

STRATEGIC INFORMATION TECHNOLOGY MANAGEMENT
MIS375 Unique #: 04045
SPRING 2013

VERSION: 1/14/2013

Instructor	:	Hüseyin Tanriverdi, Associate Professor
Class times	:	Unique # 04045: T/TH 12:30pm–2:00pm
Class location	:	CBA 4.330
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Course objectives

Information technology (IT) is a relatively young business function in corporate history compared to other business functions. But rapid developments in the short history of IT have already had profound impacts on firms. In addition to becoming an essential infrastructure over which almost all business functions run, IT has played major roles in expanding capacity of firms for sensemaking, learning, and improvising in complex, dynamically evolving competitive landscapes. Yet, many business leaders are mystified by technical complexities of IT. They have a tendency to relegate IT management to technical leaders and run IT as a support function rather than a strategic platform that determines where the firm can play and how it can win. For such business leaders, IT continues to be a blind spot and a stumbling block to the achievement of their firms' strategic objectives. This course is developed for students who would like to avoid such blind spots and stumbling blocks and use IT strategically. The course introduces students to fundamental concepts of business strategy, information economics, and strategic IT management. Understanding economics of information is essential especially in service-oriented economies in which the majority of goods and services are information based. The course examines how firms use IT to architect a foundation for executing their business strategies and competing on information products and services. It explores how IT-enabled interconnections among products, customers, business processes, firms, industries, and economies affect the complexity of competitive landscapes and growth and decline of firms. The course also discusses how digital business strategy of a firm can enable or constrain profitable growth of the firm in complex, hypercompetitive landscapes.

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 (**CP**), which contains electronic versions of some of the cases and articles that will be used in the course can be purchased at: [\[https://cb.hbsp.harvard.edu/cbmp/access/17191307\]](https://cb.hbsp.harvard.edu/cbmp/access/17191307) Reading assignments that are not available in the course packet can be accessed through Blackboard (**BB**).

Grading:

Case write-up	:	40%
Take home final	:	30%
Participation in class discussions	:	30%
Total	:	100%

Writing Flag Notice. This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you will complete a major case write-up during the semester and receive feedback from your instructor, teaching assistant, and peers to help you improve your writing. You will also have the opportunity to revise your draft case write-up, and to read and discuss your peers' case write-up. Therefore, a substantial portion of your grade will come from your case write-up.

Case write-up assignment (40%). A case study that is the subject of your case write-up assignment will be delivered to you either by addition to your course packet or by a posting on the course website well in advance of the write-up due date. Case write-up questions and format and submission guidelines will also be posted on the course website. Consistent with the objectives of a writing flag course, we will follow a two-step developmental feedback process to help you improve your writing skills. First, you will be given a chance to submit a draft of your case write-up. The teaching team and one of your peers will review the draft and give you developmental feedback for improvement. Second, you will be asked to revise and finalize the draft write-up. The final version of the write-up will be used for grading purposes. This is an individual assignment. In developing your solution, communication and collaboration with others are not allowed. As noted, we will give you developmental feedback to help you improve your case analyses and writing skills.

The timetable for the case write-up assignment will be as follows:

- February 19, 2013, by 12noon: Your draft case write-up is due (not graded, for feedback purposes only)
- February 26, 2013, by 12noon: Your feedback on a peer's draft case write-up is due (graded deliverable)
- February 28, 2013: Combined feedback of teaching team and peers on your draft write-up is returned to you
- **March 5, 2013, by 12noon: Final version of your case write-up is due (graded deliverable)**
- Graded deliverables that are received after the deadline will incur **a late submission penalty of 10pts for each additional hour of lateness.**

Undergraduate Writing Center. I strongly encourage you to use the Undergraduate Writing Center, FAC 211, 471-6222: <http://www.uwc.utexas.edu/>). The UWC offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. These services are not just for writing that has "problems": Getting feedback from an informed audience is a normal part of a successful writing project. The UWC's trained consultants work with students from every department on both academic and non-academic writing. Using methods that preserve the integrity of your work, they help you develop strategies to improve your writing and become a more independent writer. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you.

Take home final (30%): Take home final will also be a case write-up. But it will not entail a developmental feedback process. We will assign you a case study and a set of case write-up questions. This will be an individual assignment. Communication and collaboration with

others will not be allowed. We will deliver the case study to you either by adding it to your digital course package or by posting it on the course website. Take home final format and submission guidelines as well as evaluation criteria will be posted on the course website.

The timetable for take home final will be as follows:

- April 30, 2013, by 12noon: Case study for take home final is assigned
- **May 4, 2013, by 12 noon: Your take home final solution is due (graded deliverable)**
- Graded deliverables that are received after the deadline will incur **a late submission penalty of 10pts for each additional hour of lateness.**

Participation in class discussions (30%). This class uses a participant-centered, discussion-based, active learning format. You 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.

Your contribution level will be assessed in all class sessions throughout the semester.

- Your attendance is required, but attendance earns only 20% of the in-class participation credit for the day. To earn the remaining 80% of the in-class participation credits, you need to make contributions to discussions and learning processes in the classroom.
- If you have to miss a class, please notify me by email before the class. You must 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 and peers
- Asking good questions
- Linking and synthesizing topics
- Bringing to discussions examples and questions from 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 peers learn your name. Sitting roughly in the same place in each class could help speed up this process.

Final letter grades: Weighted average of the three grade components (case write-up, take home final, participation) will be used in assigning final letter grades. If the class average turns out to be below 90, letter grades will be assigned based on a curve. The curve will not have predetermined percentages. Breaks in grade distribution will be used in setting letter grade boundaries. If the class average turns out to be 90 or above, the following table will be used in converting weighted grade averages to final letter grades.

Grade conversion table to be used if class average is 90 or above	
Range of weighted grade average	Letter grade
95-100	A
90-94	A-
85-89	B+
80-84	B
75-79	B-
70-74	C+
65-69	C
60-64	C-
55-59	D+
50-54	D
45-49	D-
00-44	F

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. *The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program's Statement on Scholastic Dishonesty at <http://www.mcombs.utexas.edu/BBA/Code-of-Ethics.aspx>. By teaching this course, I have agreed to observe all faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all student responsibilities described in that document. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.*

The following was taken from the website for the Dean of Students:

A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at Austin. More specifically, you and other students are expected to maintain absolute integrity and a high standard of individual honor in scholastic work undertaken at the University. This is a very basic expectation that is further reinforced by the University's [Honor Code](#). At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

- acknowledge the contributions of other sources to your scholastic efforts;
- complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
- follow instructions for assignments and exams, and observe the standards of your academic discipline; and
- avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

For the official policies on academic integrity and scholastic dishonesty, please refer to [Chapter 11](#) of the *Institutional Rules on Student Services and Activities*.

Questions and comments about scholastic dishonesty and related procedural issues in undergraduate courses can be directed to David Platt, Associate Dean for Undergraduate Programs, in the Undergraduate Programs Office (471-3518).

Students with disabilities. Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>.

Religious holy days. By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss

a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Campus safety. Please note the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>:

- .. Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- .. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- .. Students requiring assistance in evacuation should inform their instructor in writing during the first week of class.
- .. In the event of an evacuation, follow the instruction of faculty or class instructors.
- .. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- .. Behavior Concerns Advice Line (BCAL): 512-232-5050
- .. Further information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency.

**STRATEGIC INFORMATION TECHNOLOGY MANAGEMENT
SPRING 2013 COURSE OUTLINE**

Where to find the assigned discussion articles and cases?

(CP): Course packet. It contains electronic versions of Harvard Business School Articles and Cases that will be used in the course. You can purchase the packet at: [<https://cb.hbsp.harvard.edu/cbmp/access/17191307>]

(BB): Article to be posted on Blackboard prior to class session

S#	Day	Date	TOPIC	Discussion materials
1	T	Jan15	Introduction to the course	(BB) Course syllabus
2	TH	Jan17	Introduction to strategy	(CP) Porter, M.E. "What Is Strategy?," <i>Harvard Business Review</i> (74:6), Nov-Dec 1996, pp. 61-78.
3	T	Jan22	Forces that shape competitive strategy	(CP) Porter, M.E. "The Five Competitive Forces That Shape Strategy," <i>Harvard Business Review</i> (86:1), Jan 2008, pp 78-93.
4	TH	Jan24	Corporate strategy and competing on resources	(CP) Campbell, A., Goold, M., and Alexander, M. "Corporate-Strategy - the Quest For Parenting Advantage," <i>Harvard Business Review</i> (73:2), Mar-Apr 1995, pp 120-132. (CP) Collis, D.J., and Montgomery, C.A. "Competing on Resources," <i>Harvard Business Review</i> (86:7-8), Jul-Aug 2008, pp 140-150.
5	T	Jan29	Case discussion	(CP) Anand, B., Collis, D.J., and Hood, S. "Danaher Corporation," Harvard Business School Case # 9-708-445, pp. 1-31.
6	TH	Jan31	Building a foundation to execute strategy: Operating model and IT governance	(CP) Ross, J.W., Weill, P., and Robertson, D.C. "To execute your strategy, first build your foundation," in: "Enterprise Architecture As Strategy: Creating a business foundation for execution", Harvard Business Press, Boston, 2006, pp. 1-24. (CP) Ross, J.W., Weill, P., and Robertson, D.C. "Define your operating model," in: "Enterprise Architecture As Strategy: Creating a business foundation for execution", Harvard Business Press, Boston, 2006, pp. 25-44.
7	T	Feb05	Case discussion	(BB) Ross, J.W. and Beath, C.M. "Building business agility at Southwest Airlines." MIT Sloan Center for Information Systems Research, Working Paper # 369, May 2007, pp.1-14.

S#	Day	Date	TOPIC	Discussion materials
8	TH	Feb07	Architecting business and IT	<p>(CP) Ross, J.W., Weill, P., and Robertson, D.C. "Implement the Operating Model Via Enterprise Architecture," in: "Enterprise Architecture As Strategy: Creating a business foundation for execution", Harvard Business Press, Boston, 2006, pp. 45-67.</p> <p>(CP) Ross, J.W., Weill, P., and Robertson, D.C. "Navigate the Stages of Enterprise Architecture Maturity," in: "Enterprise Architecture As Strategy: Creating a business foundation for execution", Harvard Business Press, Boston, 2006, pp. 69-89.</p>
9	T	Feb12	Case discussion	<p>(BB) Ross, J.W. and Beath, C.M. "PepsiAmericas: Building an information savvy company." MIT Sloan Center for Information Systems Research, Working Paper # 378, February 2010, pp.1-17.</p>
10	TH	Feb14	Exploiting the foundation for scalability and profitable growth	<p>(BB) Hallowell, R. "'Scalability': the paradox of human resources in e-commerce," International Journal of Service Industry Management (12:1) 2001, pp 34-43.</p> <p>(BB) Chui, M., and Fleming, T. "Inside P&G's Digital Revolution," McKinsey Quarterly, November 2011, pp. 1-11.</p>
11	T	Feb19	No class: Draft case write-up is due	
12	TH	Feb21	Case discussion	<p>(BB) Ross, J.W. and Beath, C.M. "USAA: Organizing for Innovation and Superior Customer Service." MIT Sloan Center for Information Systems Research, Working Paper # 382, December 2010, pp.1-18.</p>
13	T	Feb26	Competing on analytics Peer feedback on write-up is due	<p>(CP) LaValle, S., Lesser, E., Shockley, R., Hopkins, M.S., Kruschwitz, N. "Big Data, Analytics and the Path From Insights to Value" MIT Sloan Management Review (52:2), Winter 2011, pp 21-32.</p>
14	TH	Feb28	Case discussion Teaching team and peer feedback on case write-ups returned	<p>(BB) Tanriverdi, H., Du, K., and Ross, J.W. "Trinity Health: Exploiting Digitization, Unification, and Data Analytics to Tame Quality, Cost, and Accessibility Problems of Healthcare" MIT Sloan Center for Information Systems Research, Working Paper # 385, July 2011.</p>
15	T	Mar05	Exploiting a digital platform and unified operating model for value creation in mergers, acquisitions, and divestitures	<p>(BB) Tanriverdi, H., and Du, K. "Trinity Health: Exploiting a Digital Platform and a Unified Model to Create Value in Merger, Acquisition, and Divestiture Transactions" MIT Sloan Center for Information Systems Research, Working Paper # 386, August 2011.</p>
16	TH	Mar07	No class: Final version of case write-up is due	
SPRING BREAK				

S#	Day	Date	TOPIC	Discussion materials
17	T	Mar19	Case discussion	(BB) Tanriverdi, H., and Du, K. "EMC Corporation: Managing IT M&A Integrations to Enable Profitable Growth by Acquisitions." MIT Sloan Center for Information Systems Research, Working Paper # 384, July 2011.
18	TH	Mar21	The promise of digitization and the economics of information goods and services	(CP) Elberse, A. "The creative industries: The promise of digital technology" Harvard Business School, Module Note 9-511-090, March 24, 2011. (CP) Shapiro, C., and Varian, H.R. "Versioning: The Smart Way to Sell Information," <i>Harvard Business Review</i> (76:6), Nov/Dec 1998, pp. 107-114.
19	T	Mar26	Platform-based competition-1	(CP) Eisenmann, T.R. "Winner-take all in networked markets" Harvard Business School Module Note # 9-806-131, pp. 1-15, 2007.
20	TH	Mar28	Case discussion	(CP) Yoffie, D.B., Rossano, P. "Apple Inc. in 2012" Harvard Business School Case #: 9-712-490, pp. 1-30, August 14, 2012.
21	T	Apr02	Platform-based competition-2	(CP) Hagiu, A. "Note on Multi-Sided Platforms: Economic Foundations and Strategy," Harvard Business School Note # 9-709-484, pp. 1-17.
22	TH	Apr04	Case discussion	(CP) Piskorski, M.J., Eisenmann, T., Smith, A. "Facebook," Harvard Business School Case #: 9-808128-PDF-ENG, pp. 1-40, January 8, 2013.
23	T	Apr09	Competing against free	(CP) Bryce, D.J., Dyer, J.H., and Hatch, N.W. "Competing against free" <i>Harvard Business Review</i> , June 2011, pp. 1-9.
24	TH	Apr11	Case discussion	(CP) Suarez, F., Edelman, B., and Srinivasan, A. "Symbian, Google & Apple in the Mobile Space (a)," Harvard Business School Case # 9-909-055, pp. 1-18.
25	T	Apr16	The Big Shift	(CP) Hagel, J., Brown, J.S., and Davison, L. "The Big Shift: Measuring the Forces of Change," <i>Harvard Business Review</i> (87:7-8), Jul-Aug 2009, pp 86-90.
26	TH	Apr18	Hypercompetition	(BB) Devan, J., Klusas, M.B., and Ruefli, T.W. "The Elusive Goal of Corporate Outperformance," <i>McKinsey Quarterly</i> (3), May 2007, pp. 1-3. (CP) McAfee, A., and Brynjolfsson, E. "Investing in the IT that makes a competitive difference," <i>Harvard Business Review</i> (86:7-8), Jul-Aug 2008, pp. 98-107.
27	T	Apr23	Strategy in complex adaptive business system	(BB) McDaniel, R.R., Jordan, M.E., and Fleeman, B.F. "Surprise, surprise, surprise! A complexity science view of the unexpected," <i>Health Care Management Review</i> (28:3), Jul-Sep 2003, pp 266-278.

S#	Day	Date	TOPIC	Discussion materials
28	TH	Apr25	IT strategy in complex adaptive business systems	(BB) Tanriverdi, H., Rai, A. and Venkatraman, N., "Reframing the Dominant Quests of Information Systems Strategy Research for Complex Adaptive Business Systems," <i>Information Systems Research</i> , 2010.
29	T	Apr30	Synthesis & conclusion Take home final assigned & explained	(CP) Camillus, J.C. "Strategy as a Wicked Problem," <i>Harvard Business Review</i> (86:5), May 2008, pp. 98-106.
30	TH	May02	No class: Work on take home final	
		May04	Take home final due by 12noon	