INST 728P – INFORMATION PROFESSIONALS AS CHANGE AGENTS
Section 0101, Monday, 6:00 – 8:45PM
Hornbake Building, Room 0115

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Office Hours:	By appointment

Information professionals work and live in environments that include technical infrastructures and systems, dynamic information resources, diverse populations with different culture backgrounds and psychological dispositions, and complex organizational and institutional structures. Faced with the daunting task of making sense of this, it is often tempting to take these environments as given – as rigid constraints that must be accounted for as we attempt to do our work.

However, thinking about organizations, institutions, and communities purely as constraining context overlooks a challenge that is central to the information profession – that of deploying information resources, services, and technologies in ways that *change* the organizations, institutions, and communities we are part of and make them better.

In education, business, non-profits, libraries, or government, information professionals are increasingly called upon to facilitate the reconceptualization and redesign of groups, teams, organizations, institutions, and communities. Whether as a leader, a consultant, an internal advisor, an active participant, or an affected stakeholder, you will be involved in efforts to change organizations.

Course Goals and Learning Objectives

The goal of this course is to develop your ability to successfully facilitate sustainable change in complex organizational and institutional settings. Through the readings, discussions, and activities you will refine and improve your understanding of the nature of change, critical factors in change facilitation, and how the characteristics of different organizations serve to facilitate (or hinder) change. Building on this understanding you will be able to:

- Assess the current situation in an organization, institution, or community and identify potential opportunities for implementing change (situation assessment and opportunity identification)
- Articulate and evaluate the case for a change initiative (making the case for change)
- Identify, select, and deploy the appropriate techniques for facilitating change in specific settings (change management technique awareness and selection)
- Assess the risks associated with a proposed (or ongoing) change initiative and identify actionable steps that can be take to mitigate those risks (risk assessment and mitigation)

In addition, if you are interested in conducting research in this area, the course activities and discussion can be modified so that upon successful completion of the course you will be able to:

- Identify key theoretical approaches, empirical strategies, and open questions in the areas of organizational and institutional change
- Articulate a researchable question, which if addressed would significantly advance our understanding of change and change management within a particular domain

Course Materials

READINGS

The course schedule includes a preliminary list of readings for each week. As the semester progresses, the readings will be refined to better reflect the unique needs and interests of the individual students. Whenever possible, assigned readings will be made available through ELMS.

If it is not possible to distribute an assigned reading through ELMS, instructions will be provided about how the reading can be acquired.

ELMS

On ELMS (http://elms.umd.edu/) you will find the course syllabus and schedule, presentation materials, announcements, assignment details, and readings, videos, and podcasts about the topics covered in the class.

It is important for you to visit ELMS regularly for announcements and course materials. Specific assignments, due dates, and reminders will be posted on ELMS during the semester. To ensure that you receive these materials in a timely fashion make sure that your ELMS profile and notifications are set up appropriately.

Grading

The class grades will be assigned based on the following distribution of points;

Class Participation & Professionalism (individual)	120 points
Posters (6 @ 30 pts each)	180 points
Poster creation (20 points each)	
Peer Feedback (10 points each)	
Course Project (individual or groups)	
Proposal	100 points
Situation Assessment / Literature Review & Gap Analysis	100 points
Opportunity Identification / Research Problem Statement	100 points
Peer Feedback (2 @ 50 points each)	100 points
Final Project Deliverable	300 points
Total	1000 points

Final grades will be assigned using the following categories:

A+	970-1000 pts.	C	730-769
A	930-969	C-	700-729
A-	900-929	D+	670-699
B+	870-899	D	630-669
B	830-869	D-	600-629
B-	800-829	F	less than 600
C+	770-799		

Class Participation: The class sessions combine lecture, discussion, poster sessions, and other activities designed to help you develop your ability to effectively facilitate organizational and institutional change. These sessions complement the rest of the course (readings, assignments, projects, etc.). The interactive nature of the class means that your active participation in class is critical for both your efforts to learn the materials and those of your fellow students.

Class participation will be assessed on the basis of your participation in the class activities (both online and offline).

Posters: Throughout the semester you will prepare posters (6-8 Powerpoint slides, printed one-sided) about various topics and cases that you will bring to class. These posters will provide important examples, background, and further details for the class discussion. Guidelines and signup for each of the poster assignments will be provided provide through ELMS.

Course Project: The project is an opportunity for you to explore a particular organizational context or theoretical question that you are interested in and develop either a change proposal for that organization or a research proposal. The intermediate project deliverables provide you an opportunity to practice applying the concepts and techniques from the class in either practice or research. The specific final deliverables for the project are determined by the nature of the project and your professional goals.

The project can be done individually or in small groups. To insure that you make adequate progress on the project, and provide you with comprehensive feedback, you will prepare a project proposal, present intermediate deliverables at two workshops, and present the final project deliverables.

Late work

A 10% penalty will be deducted for each day or part of a day that an assignment is late. Please prepare in advance so that you will not encounter technical difficulties that will result in your work receiving a late penalty. If you have a conflict with the due date, assignments can always be submitted early.

In the event that you are unable to complete the coursework in the scheduled time period, you may be eligible to receive an incomplete grade and make arrangements to complete the course at a later date. If this is likely to be necessary, it is your responsibility to (a) contact the instructor, (b) identify the work that you have not/will not be able to complete, and (c) propose a detailed plan for completing you coursework within a reasonable time period. This plan should specify dates by which each incomplete item of coursework will be finished.

Students with disabilities

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact me and Disability Support Services (301-314-7682), as early as possible in the term, **but *not later than the second week of class*.** Disability Support Services will verify your disability and determine reasonable accommodations for this course.

Academic Integrity

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.

To further exhibit your commitment to academic integrity, you are asked to sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)."

INST 728P SCHEDULE

Week #	Date	Topic & Techniques to be Introduced & Discussed	Readings & Assignments (Preliminary – See ELMS for final details)
1	1/26	Course Introduction & The Nature of Change • Root cause analysis	Godwin, Tom (1954) "The Cold Equations", in *The Science Fiction Hall of Fame, Volume One, 1929–1964* Doody, Alton F., and William R. Davidson (1967) "Next revolution in retailing." Harvard Business Review, 1967. *Assn Due: Poster 1*
2	2/2	Making the Case: Storytelling as Foundational Activity in Change Management • Outcome assessment; • Stakeholder analysis; • Institutional logics analysis; • Change success model/framework	Garud, R., Schildt, H. A., & Lant, T. K. (2014). "Entrepreneurial Storytelling, Future Expectations, and the Paradox of Legitimacy." *Organization Science.* Bartel, C. A., & Garud, R. (2009). "The role of narratives in sustaining organizational innovation." *Organization Science*, 20(1), 107-117. *Poster 2a (½ the class creates poster; ½ the class does peer feedback)*
3	2/9	Nature of Organizations in Competitive Environments: Resources, Capabilities, and Impact • Value chain Models; • Value proposition Identification; • Resource Models; • Strategic/Competitive Analysis	Wade, M., & Hulland, J. (2004). Review: the resource-based view and information systems research: review, extension, and suggestions for future research. *MIS Quarterly*, 28(1), 107-142. Eisenhardt, K. M., & Martin, J. A. (2000). Dynamic capabilities: what are they?.*Strategic management journal*, 21(10-11), 1105-1121. *Assn: Poster 2b*
4	2/16	Seeing what is there: Data, Information and System Analysis • Data models; • Data quality assessment; • HW/SW/telecom assessments; • Cost analysis	Dikson, Gordon R., "Computers Don't Argue" available at: http://www.atariarchives.org/bcc2/showpage.php?page=133 Excerpt from Lee, Y. W., Pipino, L. L., Funk, J. D., & Wang, R. Y. (2009). *Journey to data quality*. The MIT Press. Batini, C., Cappiello, C., Francalanci, C., & Maurino, A. (2009). Methodologies for data quality assessment and improvement. *ACM Computing Surveys (CSUR)*, 41(3), 16. *Project: Project Proposals*

5	2/23	Seeing what is there: Process, Structure, and Decision making • Process analysis; • Decision analysis; • Institutional logic/structure analysis	Adler, P. S., & Borys, B. (1996). Two types of bureaucracy: Enabling and coercive. *Administrative science quarterly*, 61-89. Thompson, M. (2005). Structural and epistemic parameters in communities of practice. *Organization Science*, *16*(2), 151-164. Excerpt from Thornton, P. H., Ocasio, W., & Lounsbury, M. (2012). *The institutional logics perspective: A new approach to culture, structure, and process*. Oxford University Press. *Assn: Poster 3a*
6	3/2	See what is there: Users, use cases, and usability • Usability analysis (interface and information resource); • Use case development (individual and collective)	*Usability Methods* available at: http://www.usabilityfirst.com/usability-methods/ *Worst Web Pages of the Year* at http://www.webpagesthatsuck.com/ *Assn: Poster 3b*
7	3/9	Seeing what isn't there (Yet): Opportunity identification and assessment • Opportunity assessment; • Run-Grow-Transform framework	Baron, Robert A. "Opportunity recognition as pattern recognition: How entrepreneurs "connect the dots" to identify new business opportunities." The Academy of Management Perspectives 20.1 (2006): 104-119. Excerpt from Kim, W. C., & Mauborgne, R. (2005). *Blue ocean strategy: How to create uncontested market space and make competition irrelevant*. Harvard Business Press. Excerpt from Lankes, R. D. (2011). *The atlas of new librarianship*. MIT Press. *Project: Situation assessment*
8	3/16	**SPRING BREAK**	
9	3/23	Seeing what isn't there (yet): Imagination and creativity • Benchmarking; • ABC/Duration Analysis; • Idea generation techniques	Excerpt from Sternberg, R. J. (Ed.). (1999). *Handbook of creativity*. Cambridge University Press. Excerpt from Michalko, M. (2010). *Thinkertoys: A handbook of creative-thinking techniques*. Random House LLC. Perry-Smith, J. E., & Shalley, C. E. (2014). "A Social Composition View of Team Creativity". *Organization Science*. *Assn: Poster 4a*

10	3/30	Making it Happen: Organizational learning and Change • Innovation pilot/Operational pilot/and Operational Deployment framework • Participatory design	Gupta, A. K., Smith, K. G., & Shalley, C. E. (2006). The interplay between exploration and exploitation. *Academy of Management Journal, 49*(4), 693-706. Excerpts from Argote, L. (2012). *Organizational learning: Creating, retaining and transferring knowledge*. Springer. *Assn: Poster 4b*
11	4/6	Making it happen: Financial analysis and resource mobilization • Cost/Benefit analysis; • Break even analysis; • ROI; • Intangibles/tangibles framework; • Resource mobilization strategies	<Understandable financial analysis techniques reference – To be identified> Baker, Ted, and Reed E. Nelson. "Creating something from nothing: Resource construction through entrepreneurial bricolage." Administrative science quarterly 50.3 (2005): 329-366. Zott, C., & Huy, Q. N. (2007). How entrepreneurs use symbolic management to acquire resources. *Administrative Science Quarterly, 52*(1), 70-105. *Project: Opportunity Identification*
12	4/13	Making it happen: Risk assessment and Risk Mitigation • Root cause analysis and failure of complex systems; • Risk management strategies	Excerpt from Weick, K. E., & Sutcliffe, K. M. (2011). *Managing the unexpected: Resilient performance in an age of uncertainty* (Vol. 8). John Wiley & Sons. Butler, B. S., & Gray, P. H. (2006). Reliability, mindfulness, and information systems. *Mis Quarterly*, 211-224. Excerpt from Westerman, G., & Hunter, R. (2007). *IT risk: turning business threats into competitive advantage*. Boston: Harvard Business School Press. *Assn: Poster 5a*
13	4/20	Making it happen: Resistance, power, influence, and ambivalence • Dependence analysis; • Identity and practice	Ashforth, B. E., Rogers, K. M., Pratt, M. G., & Pradies, C. (2014). Ambivalence in organizations: A multilevel approach. *Organization Science*. Mechanic, D. (1962). Sources of power of lower participants in complex organizations. *Administrative Science Quarterly*, 349-364. Excerpt from Pfeffer, J. (1992). *Managing with power: Politics and influence in organizations*. Harvard Business Press. *Assn: Poster 5b*

14	4/27	Making it happen: Organizational culture and change • Institutional entrepreneurship; • Culture change interventions	Excerpt from Thornton, P. H., Ocasio, W., & Lounsbury, M. (2012). *The institutional logics perspective: A new approach to culture, structure, and process*. Oxford University Press. Hatch, M. J. (1993). The dynamics of organizational culture. *Academy of management review*, *18*(4), 657-693.
15	5/4	Bringing It All Together: The Risks (and Benefits) of Change Leadership	Kotter, John P. "Leading change: Why transformation efforts fail." *Harvard business review* 73.2 (1995): 59-67. *Assn: Poster 6*
16	5/11	Final Project Presentations & Discussion	*Project: Final Project Poster/Presentation*
	5/17		*Project: Final Project Deliverable*

**ALL READINGS LISTED HERE ARE PRELIMINARY AND SUBJECT TO CHANGE
SEE ELMS FOR WEEKLY ASSIGNMENTS AND READINGS**