



School of Management



COURSE SYLLABUS PROPOSAL

DIGITAL TECHNOLOGY AND BUSINESS STRATEGY

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June 16 – June 27

Monday - Friday (6:00 pm – 9:00 pm)

*Saturday (1:00 pm – 4:00 pm)

DESCRIPTION

The use and proliferation of digital technologies have created drastic shifts in the way in which organizations buy and sell goods and services, and integrate their supply chain and delivery systems. Digital technologies have also resulted in the fundamental transformations in the structure form, and governance of organizations.

Today, information technology and networks represent the critical infrastructure on which corporations and the economy depend not only for the execution of operations, but also increasingly for the formulation of strategy and for competitive differentiation. Although some companies are very successful in discovering and cultivating innovative technology-enable business strategies, many fail in the process. Managers must learn to manage enterprises in a net-centric environment, exploit the enabling role of digital technologies in transforming business and work group and individual processes, and extract the maximum strategic and tactical advantage based on the use of information. Making fashionable investments without systematically analyzing needs and without understanding how to adopt these new technologies in accordance with their company's situation is irresponsible.

This course combines theories and frameworks with practical approaches to provide students with the skills required to help companies identify business opportunities, find appropriate information related technologies, and lead adoption efforts to success. Thus, it is not a technical course; rather, it addresses the question: why and how should these new digital technologies be leveraged to shape and support strategic and entrepreneurial initiatives in the global competitive landscape.

OBJECTIVES

In this course, students will learn what it means to be an information-based organization, and how digital technology-enabled processes to create and capture value for organizations. They will learn where digital technologies are going, where they fits into organizations, and how to govern them. Through case studies, research reports, hands-on exercises, and interactive discussions, participants will learn to:

- Align digital technologies with organizations' business goals, and communicate those goals
- Set business and technology priorities based on those goals
- Apply concepts, tools and techniques to design appropriate digital business models
- Evaluate digital transformation strategies of a business

METHODOLOGY

The course will be based on a series of conferences and case discussions. Case studies are based on actual company situations that give students examples of real management decision opportunities. At the same time, each case study illustrates a set of issues dealing with the uses and impacts of digital technologies. Classes will primarily be discussions of the case study assigned for that day, and the students are expected to have read, thought about, and prepared the case prior to class.

EVALUATION

Due to Universidad de los Andes policies, the final grading system for all the 2020 International Summer School courses will be Pass/ Fail. Your final grade will be defined in accordance to the accomplishment of the courses learning goals. The individual numerical grades, as explained below, serve as a key input for the definition of the Pass/ Fail grade and feedback. In order to receive a "Pass" grade, you will need to earn at least 60% of the course evaluation.

In-class participation: 20%. Students are expected to attend every class and to participate in the class discussions. Class participation grades are based on two aspects: your attendance in class and your contributions to the class discussions. Contributions to discussions will focus on the quality, not the quantity of the contribution; therefore students who participate often will not necessarily receive a better grade than those who participate less often. One must recognize, however, that there is an art to quality participation that is only learned by trial and error. Therefore, students are encouraged to begin contributing to the discussions early in the course.

As the value of this course stems from class discussion and participation, your attendance at class sessions is critical to learning the material and to enhancing the discussions. Therefore, your participation grade will include your class attendance. If you are unable to attend a class, please call the instructor prior to the class period to let him know. If you must miss a session, you may write and submit a THREE-page analysis of the issues discussed in the case and accompanying articles in order to avoid penalizing your participation grade. It is due by the beginning of the next class and no late write-ups will be accepted.

Short assignment: 15%. Throughout the course you should choose ONE case study. For that case, you should write and submit a ONE-page analysis of the issues discussed in the case. The purpose of the assignment is threefold: (1) help you in preparing for each session, (2) improve your initial class participation, and (3) provide an opportunity to monitor and grade your day-to-day efforts and progress. Your one-page analysis should provide a “think piece” that demonstrates deep analysis and thought. Please do NOT summarize the facts of the case. Instead: (a) identify one or two problems or opportunities described in the case; (b) analyze why the problem or opportunity exist; (c) what advice would you give to solve the problem/advantage; and (d) identify what are the trade-offs of your own advice. These one-page assignments are due at the beginning of the class period in which the case is discussed.

Each student in the class is required to participate in a working team. Every team will be assigned a case to be facilitated online from the syllabus. Learning to manage an online case is a needed skill these days and even more in the future. Each of us needs to be involved and willing to try it. Every team is tasked with creating an engaging conversation to discuss and analyze the case. You will see how I facilitate our case during the first session. I will be available to help as we go.

The team that is managing the online case facilitation has a two-part deliverable to be submitted to the instructor at least 24 hours before the case discussion begins.

Part 1 consists of a 2-page case analysis, identifying and analyzing the most important issues described in the case. Furthermore, this analysis needs to uncover the key issues and highlight the main lessons of the case.

Part 2 consists of a half to three-quarter page management plan of the online case facilitation. This plan should include:

Threads (main topics) and Questions (within each thread). Your team should aim for 2-3 threads maximum, and 3 to 4 questions within each thread. The formulation of these threads and questions are key in structuring an online discussion. The questions need to be provocative / open enough to encourage a lively conversation and at the same time concrete enough to focus the dialogue. Online discussions require multiple interventions from the facilitating team to steer and organize the discussion, resolve doubts, correct assumptions or conclusions, etc.

2. Task Distribution. The group should break up the managing the online case facilitation tasks enabling everyone on the team to be on the same page. This should also include assigning one member of the group to lead the discussion in one of the online working rooms.

The rest of the class should be prepared to engage the team in a lively discussion and debate of the case study. This means that everybody in class has to be prepared and should participate (thus contributing to the presenters' grade and their own class contribution grade). Working teams, therefore, will serve as a forum where students test and refine their analysis of the topic addressed. The working teams may be particularly useful in providing students with a sense of their increasing expertise in the application of research and problem-solving skills and methodologies that are developed by a "student-centered" learning approach.

Exam: 35%. More information about the final course exam will be provided during the course.

PRE-REQUISITES

N/A