

School of Information Management

MMIM 513 – MANAGING IT-RELATED CHANGE

Second Trimester 2005

COURSE OUTLINE

Contact Details

	Staff	Room	Email & Telephone	Office Hours
Course Co-ordinator & Lecturer	David Johnstone	EA109*	David.johnstone@vuw.ac.nz Ph. 463-5877	Tues, 10-12noon; Thurs, 1-3pm
Course Lecturer	Val Hooper	EA218*	Val.hooper@vuw.ac.nz Ph. 463-5020	

* NB: “EA” refers to the Easterfield Building on the Kelburn Campus.

Class Times and Room Numbers

Course Dates: 6 July – 5 October, 2005

Lecture Time: Wednesdays, 5:40 – 7:30pm

Lecture Room: RLWY 315 (Railway Station)

Course Objectives

Students successfully completing this course should be able to:

1. Demonstrate an understanding of general change theory, including the unique features of IT-related organisational change. [*Assessments 1-4*]
2. Perform an analysis of the strategic components of a situation involving IT-related change. [*Assessment 1*]
3. Construct a proposal for an IT-related change initiative for an organisation – establishing a business case, describing the planning involved, and selecting an appropriate change framework to manage the change. [*Assessment 2*]
4. Investigate specific aspects of IT-related change as they apply to an organisation’s approach to managing IT-related change. [*Assessment 3*]

Course Content & Readings

A weekly schedule, including readings, is included at the end of this document.

There is no textbook set for this course. Instead, readings will be made available either electronically (on Blackboard) or in hard copy form in class. *Either way, students are expected to have read the readings before the relevant lecture for that week.*

Assessment Requirements

Course assessment will be based on the following:

		<u>Due Date</u>
1. Case Study	25%	Wednesday, 3 August
2. Change Proposal Assignment	25%	Wednesday, 7 September
3. Group Project (report/presentation)	40%	Wednesday, 5 October
4. Class Participation	10%	throughout course
TOTAL	100%	

Class Participation

Students are expected to attend every class. Where absenteeism is unavoidable, the lecturer should be informed in advance as far as possible.

As an important component of the course is the interaction and sharing of ideas and perspectives during the class sessions, participation in the class discussions will be monitored carefully. The emphasis will lie on the quality of contributions rather than on the frequency. Particularly valued will be:

- Effective starting of a discussion
- Injection of a unique perspective into a discussion
- Inter-relating of various perspectives
- Drawing together things learnt during the discussion
- Relating discussions on new topics to those already covered
- Researching and presenting information beyond the confines of the prescribed readings

Penalties

In fairness to other students, work submitted after the deadline will incur a 5% penalty (of the mark obtained) for each working day late. In the event of bereavement, prolonged illness, or truly exceptional work circumstances affecting your ability to meet the deadline, it is imperative that you discuss your situation with the Course Manager. You must substantiate your claim with appropriate documentation (for example, a medical certificate).

NOTE: No extension is possible with respect to the group research project presentation. All students are expected to attend, and remain for, all the presentations on the day. If you foresee a difficulty in attending the presentations, see the Course Manager as early as possible.

Mandatory Course Requirements

Attendance: An attendance register will be kept. While all students are expected to attend classes and participate in discussion, there will be no penalty for non-attendance of lectures other than knowledge deprivation and a loss of opportunity to participate. Attendance of the group research project presentations, however, is compulsory – whether presenting or not.

Terms Requirements: There are no terms requirements for this course beyond correct enrolment.

Course Requirements: To pass this course, students must attain a C grade or higher for the combined assessments in the course.

Tutorials: There are no timetabled tutorials or workshops for this course.

Grading standards:

Letter Grade	Number grade	Approx Dist'n *	Simple Description	More Complete Description**
A+	Over 84	4%	Outstanding	Far exceeds requirements, flawless, creative
A	80-84	10%	Excellent	Polished, original, demonstrating mastery
A-	75-79	14%	Very Good	Some originality, exceeds all requirements
B+	70-74	22%	Good	Exceeds requirements in some respects
B	65-69	26%	Satisfactory	Fulfills requirements in general
B-	60-64	18%	Acceptable	Only minor flaws. Unoriginal
C+	55-59	4%	Pass	Mistakes, recapitulation of course material
C	50-54	2%	Minimum pass	Serious mistakes or deficiencies
D	40-49	1%	Unacceptable	Little understanding, poor performance
E	00-39	1%	Fail	Below the minimum required

* This is the hypothetical percentage of students that would attain the various levels of performance, over several repetitions of the course, under similar conditions. It is recognised that the distribution in a particular course, particularly with small enrolment, may differ markedly from the long-term distribution.

** The lecturer will develop a more complete or specific description of the meaning of the various levels of performance based upon the specific nature of the assessment in a course. For example, performance may be determined by the qualities of a written report, a classroom presentation, or work in a group project. The words used to describe these kinds of assessments will obviously vary.

Communication of Additional Information

Communication between lecturers and students can be conducted in a variety of ways:

Course Outline:

This document (in your hand!) is the primary source of course-related information. If you have a query about the conduct or administration of the course, first check to see if it is not already covered here.

Blackboard:

Blackboard is software set up to provide electronic services for the administration and conduct of a course. This is an essential repository and communication tool, and students will be expected to ensure they have access to the Blackboard site for this course. In particular, please note:

Announcements: These represent the first thing you see when accessing the course blackboard site. From the time you have enrolled until the time the course has ended, these typically brief communications are critical for keeping up with changes and other important issues as they crop up. ***Students are expected to check announcement on a regular basis.***

Repository: As well as readings and administrative material, additional material may be made available as required. Normally, the addition of material to the Blackboard site, once the course has begun, would be signalled by an announcement.

Discussion Forum: There will be an electronic forum available to enable students to communicate with each other on an open basis, subject to the usual conduct rules. Individual problems or concerns are best raised with the lecturer or course coordinator directly.

Separate forums for each project group are also possible.

Contacting us:

There are several ways you can contact the lecturer and course coordinator: email, telephone, or face-to-face. The latter is best organised through an appointment. Contact information is given in the table above.

Remember, it is never a good idea to let a problem go unresolved for too long, as this can result in a larger problem that may be more difficult to deal with later on.

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student Administration Office

The Student Administration Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications.

Easterfield (EA) - FCA/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce & Administration and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1). The office, will be open from 9:00 am to 5:00 pm during Trimester 2, offers the following:

- Duty tutors for student contact and advice;
- Information concerning administrative and academic matters;
- FCA Student Administration forms (e.g. application for academic transcripts, requests for degree audit, COP requests);
- Examinations-related information during the examination period.

Please note:

There will be a Student Administration Adviser, from the RWW office, based in EA005 from Monday 27 June to Friday 1 July (9:00 am to 5:00 pm) and from Monday 4 July to Friday 22 July (11:00 am to 1:00 pm).

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student Conduct and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at: www.vuw.ac.nz/policy/StudentConduct.

The policy on Staff Conduct can be found on the VUW website at: www.vuw.ac.nz/policy/StaffConduct.

Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website:

www.vuw.ac.nz/policy/AcademicGrievances.

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means *anything* that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at: www.vuw.ac.nz/home/studying/plagiarism.html.

Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email: disability@vuw.ac.nz. The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/ or email student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email education@vuwsa.org.nz.

Maori and Pacific Mentoring programme (Manaaki Pihipihinga)

This is a free programme of mentoring for Maori and Pacific students doing first year courses within the Faculty of Commerce and Administration. Weekly one hour mentoring sessions: drafting and editing assignments/discussing any questions that you might have from tutorials or lectures and going over every aspect of essay writing, either in small group sessions or on a one-to-one basis.

This includes:

- A computer suite hooked up to cyber commons for students to use to produce their assignments.
- Regular skill-based workshops with a learning adviser from Student Learning Support Services.
- Networking with other Maori and Pacific support groups throughout the university.

For more information please contact:

Melissa Dunlop, Programme Coordinator

Ph: 463 6015 or Email: Maori-Pacific-Mentoring@vuw.ac.nz

SCHEDULE & READINGS

Date	Topic and readings
6 July	<p data-bbox="300 427 1337 461">General change theory [Val]</p> <ul style="list-style-type: none"> <li data-bbox="347 483 1393 551">• Burnes, B. (2004). Kurt Lewin and complexity theories: Back to the future? <i>Journal of Change Management</i>, 4(4), 309-325. <li data-bbox="347 555 1393 651">• Romanelli, E. & Tushman, M.L. (1994). Organizational transformation as punctuated equilibrium: An empirical test. <i>Academy of Management Journal</i>, 37(5), 1141-1166. <li data-bbox="347 656 1297 752">• Styhre, A. (2002). Non-linear change in organizations: Organization change management informed by complexity theory. <i>Leadership & Organization Development Journal</i>, 23(5/6), 343-351. <li data-bbox="347 757 1393 824">• Wollin, A. (1999). Punctuated equilibrium: Reconciling theory of revolutionary and incremental change. <i>Systems Research and Behavioral Science</i>, 16(4), 359-367.
13 July	<p data-bbox="300 864 1337 898">Business case for IT-related change [Val]</p> <ul style="list-style-type: none"> <li data-bbox="347 920 1393 1016">• Brynjolfsson, E. & Hitt, L.M. (2000). Beyond computation: Information technology, organizational transformation and business performance. <i>Journal of Economic Perspectives</i>, 14(4), 23-48. <li data-bbox="347 1021 1281 1088">• Loch, C.H. & Huberman, B.A. (1999). A punctuated equilibrium model of technology diffusion. <i>Management Science</i>, 45(2), 160-177. <li data-bbox="347 1093 1337 1189">• Sambamurthy, V., Bharadwaj, A. & Grover, V. (2003). Shaping agility through digital options: Reconceptualizing the role of information technology in contemporary firms. <i>MIS Quarterly</i>, 27(2), 237-263. <li data-bbox="347 1193 1369 1261">• Venkatraman, N. (1994). IT-enabled business transformation: From automation to business scope redefinition. <i>Sloan Management Review</i>, 35(2), 73-87.
20 July	<p data-bbox="300 1301 1337 1335">Strategic approach to IT-related change [Val]</p> <ul style="list-style-type: none"> <li data-bbox="347 1357 1297 1453">• Burn, J. (1993). Information systems strategies and the management of organizational change – a strategic alignment model. <i>Journal of Information Technology</i>, 8, 205-216. <li data-bbox="347 1458 1329 1525">• D’Aveni, R.A. (1999). Strategic supremacy through disruption and dominance. <i>Sloan Management Review</i>, 40(3), 127-135. <li data-bbox="347 1529 1385 1626">• Lee, S.C. & Lee, H.G. (2004). The importance of change management after ERP implementation: An information capability perspective. <i>Proceedings of the Twenty-fifth International Conference on Information Systems</i>, 939-953. <li data-bbox="347 1630 1393 1697">• Towill, D.R. (2001). The process of establishing a BPR paradigm. <i>Business Process Management Journal</i>, 7(1), 8-23.

27 July	<p>Planning IT-related change [Val]</p> <ul style="list-style-type: none"> • Brown, C.V., Clancy, G. & Scholer, R.J. (2003). A post-merger IT integration success story: Sallie Mae. <i>MIS Quarterly Executive</i>, 2(1), 15-27. • Brynjolfsson, E., Renshaw, A.A. & Van Alstyne, M. (1997). The matrix of change. <i>Sloan Management Review</i>, 38(2), 37-54. • Johnson, D.M. (2004). Adaptation of organizational change models to the implementation of quality standard requirements. <i>The International Journal of Quality & Reliability Management</i>, 21(2/3), 154-. • Pollalis, Y.A. (1998). A systematic approach to change management: Integrating IS planning, BPR, and TQM. <i>Information Systems Management</i>, Spring, 19-25.
3 Aug	<p>Outsourcing and external affiliates [Val]</p> <ul style="list-style-type: none"> • Hattori, R.A. & Lapidus, T. (2004). Collaboration, trust and innovative change. <i>Journal of Change Management</i>, 4(2), 97-104. • Kaiser, K.M. & Hawk, S. (2004). Evolution of offshore software development: From outsourcing to cosourcing. <i>MIS Quarterly Executive</i>, 3(2), 69-81. • Lacity, M., Feeny, D. & Willcocks, L.P. (2003). Transforming a back-office function: Lessons learned from BAE Systems' experience with an enterprise partnership. <i>MIS Quarterly Executive</i>, 2(2), 86-103. • Meyer, K. (2004). Stakeholder influence and radical change: A coordination game perspective. <i>Asia Pacific Journal of Management</i>, 21, 235-253.
10 Aug	<p>Managing IT-related change [Val]</p> <ul style="list-style-type: none"> • Knodel, T. (2004). Preparing the organizational "soil" for measurable and sustainable change: Business value management and project governance. <i>Journal of Change Management</i>, 4(1), 45-62. • McNish, M. (2002). Guidelines for managing change: A study of their effects on the implementation of new information technology projects in organisations. <i>Journal of Change Management</i>, 2(3), 201-211. • Sherer, S.A., Kohli, R. & Baron, A. (2003). Complementary investment in change management and IT investment payoff. <i>Information Systems Frontiers</i>, 5(3), 321-333. • Ranganathan, C., Watson-Manheim, M.B. & Keeler, J. (2004). Bringing professionals on board: Lessons on executing IT-enabled organizational transformation. <i>MIS Quarterly Executive</i>, 3(3), 151-160.
<p>***** Two Week Trimester Break *****</p>	
31 Aug	<p>Governance [David]</p> <ul style="list-style-type: none"> • Weill, P. (2004). Don't just lead, govern: how top-performing firms govern IT. <i>MIS Quarterly Executive</i>, 3(1), 1-17. • Markus, M.L. (2004) Technochange management: using IT to drive organizational change. <i>Journal of Information Technology</i>, 19(1), 4-20. • Davenport, T., Eccles, R. & Prusak, L. (1992) Information politics. <i>Sloan Management Review</i>, Fall, 53-65. • Kirsch, L. (1997). Portfolios of control modes and IS project management. <i>Information Systems Research</i>, 8(3), 215-239.

7 Sept	<p>Risk [David]</p> <ul style="list-style-type: none"> • Markus, M., Axline, S., Petrie, D. & Tanis, C. (2000). Learning from adopters' experiences with ERP: problems encountered and success achieved. <i>Journal of Information Technology</i>, 15, 245-265. • Orlikowski, W. & Hofman, J. (1997) An improvisational model for change management: the case of groupware technologies. <i>Sloan Management Review</i>, Winter, 11-21. • Wallace, L. & Keil, M. (2004) Software project risks and their effect on outcomes. <i>Communications of the ACM</i>, 47, 68-73. • Gibson, C. (2003) IT-enabled business change: an approach to understanding and managing risk. <i>MIS Quarterly Executive</i>, 2(2), 104-115.
14 Sept	<p>Power, Politics & Influence [David]</p> <ul style="list-style-type: none"> • Bannister, F. (2003) Turf wars: the hidden menace. <i>Proceedings of 3rd European Conference on e-Government</i>, eds. F. Bannister & D. Remenyi, 3-4 July, Dublin, Ireland, 31-42. • Markus, M.L. (1983) Power, politics, and MIS implementation. <i>Communications of the ACM</i>, 26, 430-444. • Berghout, E., Nijland, M. & Grant, K. (2005) Seven ways to get your favoured IT project accepted – politics in IT evaluation. <i>The Electronic Journal of Information Systems Evaluation</i>, 8, 31-40. • Buchanan, D. (1997) The limitations and opportunities of business process re-engineering in a politicized organizational climate. <i>Human Relations</i>, 50(1), 51-72.
21 Sept	<p>Culture & Conflict [David]</p> <ul style="list-style-type: none"> • Lewis, D. (1998) How useful a concept is organizational culture? <i>Strategic Change</i>, 7, 251-260. • Robey, D. & Boudreau, M. (1999) Accounting for the contradictory organizational consequences of information technology: theoretical directions and methodological implications. <i>Information Systems Research</i>, 10(2), 167-185. • Young, R. & Jordan, E. (2003) Passion & IT governance. <i>Proceedings of the 7th Pacific Asia Conference on Information Systems</i>, 10-13 July, Adelaide, Australia, 941-955. • Barki, H. & Hartwick, J. (2001) Interpersonal conflict and its management in information system development. <i>MIS Quarterly</i>, 25(2), 195-228
28 Sept	<p>Work and Information Behaviour [David]</p> <ul style="list-style-type: none"> • Zuboff, S. (1996). The Emperor's new information economy. <i>Proceedings of 1995 IFIP WG8.2</i> (ed. Orlikowski, W.), Chapman Hall, London, 13-17. • Davenport, T. (1997) Information behaviour and culture, Chapter 6 in <i>Information Ecology</i>, Oxford University Press. • Kling, R. (1996) Computerization at work. Ch. IV(A) in <i>Computerization and Controversy: Value Conflicts and Social Choices</i>, 2nd edition, R. Kling (ed), Academic Press, San Diego, 278-308.
5 Oct	<p>Presentations [Student Groups]</p>

