CIS 450 - In-class exercise - Thursday, October 6th

We "missed" a homework last week -- so, this in-class exercise will count as a **homework grade**.

Each of the teams determined in-class on Tuesday is expected to meet from 1:00-2:20 on Thursday, October 6th. If you aren't meeting in the course classroom, make sure you are meeting in a place where at least 1 team member has access to e-mail. (The presenter's computer in TA 114 can be used to send such e-mails, for example.)

As a reminder, here are the teams for Thursday as determined on Tuesday:

• M. Rohan, J. Ripper

• D. Cobb, M. Hang

• J. McPherson, D. Huntley, S. Sellers

Also note: the slides from Tuesday are now available from the course Moodle site. If you will be working somewhere where you don't have computer access, 1 of the team members should print these out in advance for reference. (These should reachable from the presenter's computer in TA 114, also.)

Please note: you are expected to work on this for the entire "class" period, but I am **not** expecting you to work beyond that. Turn in whatever you have completed by about 2:15.

At about 1:00 pm on Thursday, October 6th...

...someone on each team should send me an e-mail message as follows;

• its Subject: line should be `CIS 450 - 10-6-11 start`

• include the names of the people in your pair/trio who are there, and where you are working from.

At about 2:15 on Thursday, October 6th...

...someone on each team should send me an e-mail message as follows;

• its Subject: line should be `CIS 450 - 10-6-11 end`

• include the names of the people in your pair/trio who are there, and indicate if you'll be turning in your work from class into my campus mailbox or by e-mail.

• (if by e-mail, attach that file to this e-mail. It should be in PDF format.)

• (if on-paper, be sure to take your work to the CS/Math Department Office (BSS 320) after class. Make sure that it says it is for Sharon Tuttle, and either give it to Craig to put in my box, or drop it in the department drop box to the left of the BSS 320 doorway.)

Between 1:00 and about 2:15 on Thursday, October 6th...

...Work on the following. Get as far as you can during class time. Your results can be on-paper, or electronic. If on-paper, you will take them to the CS/Math Department Office (BSS 320), as noted above. If electronic, you will attach them to the `CIS 450 - 10-6-11 end` email as noted above. (I'm allowing either option because I don't know how many teams will have reasonable access to computers

during class...)

- Either write your names on a piece of paper, or type them into a computer file. Then, write or type **CIS 450 - 10-6-11**

- Consider the Week 7 Lecture 1 slides (posted at the course Moodle site).

- FIRST: agree on a scenario (that is NOT one of those in the Week 7 Lecture 1 slides, nor overly similar to one of those). Make it a "real" scenario that you can reasonably discuss as a pair/trio. It is OK if one person of the team has more expertise in that scenario than the others, as long as team discussion about the scenario is feasible.

  – Describe this scenario in a paragraph. Make sure I have some idea about your "context" for what you'll be doing for the rest of class.

- Brainstorm about essential tasks/vital day-to-day operations in that scenario. (For example -- for a coffeehouse, making coffee would be such a task.). Agree on 3 essential tasks in that scenario.

  – List these three essential tasks that you've agreed on for your scenario.

- Consider Bohn's Stages of Knowledge Growth. For each of these 3 essential tasks in your chosen scenario, at what stage is that scenario's current performance of that task?

  – Then, for **each** of your essential tasks, describe where you judge that scenario's current performance of that task to be in Bohn's Stages of Knowledge Growth for that task, and why you did so.

  – (be sure, in making your case, that you give the knowledge characteristics for the scenario's current performance of that task, the location of knowledge for it, the work processes, and the learning method. Consider slides 10-18 of the Week 7 Lecture 1 slides if you are not sure what I mean by this. Well, slides 11-17... 8-))

- What kind of goal might the scenario desire for these tasks? For each of your 3 essential tasks, suggest a specific goal related to that task. (For examples of specific goals, see Week 7 Lecture 1 slide 34.)

  – For each essential task, list the specific goal that you came up with.

- Slides 40-44 in the Week 7 Lecture 1 notes discuss documenting knowledge assets using a Capability Framework, judging a scenario and its major competitors from 4 angles: regulatory, positional, functional, and cultural. (The charts for each of these angles follows, and Cultural IS now included).

  – Consider each of these 4 charts, and the rows in those charts.

  – Choose one row from each of these 4 charts, and note:

    – which dimension/row you chose

    – why would scoring "high" in that dimension imply that a scenario has more knowledge assets in that area? Why might it be advantageous to score "high" in this area?

- Is it 1:15 yet? If the answer is NO, then choose from the following as often as necessary until it is:

  – determine another essential task in your scenario, and make the case for what Bohn's knowledge stage the performance of that task is in this scenario at this time;

  – choose another Capability Framework chart's row (your choice!), and discuss why scoring "high" in the dimension would imply that a scenario has more knowledge assets in that area, and why it might be advantageous to score "high" in this area.