Tentative Syllabus – expect a few changes in assignments

**IST 683**
**MANAGING INFORMATION TECHNOLOGY-ENABLED CHANGE**

School of Information Studies  
Syracuse University  
Fall Semester 2012

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Class Meeting Time: Wednesday 12:45-3:30  
Office Hours: By appointment only

**CATALOG DESCRIPTION**

Fundamentals of information technology-enabled change management. Comparison with more traditional approaches that facilitate change. Estimating the magnitude of change efforts and identification of key stakeholders. Diagnosis through scoping and process models.

**NARRATIVE DESCRIPTION**

While people are the source of bright ideas in every organization, innovation is not something that “just happens.” To make a difference in any organization the innovation must be aligned with the organization’s strategic plan. Equally important, the ensuing change effort must be managed carefully for any innovative idea to take effect. Information resources, technologies, various stakeholders, organizational culture, central work activities and processes all play a key role enabling change and allowing innovations to take hold.

Recent decade’s rapid changes in technologies have led to increased interest and research into IT-enabled innovation and change. Information technology has stimulated very large change forces that require management practices more sensitive to how organizations will adapt to technology. Information technology in most instances becomes a critical enabler for large scale process change, and revolutionary new technologies such as the internet, knowledge management and enterprise resource planning systems (ERP) are requiring innovations in managing change. Research studies have indicated that many change projects fail, and that when implemented, the benefits of process change are at best marginally achieved, because the emphasis has been solely on technology and strategy and little if any on change management.

The course is designed to help the student be aware of what happens when information technology, change and the organization collide. Students will learn a number of models for diagnosing and implementing change situations that should prove valuable in their work situations, whether policy, systems development, business IT, government or libraries.
GOALS

By the end of the semester, students should be able to:
1. Understand how technology and the organization adapt to each other when complex IT enabled change is implemented
2. Identify and discuss key concepts and theories in the literature of change management and technology transfer
3. Engage a number of change models that they can "clinically" use to diagnose IT change situations
4. Master skills associated with process consulting/helper aspects of managing change

STRUCTURE OF THE COURSE

This seminar-based class brings together two elements: a) three modules, and b) a portfolio assignment, and c) a seminar based teaching format.

A) The course is structured around the following three core modules and a number of sub-themes:
1. IT-enabled innovation, strategy, and change
   1.1. Types of change
   1.2. Change and IT
2. Diagnostics/analysis/contextual knowledge
   2.1. Modeling organizations (e.g., 7-S Framework, Start Model, Congruence Model)
   2.2. Contextual analysis & diagnosing readiness to change
      2.2.1. Work Systems
      2.2.2. Resistance
      2.2.3. Culture
      2.2.4. Stakeholder analysis & Boundaries
3. Change agents
   3.1. Motivating and Abilities at the individual, social and organizational level
   3.2. Process consultant and negotiations
   3.3. Vision and communication
   3.4. Measure change

B) Each module will be associated with a number of individual portfolio assignments, which students are expected to complete. In this way students will compile a portfolio over the course of the semester, which will add up to their personal change management ‘toolbox.’ The idea is that each student will be able to use this ‘toolbox’ as a resource in their career develops. A template will be provided outlining the required sections of the portfolio, yet each student is encouraged to add material to the portfolio that fit his or her particular learning goals and professional interests. Materials should be added to the portfolio weekly by each student. The portfolios will be reviewed by the instructor and fellow students.

C) A seminar-based class meeting weekly for three hours will bring together the three modules and the portfolio assignments. Class time will include lectures, student presentations, case analysis,
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expert presentations, discussion, and group assignments. In addition, the course will require students to access readings and assignments at the university’s Learning Management System (Blackboard).

**READINGS**

The readings will blend a textbook, research papers, managerial publications, case studies, and news publications. With the exception of the textbook, the readings can be found in the module folder for which they are expected to be read. You will be expected to read the equivalent of approximately 3-4 articles per week. **Textbook: Palmer, I. Dunford, R., Akin, G. (2009 2nd Ed). Managing Organizational Change: A Multiple Perspectives Approach. Boston: McGraw-Hill Irwin.**

The readings fall in three classes:

- **Read:** Important reading that you are expected to understand and use in your discussions, analysis, and assignments.
- **Review:** Know what the article is about and able to easily navigate the article later.
- **Optional:** Recommended by the instructor but not required for completing the course.

**ASSIGNMENTS & EVALUATION**

**Biography and IT Change Experience (5%):** We start the semester by introducing ourselves through a description of a screwed up IT change process that we have experienced.

**Portfolio (60%):** Each student is expected to compile a portfolio during the course in the form of a word or pdf document which ensures their continuing and sustained understanding of IT change management. The portfolio should tie closely to the students developing skills as an information manager. The instructor will provide a template that enumerates the required sections of the portfolio. The portfolio will include sections on both the theory and practice of change management. In addition, students will be encouraged to add any material to the portfolio they finds serve their particular professional goals. In short, the portfolio serves as the pinnacle of the course and all course activities should feed the continuous development of the portfolio.

**Portfolio Critique (10%):** Being able to provide constructive feedback to coworkers and employees constitutes a core managerial skill. In small groups students will be required to review and provide constructive feedback on their peers’ portfolios. The goal is that students strengthen their understanding of the course material and develop their feedback skills.

**Participation (25%):** Each week, students will be expected to show up to class ready to analyze, discuss and present the readings. These activities are designed to help you prepare for your portfolio entries. To earn your course grade, you must contribute in a substantive fashion.

*Focus on Analysis, Synthesis, and Evaluation:* Strive to demonstrate higher order thinking skills in your class participations and portfolio. Below are two illustrations of Bloom’s Taxonomy, a model that conveys lower and higher order thinking skills. While knowing, comprehending, and applying new information is very important, stretch yourself! Gear your contributions toward analyzing, synthesizing, and evaluating what you learn.
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For example, repeating content from the readings may indicate that you have a knowledge level understanding of content, and that's great. You might also be able to apply what you've learned from the course to an assignment for the course. You could move further up the taxonomy by analyzing a real world problem using content you've learned. You could also show your higher order skills by synthesizing many content examples into a new product or by evaluating the final product and identifying areas for continuing improvement.

**LETTER GRADES**

The Grading Scale is as follows:
5 – Assignment is perfect. Students should not expect 5s.
4 – Good job. Assignment covered all bases. No major flaws.
3 – Assignment had some major flaws, but was overall sound.
2 – Assignment had multiple major flaws but still had some merit.
1 – Assignment has some significant problem, is not complete, or was not completed as according to directions
0 – Failed assignment.

At the end of the semester, a final grade will be assessed for each student. Students with mostly 4s should expect an A and mostly 3s will be an A-. Grades of 2 are closer to a B, and lower graded will be assigned to students with 1s or 0s.

**COURSE WEBPAGE – LEARNING MANAGEMENT SYSTEM (LMS)**

The University’s learning management system Blackboard will serve as the communication center. The readings, handouts, this syllabus, and all other electronic information about the course (including your grades) will appear on Blackboard. The iSchool is in the process of moving from in own iLMS to Blackboard. The direct URL to Blackboard: [http://blackboard.syr.edu/](http://blackboard.syr.edu/) Questions regarding Blackboard should be directed to ilms@syr.edu or Peggy Brown at 315-443-9370.
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**ACADEMIC INTEGRITY**

The academic community of Syracuse University and of the School of Information Studies requires the highest standards of professional ethics and personal integrity from all members of the community. Violations of these standards are violations of a mutual obligation characterized by trust, honesty, and personal honor. As a community, we commit ourselves to standards of academic conduct, impose sanctions against those who violate these standards, and keep appropriate records of violations. The academic integrity statement can be found at: [http://supolicies.syr.edu/ethics/acad_integrity.htm](http://supolicies.syr.edu/ethics/acad_integrity.htm).

**STUDENTS WITH DISABILITIES**

If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), [http://disabilityservices.syr.edu](http://disabilityservices.syr.edu), located in Room 309 of 804 University Avenue, or call (315) 443-4498 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented disabilities Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

**OWNERSHIP OF STUDENT WORK**

This course may use course participation and documents created by students for educational purposes. In compliance with the Federal Family Educational Rights and Privacy Act, works in all media produced by students as part of their course participation at Syracuse University may be used for educational purposes, provided that the course syllabus makes clear that such use may occur. It is understood that registration for and continued enrollment in a course where such use of student works is announced constitutes permission by the student. After such a course has been completed, any further use of student works will meet one of the following conditions: (1) the work will be rendered anonymous through the removal of all personal identification of the work’s creator/originator(s); or (2) the creator/originator(s)’ written permission will be secured. As generally accepted practice, honors theses, graduate theses, graduate research projects, dissertations, or other exit projects submitted in partial fulfillment of degree requirements are placed in the library, University Archives, or academic departments for public reference.