

STRATEGIC INFORMATION TECHNOLOGY MANAGEMENT
MIS375 Unique#: 03720
SPRING 2010

VERSION: 1/17/2010

Instructor	:	Hüseyin Tanriverdi, Associate Professor
Class times	:	MW 3:30-5:00PM
Class location	:	UTC 1.130
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Course objectives

Strategic management of information technology (IT) is the capstone course of the undergraduate MIS program at McCombs Business School. The objective of this course is to empower students with skills and knowledge in using IT to create business value. The course provides foundations in the concepts of strategic management and information economics. The first part of the course views IT management as a strategic capability that enables and supports a firm's corporate and competitive strategies. It discusses how firms could create greater business value by using IT capabilities to complement: (a) corporate strategies such as corporate diversification, multi-market competition, mergers, acquisitions, and divestitures; (b) competitive strategies such as cost leadership and innovation based product differentiation; (c) growth strategies such as organic growth and growth by acquisitions, and (d) globalization strategies such as operating as a globally integrated enterprise that sources resources and deliver goods and services globally. The first part concludes by examining how firms could justify investments into IT resources, and how they could govern those IT resources to create agile organizations that are highly responsive to changing demands of corporate and competitive strategy. The second part of the course focuses on information economics. It examines how firms could compete on IT-enabled information products and services that are subject to network externalities, switching costs, and lock-in.

Course delivery format

The course is delivered through a participant-centered, discussion-based, active learning format in which students share control and responsibility for learning.

- Course website** : Hosted on the Blackboard system <http://courses.utexas.edu/>. Updates to this syllabus and other course materials will be posted on this website. Please log on to the site before each class to view the announcements.
- Course packet** : A digital course packet, which contains electronic versions of Harvard Business School cases and articles that will be used in the course can be purchased at: [<http://cb.hbsp.harvard.edu/cb/access/4993916>]

Reading assignments that are not available in the course packet can be accessed through Blackboard.

Grading:

Contributions to in-class discussions	:	30%
Case write-ups (5 in total, 14% per case)	:	70%
Team case write-ups (2 cases)		
Individual case write-ups (3 cases)		
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Total	:	100%

Contributions to in-class discussions (30%). This class uses a participant-centered, discussion-based, active learning format. Students are expected to read, analyze, and think about the issues covered in assigned articles, cases, and presentations before coming to class. This preparation is a critical success factor for making contributions to in-class discussions and earning participation credits.

The following note in the case packet provides guidance for preparing for a case discussion: Hammond, J.S. "Learning by the Case Method," Harvard Business School Teaching Note #: 9-376-241.

Contribution level of each student in each class session will be assessed throughout the semester.

- Attendance is required, but it counts for only 20% of the in-class participation credits. The remaining 80% of the in-class participation credits can be earned by making contributions to discussions and learning processes in the classroom. Out of class interactions with the instructor and TA are welcome, but they do not earn in-class participation credits.
- If you have to must miss a class, please notify the TA and instructor by email before the class that you miss. You must turn in any assigned work before the missed class, and make up for participation expectations in subsequent classes.

The following factors will contribute positively to your in-class participation:

- Doing the assigned readings and coming to class prepared for discussions
- Arriving before the start of class and staying until the end
- Listening actively to instructor, guest lecturers, and your peers
- Asking good questions to presenters and discussants
- Linking and synthesizing topics covered throughout the semester
- Bringing to discussions examples and questions from your prior work experiences
- Synthesizing or reconciling issues being discussed
- Responding to questions raised
- Disagreeing with others constructively
- Neither dominating the conversation nor being too quiet
- Exhibiting a good sense of humor

The following factors will contribute negatively to your in-class participation:

- Being unprepared, passing on cold calls
- Lack of involvement, silence, detachment or disinterest
- Distracting others by surfing the web, e-mailing, instant messaging, not turning off your cell phone, etc.
- Not listening actively
- Lack of empathy
- Dominating the conversation
- Leading the discussion into unrelated topics
- Spending undue amount of time on minor points
- Long, rambling comments

Please use a name card until the instructor and other students learn your name. Sitting roughly in the same place in each class could help speed up this process.

Case write-ups (70%): The objectives of the case write-up requirement are to: (a) improve your analytical thinking and writing skills, (b) help you prepare for case discussions, and (c) maximize the value of the case discussions for the entire class.

We will discuss a total of 12 cases throughout the semester. You are required to submit write-ups on any five of them (14% each) to earn your case write-up credits (70% total). Submissions beyond the fifth one will not be graded. The first two of the five write-ups must be team case write-ups prepared by a team of two students. You can team up with any other student in class to meet the team write-up requirement. The last three case write-ups will be your individual case write-ups.

Case write-ups are due at the beginning of class (3:30pm) on the day of the case discussion. Submissions after 3:30pm will not be considered for any reason since we will have discussed the case in class. A set of case write-up questions will be posted on the class website about one week in advance of the due date of a case. Your write-up should address the assigned questions based on the facts covered in the case, concepts discussed in class, and your own research through other sources. The managerial issues entailed in the cases are open ended. They can potentially be analyzed and addressed in different ways. But, after a case is discussed in class, if you feel that the analysis you presented in your case write-up submission was significantly off base, you can e-mail our TA by 7pm of the same day and request that your submission be dropped from grading consideration. Otherwise, it will be graded and counted as one of the five required case write-ups. In preparing and submitting case write-ups, please follow the format and submission requirements posted on the course website.

McCombs Classroom Professionalism Policy

The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the Texas BBA experience hinges on this.

Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects.

The Texas BBA classroom experience is enhanced when:

- **Students arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- **Students display their name cards.** This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.
- **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.
- **Students are fully prepared for each class.** Much of the learning takes place during classroom discussions. When students are not prepared they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.
- **Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.

- **Laptops are closed and put away.** When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice.
- **Phones and wireless devices are turned off.** We've all heard the annoying ringing in the middle of a meeting. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class.

Make-up and Drop Policy. This course does not permit make-ups except for documented medical emergencies. If the University policies allow, a student may withdraw/drop the course within the timeframes set by the University. Students who drop the course after the official withdraw/drop timeframe will receive a grade based on what they have earned in the course at that point in time.

Scholastic Dishonesty Policy. I have no tolerance for acts of academic dishonesty. *The University defines academic dishonesty as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty also includes, but not limited to, providing false or misleading information to receive a postponement or an extension on an exam or other assignment, and submission of essentially the same written assignment for two different courses without the permission of faculty members. By enrolling in this class, you have agreed to observe all of the student responsibilities described in the University's scholastic dishonesty policy. If the application of that Policy Statement to this class and its assignments is unclear in any way, please ask the instructor for clarification.* Acts of academic dishonesty damage the reputation of the school and the degree and demean the honest efforts of the majority of students. The minimum penalty for an act of academic dishonesty will be a zero for that assignment.

Special Accommodations Policy. The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.

**STRATEGIC INFORMATION TECHNOLOGY MANAGEMENT
SPRING 2010 COURSE OUTLINE**

S#	Day	Date	TOPIC
1	W	Jan20	Introduction to the course and competitive strategy
2	M	Jan25	Resource-based view of competitive strategy
3	W	Jan27	Corporate strategy
4	M	Feb01	DISCUSSION CASE-1
5	W	Feb03	Competitive forces that shape strategy
6	M	Feb08	DISCUSSION CASE-2
7	W	Feb10	Hypercompetition
8	M	Feb15	Role of IT in Hypercompetition
9	W	Feb17	IT Governance for superior risk/return positions
10	M	Feb22	DISCUSSION CASE-3
11	W	Feb24	IT integration in corporate mergers and acquisitions
12	M	Mar01	DISCUSSION CASE-4
13	W	Mar03	IT disintegration in corporate divestitures
14	M	Mar08	DISCUSSION CASE-5
15	W	Mar10	IT-enabled analytics
			SPRING BREAK MARCH 15-20
16	M	Mar22	Strategy as a wicked problem
17	W	Mar24	DISCUSSION CASE-6
18	M	Mar29	Digitized business platforms
19	W	Mar31	DISCUSSION CASE-7
20	M	Apr05	Digitized business platforms and competitive advantage
21	W	Apr07	DISCUSSION CASE-8
22	M	Apr12	Network externalities
23	W	Apr14	DISCUSSION CASE-9
24	M	Apr19	Platforms
25	W	Apr21	DISCUSSION CASE-10
26	M	Apr26	Pricing and versioning information
27	W	Apr28	DISCUSSION CASE-11
28	M	May03	DISCUSSION CASE-12
29	W	May05	Synthesis & conclusion Course, instructor, and TA surveys