest and is the basis for a charge of cheating or plagiarism, which is subject to disciplinary action.

Cheating includes but is not necessarily limited to:

- Plagiarism, explained below.
- Submission of work that is not the student's own for papers, assignments or exams.
- Submission or use of falsified data.
- Theft of or unauthorized access to an exam.
- Use of an alternate, stand-in or proxy during an examination.
- Use of unauthorized material including textbooks, notes or computer programs in the preparation of an assignment or during an examination.
- Supplying or communicating in any way unauthorized information to another student for the preparation of an assignment or during an examination.
- Collaboration in the preparation of an assignment. Unless specifically permitted or required by the instructor, collaboration will usually be viewed by the university as cheating. Each student, therefore, is responsible for understanding the policies of the department offering any course as they refer to the amount of help and collaboration permitted in preparation of assignments.
- Submission of the same work for credit in two courses without obtaining the permission of the instructors beforehand.

Plagiarism includes, but is not limited to, failure to indicate the source with quotation marks or footnotes where appropriate if any of the following are reproduced in the work submitted by a student:

- A phrase, written or musical.
- A graphic element.
- A proof.
- Specific language.
- An idea derived from the work, published or unpublished, of another person.

Regarding plagiarism, you should also familiarize yourself with the content of the separate handout entitled “A Note on Plagiarism and Citing Sources.”
I also wish to inform you that I make use of plagiarism detection tools provided by the University.

**One application of this plagiarism policy for our class is that you may not provide or receive information on case write-ups from students outside of your project team. This includes both students from prior semesters and students from other project teams in this semester.**

If you believe that a classmate is engaged in an academic integrity violation, you may report that violation to me (the instructor), the TA, or if you prefer you can anonymously report violations to Carnegie Mellon’s “Ethics Reporting Hotline” at 877-700-7050 (for more information, see: [http://www.cmu.edu/hr/eos/forms/carnegie_mellon_hotline_poster.pdf](http://www.cmu.edu/hr/eos/forms/carnegie_mellon_hotline_poster.pdf)).

**Course Web Site:**

Web: [http://blackboard.andrew.cmu.edu](http://blackboard.andrew.cmu.edu)

We will use the blackboard site for course information and announcements. If you are registered in the class you should already have access. Your login id is your andrew id and password.

If you are on the wait list, you should still be able to access the site with your Andrew login (with the exception of the student’s resources section). If this does not work, please e-mail the teaching assistant for your section to obtain temporary access.

The web site has an up-to-date copy of the syllabus, schedule, and any class announcements. While I will try to make announcements both in class and on the web site, it is a good idea for you to check the web site regularly. Additionally, the web site has links to class readings and relevant sites mentioned in class and more extensive background material.

**Reading Materials:**

A “digital” reading packet containing most of the cases and readings for this course is available from HBS Publishing at:

[https://cb.hbsp.harvard.edu/cbmp/access/39571794](https://cb.hbsp.harvard.edu/cbmp/access/39571794)

You should have received an email from Harvard with details and a link to a set of HBS case studies. If you did not receive this email, please send an email to the TA for your section.

Supplemental readings are available on Blackboard or will be distributed in class.
Grading and Course Requirements:

You will be evaluated on the basis of your case analyses, in-class discussions, and an individual final exam assignment handed out at the end of the mini. Your case analyses will be graded as group work. Your grades for the final exam and in-class contribution will be your own.

The final grade for the course is distributed among various assignments and activities as follows:

1. Class Learning Contribution: 40%
2. Case Analysis: 40%
3. Final Exam: 20%

Class Learning Contribution: The quality of our learning environment is contingent on the effective and informed participation of each class member. The goal here is not to dazzle us with your individual brilliance or with the number of comments you make, but rather to help make the class smarter. Note that, in addition to providing new insights to the discussion, it is possible to make the class smarter by asking the right question or by assimilating comments from other students or sources. It is also possible to contribute to the class by giving a short presentation related to your professional experience as it relates to the class material (such presentations should be discussed with me in advance).

In addition, I will try to close each class by asking for someone to summarize the key “takeaways” of today’s class. Answering this question well is another opportunity to contribute to our discussion.

The case analyses are designed to help you participate in an effective manner in class. The quality of your comments and your ability to build on and respond to threads in a conversation about a particular issue will be taken into account in assigning your participation grade.

It is important to note that class contribution is assessed on an individual basis. This is inherently a subjective assessment but will take the following factors into account:

a. Preparation.
b. Ability to coherently present arguments and to contribute to a discussion.
c. Ability to influence and persuade others in class to agree with your opinions.

Because of the importance of contribution to both your learning and your classmates’ learning, I am requiring you to turn off your laptops and other electronic devices (tablets, cell phones, etc.) during class and will take your compliance into account when assigning contribution grades. If you have a unique situation that necessitates the use of a laptop during class, please contact me beforehand.

The reason I plan to reduce contribution scores for people who persist in using electronic devices in class is that recent research suggests your electronics use can have a negative impact on those around you. Consider this quote from a paper titled “Laptop multitasking hinders classroom learning for both users and nearby peers”:
We found that participants who multitasked on a laptop during a lecture scored lower on a test compared to those who did not multitask, and participants who were in direct view of a multitasking peer scored lower on a test compared to those who were not. The results demonstrate that multitasking on a laptop poses a significant distraction to both users and fellow students and can be detrimental to comprehension of lecture content.¹

Case Analysis: You case analysis grade is based on a 2-page write-up (double-spaced, 12-point font, 1 inch margins). You case submission is due to Blackboard by midnight the day before the case is discussed in class.

I will also assign groups to present their recommendations to the class. Your write-up and presentation should address the issues raised in the case narrative and discussion questions. Case analysis assignments are group work and I expect that each group member will be involved in the output and analysis.

Teams assigned to present their analysis should limit their presentation to 15 minutes of prepared comments, with an additional 10 minutes of question and answer time from the class. The team should include enough backup material (including slides) to answer any questions that might arise about your recommendations.

Final Exam: There will be a take home final exam. The exam will ask you to integrate information we have learned across the cases we covered in the semester. The exam will be handed out on the last day of class and will be due a week later on October 16.

Peer Review: Since the case analyses are group work, I will use a peer review instrument to ensure that I take into account feedback from each group member about their fellow teammates’ contribution when I assign the final grade.

A Note on Regrade Requests: We make every effort to return graded assignments within 1 week of their submission. If you believe that your grade is inaccurate, you may request a regrade under the following conditions:

1. Regrade requests must be submitted within 1 week of the date when the grade was returned.
2. Regrade requests must be in writing and must include a copy of the original assignment.
3. Regrade requests must outline the reasons you deserve a higher grade. These will typically be that the grader misread or misunderstood your answer, or didn’t take something into account that they should have. For this, you should use the written comments on the assignment as your reference point. Referencing another student’s grade is inappropriate and irrelevant. While we do our best to apply an even standard across students, we can’t discuss anyone else’s grade with you, so we need to deal with the merits of your particular case.

4. I reserve the right to regrade the entire assignment and thus your grade may go up or down.

5. Class contribution grades are inherently subjective and not subject to a regrade request. I will make notes on participation at the end of each class and assign grades at the end of the semester based on these notes. I am, however, more than happy to discuss your progress in terms of class contribution at any point in the semester.
Course Schedule:

This schedule is subject to change during the semester. All changes will be announced in class or posted to Blackboard.

Unless otherwise announced, all assignments are due to Blackboard by midnight the night before the assignment is discussed in class. There is a 10% penalty for late assignments. No assignments are accepted after the start of the 9:00AM class on the day of discussion.

Readings marked with: (HBS) are in the reading pack available from the Harvard Business School Publishing website. Readings marked with (BB) are available on Blackboard.

September 1 — Introduction: I will briefly review the course objectives and student expectations we will use during the mini. The objective of the course is to engage you in analytical thinking regarding important information technology management issues. You will combine your knowledge of information technology, decision-making, strategy and data analysis in these case analyses and discussions. There will be no lectures per se in this course beyond a few professor-led discussions to provide a set of analytic frameworks. You will be tasked with preparing cases and evaluated on the quality of your participation and analysis.

September 3 — What is Digital Transformation: In this class we will discuss why understanding “Digital Transformation” is important for future IT leaders, including its conceptual origins, what questions it raises for managers, and the cases and topics we will use in this class to illustrate these concepts.

Required Articles
- “The Digitization of Just About Everything,” Andrew McAfee and Erik Brynjolfsson, Rotman Management Magazine, Fall 2015, pp. 39-42. (HBS)

Supporting Articles
- “Adobe Communication,” Matt Gemmell, Blog Post. (http://mattgemmell.com/2011/11/09/adobe-communication/). In this post, Matt Gemmell takes a long and boring Adobe blog post written in “marketing speak” and makes it shorter, and easier to understand by writing it in “human speak.” It’s a good example of the type of honest, straightforward writing that I’m looking for.
Module 1: Transformation of Competitive Advantage

September 8 — IT Doesn’t Matter Debate: In this class, we will debate whether IT will make it easier or harder for firms to gain competitive advantage over their rivals. There are two broad schools of thought about how IT will impact competitive strategy. The first says that investment in IT can lead to proprietary advantages to the firm that are hard for competitors to copy. The second says the exact opposite: that the very nature of IT means that investments are readily and easily available to competitors, and as such IT is a commodity input, providing strategic advantage to no one. Which side is right?

Required Articles
• “IT Doesn’t Matter,” Nicholas G. Carr, OnPoint Edition (with Letters to the Editor), HBS Product Number 3566. (HBS)

Supporting Articles
• “VII Pillars of Productivity,” Erik Brynjolfsson, Optimize, May 2005. (http://tinyurl.com/5h89bs)

Assignment: A little over 12 years ago, Nick Carr wrote an influential article in the Harvard Business Review entitled “IT Doesn’t Matter.” In this assignment, your team has been asked by the CEO of your company to evaluate whether your company should adopt Nick Carr’s advice in the present timeframe. Feel free to be creative about what company you choose to “work for” as part of this exercise.

I would like for Team #1 to prepare a presentation taking the side that “IT doesn’t matter,” and for Team #2 to prepare a presentation taking the side “that IT does matter.” Each presentation should last a maximum of 15 minutes, and will be followed by 10 minutes of question and answer from the class for each team.

The other teams should prepare a 2-page write-up responding to the case question.

Ideally your response should use specific examples (including ones drawn from outside the assigned readings) to support your position. As you prepare your write-up, a useful thought experiment might be to imagine whether your firm would be better or worse off by following Nick Carr’s advice.
**September 10 - Big Data and Competitive Advantage:** In this class we will revisit the arguments of “IT Doesn’t Matter” from last time and then talk about an important, and under discussed, aspect of competitive advantage: whether firms can use control over “Big Data” to gain a competitive advantage over their rivals.

**Required Articles**

- “Harrah’s Entertainment Inc.,” Harvard Business School Case 9-502-011. (HBS)

**Supporting Articles**


**September 15 — Debate: Will IT Lead to More Centralization or Decentralization in Organizational Structure:** IT can be used to change the structure of organizations, and these changes can fall into one of two broad categories: more centralized structures or more decentralized structures.

For the purpose of this class, let’s define a decentralized structure as one where IT is used to allow more employees make independent decisions about how to allocate their time than they did before and where more employees have a “say” into how decisions get made than they did before. In contrast, a centralized structure is one where IT is used to take decision rights away from employees and impose structures onto those employees.

In the context of “decentralized” structures, James Surowiecki’s book “The Wisdom of Crowds” argues for a world where information technology can be used to efficiently take into account the input from a variety of employees, where instead of decisions being made by senior managers, all employees can put their knowledge and data to make a more collective decision. Similarly, Tom Malone and Robert Laubacher argue that Information Technology will be used to move decision-making from centralized structures toward markets and loose collections of smaller organizations: “The dominant business organization of the future may not be a permanent corporation but rather an elastic network.”

In the context of “centralized” structures, Shoshana Zuboff’s discusses the use of IT to centralize control over a larger number of employees than could be possible in a pre-IT organization: “Information systems can alter many of the classic contingencies of the superior-subordinate relationship, providing certain information about subordinates’ behavior…and so induce compliance without the messy conflict-prone exertion of reciprocal relations.” And her vision of an “information panopticon” where all employees’ actions are closely monitored and carefully
dictated from above may ring true to anyone who has worked in a call center, fast food restaurant, or delivery service.

In this class, I’d like to debate whether the use of IT will change the structure of organizations, and in particular whether IT will in general lead to more centralized or more decentralized organizations.

**Required Articles**

**Assignment:** I would like for your group to evaluate in what settings IT is likely to lead to more decentralized decision-making in organizations (as in Surowiecki’s and Malone’s view) and in what settings IT is likely to lead to more centralized decision-making in organizations (as in what we saw in the Harrah’s case). In both cases, please explain why organizing in this way will be more efficient to the organizations and how IT will facilitate this change. Please also use as many specific examples as possible in your write-up.

I would like for Team #3 to prepare a presentation taking the side that “IT will lead to more centralization,” and for Team #4 to prepare a presentation taking the side “IT will lead to more decentralization.” Each presentation should last a maximum of 15 minutes, and will be followed by 10 minutes of question and answer from the class for each team.

The other teams should prepare a 2-page write-up responding to the case question.

**September 17 — Digital Transformation and The Crisis at Encyclopædia Britannica (Kellogg Case 251):** In this class we will discuss how new technologies, particularly information technologies, can disrupt competition in industries. We will illustrate our discussion with the experience of Encyclopædia Britannica. *There is no case to turn in for this class, but please come to class prepared to discuss the required readings.*

**Required Articles**
- “The Crisis at Encyclopædia Britannica,” Shane Greenstein and Michelle Devereux. Kellogg Case Number 251. (HBS)

**Supporting Articles**
- “Creative Destruction and Deconstruction,” Shane Greenstein, IEEE Computer Society. (BB & [http://tinyurl.com/n75sos](http://tinyurl.com/n75sos)).
September 22 — Netflix and Critiques of Disruption: In this class we will revisit our discussion of “disruptive change,” but this time from a critical perspective. When should managers ignore Christensen’s recommendations for responding to disruptive change? **There is no case to turn in for this class, but please come to class prepared to discuss the required readings.**

**Required Articles**
- “Netflix Inc.: Streaming Away from DVDs,” David Wesley, Luis Alfonso Dau, Northeastern University College of Business Administration and Richard Ivey School of Business, Case W12850. (HBS)

**Supporting Articles**
- “Schumpeterian competition and diseconomies of scope; illustration from the histories of Microsoft and IBM,” Timothy Bresnahan, Shane Greenstein, Rebecca Henderson. (http://ssrn.com/abstract=1752410)

September 24 — iOS Versus Android: Transformation of Competition in the Wireless Industry: In this class I would like for us to analyze whether Google’s Android or Apple’s iOS platform is better positioned for long-term success in the competition for “mobile platforms” (i.e., smartphone and tablet devices). In particular I would like for us to explore the Mac/PC wars of the 1980s are an apt parallel to the iOS/Android wars of the 2010s, and if not, what has changed. There has been much discussion in the popular press about Google’s “Open” strategy versus Apple’s “Closed” strategy for mobile platform development, with compelling arguments on both sides. But who is right?

**Required Articles**

**Supporting Articles**
- “Design Quality and Customer Delight as Sustainable Advantages,” John Gruber, October 9, 2013. (http://daringfireball.net/2013/10/design_quality_as_a_sustainable_advantage)
• “Personal Computers,” Jeffrey Rohlfs, Chapter 11 in *Bandwagon Effects in High-Technology Industries*, 2003, MIT Press. (BB) (NOTE: This provides background on 1980s PC/Mac wars as a way of understanding the arguments that iOS/Android might parallel that environment.)

**Assignment:** There are a variety of industry observers who have stated that Apple’s decision to keep their iOS operating system proprietary and “closed,” is repeating the company’s previous mistakes in the PC business. Specifically, this view says that Android’s open and licensed platform will ultimately overtake Apple, leading to a downward spiral similar to what was seen in Windows versus Mac competition in the 80s and 90s. This view is supported by the observation that Android quickly surpassed iOS as the leading smartphone platform, currently represents 85% of worldwide units shipped, and is inching up in the app market as well.

Apple’s defenders are quick to point out, however, that “open” doesn’t always win, that Apple maintains a significant lead in “profitability,” mobile browsing, high-end customers, OS coherence, and developers/developer profitability. What remains unknown is whether this will persist given Android’s strong gains.

In this assignment, I would like for you to critically analyze whether you believe Android’s open/licensed strategy puts it in a stronger position for long-term platform success than iOS’s closed strategy. In your analysis, I’d also like for you to think about the parallels between iOS/Android competition and Windows/Mac competition: Is Windows/Mac a valid analogy for today’s mobile platform wars, or is there something fundamentally different about either the nature of competition or the platform environment that will lead to a different outcome today.

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5 For example, [http://daringfireball.net/2013/03/open_and_shut](http://daringfireball.net/2013/03/open_and_shut), and [http://appleinsider.com/articles/13/09/07/the-apple-era-begins-as-microsoft-google-shift-to-a-hardware-centric-model](http://appleinsider.com/articles/13/09/07/the-apple-era-begins-as-microsoft-google-shift-to-a-hardware-centric-model)


8 For example, [http://www.businessinsider.com/its.pretty.clear.that.apple.is.winning.the.war.with.samsung.2014.7](http://www.businessinsider.com/its.pretty.clear.that.apple.is.winning.the.war.with.samsung.2014.7), and [http://allthingsd.com/20110728/apple-rules-the-mobile-mile-high-club/](http://allthingsd.com/20110728/apple-rules-the-mobile-mile-high-club/) which argues that GoGo inflight’s statistics give iOS devices an 87% share of usage versus Android’s 12%.


versus what was seen in the PC market of the 1980s. Finally, I’d like for you to comment on which of these two platforms will ultimately “win” this battle?

I would like for Team #5 to prepare a presentation taking the side that “iOS will win,” and for Team #6 to prepare a presentation taking the side “Android will win.” Each presentation should last a maximum of 15 minutes, and will be followed by 10 minutes of question and answer from the class for each team.

The other teams should prepare a 2-page write-up responding to the case question.

September 29 — Digital Transformation in The Motion Picture Industry: Industries, particularly creative industries, are being hit by the dual forces of new technologies that lower the cost of production and new marketplaces that lower the cost of distribution and promotion. One industry where these phenomena are clearly seen is the motion picture industry where new production technologies and “long tail” promotion and distribution technologies may change the market power traditionally enjoyed by major motion picture studios.

Required Articles


Supporting Articles


Assignment: In this assignment I would like your group to evaluate whether digital technologies will change the structure of the motion picture industry. By structure, I mean the number of record companies and their power and profitability in the industry. Historically, we have seen 3-5 major studios dominate the industry.

Your question is: will this change in the future? Will technology significantly change the structure of the motion picture industry — significantly reducing the power of the dominant labels in the industry in favor of consumers, artists, or distributors? Or will the same factors that have caused 3-5 firms to dominate the industry over the last 60 years persist over the next 5 years?

To prepare for making your argument, it would be helpful to read the Warner Bros. case and take some time to understand what factors in the motion picture industry have caused a small number
of large studios to dominate the industry. What are the entry barriers for smaller players? Why do smaller players have trouble competing against the large incumbents?

You may choose your side for this assignment.

I would like for Team #7 to prepare a presentation, which should last a maximum of 15 minutes, and will be followed by 10 minutes of question and answer from the class for each team. The other teams should prepare a 2-page write-up.

**October 1 — Responses to Disruption in the Entertainment Industries:**

**October 6 — The Future of Higher Education:** Clay Shirky has observed that “Institutions will try to preserve the problem to which they are the solution,” an observation that has come to be known as the “Shirky Principle.” Might this principle apply to the institution of higher education?

Clay Christiansen was recently asked about industries that were about to be disrupted and he observed “higher education is just on the edge of the crevasse. Generally, universities are doing very well financially, so they don’t feel from the data that their world is going to collapse. But I think even five years from now these enterprises are going to be in real trouble.”

On the other hand, Aaron Bady observes that for all their supposed potential, there is no evidence that MOOCs and other online courses can ever compete with education provided at top institutions: “No one will ever choose Udacity over Harvard or U.Va., and while elite institutions like MIT, Stanford, Princeton, and my own University of California are leaping into the online education world head first, anyone who thinks these online brands will ever compete with ‘the real thing’ [is a sucker]… MOOCs are only better than nothing and speculation that this will someday change is worth pursuing, but for now, remains just that, speculation.”

**Assignment:** In this assignment I would like your group to analyze the future of higher education in the presence of information technology and digital disruption. Specifically, your group has been asked by CMU’s new president to analyze whether technology will disrupt the business models of top institutions like Carnegie Mellon, and if so how CMU should respond. Will CMU’s business model remain intact in spite of possible disruption at smaller, less well known schools, or will technology cause significant changes in even CMU’s market as students realize that $400/course MOOCs from a great professor are just as good (or even better) than $40,000/year tuition for in-person education and as employers realize that they don’t need “college degree” certification to evaluate the quality of applicants.

You may choose your side for this assignment.

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11 “Clay Christensen: First the media gets disrupted, then comes the education industry,” http://gigaom.com/2013/02/13/clay-christensen-first-the-media-gets-disrupted-then-comes-the-education-industry/  
12 My rationale for focusing on “top institutions” like CMU is primarily that I think it is almost obvious that second- and third-tier institutions are in deep trouble (see http://www.forbes.com/sites/schifrin/2013/07/24/is-your-college-going-broke/ or http://www.economist.com/node/21532269)
I would like for Team #8 to prepare a presentation, which should last a maximum of 15 minutes, and will be followed by 10 minutes of question and answer from the class for each team. The other teams should prepare a 2-page write-up.

Below, I have included some potentially relevant articles that I found. This may be a helpful starting point for your analysis, but I hope you will go beyond this list as you explore this week’s question.

**General Articles:**


**Supporting Articles: Higher Education (Probably) Will Be Disrupted**


**Supporting Articles: Higher Education (Probably) Will Not Be Disrupted**


October 8 — Guest Lecture: Sunil Joseph, Neha Khullar and Robin Kurian, Deloitte Consulting LLP, Information Management Practice: In this class three MISM alumni will
discuss their perspectives on Digital Transformation and technological change having worked at Deloitte Consulting.

**October 13 & 15 — Class Cancelled**