GÖTEBORGS UNIVERSITET

IT-FAKULTETSNÄMNDEN

DIT035, Förändringsledning i mjukvaruutveckling, 7,5 högskolepoäng

Change Management in Software Development Organizations, 7.5 higher education credits

Grundnivå/First Cycle

1. Fastställande

Kursplanen är fastställd av IT-fakultetsnämnden 2010-09-17 och senast reviderad 2012-12-19 av Institutionen för data- och informationsteknik. Den reviderade kursplanen gäller från och med 2013-09-02.

Utbildningsområde: Naturvetenskapligt 100 %
Ansvarig institution: Data- och informationsteknik

2. Inplacering

The course is provided as part of the Software Engineering & Management Bachelor's Programme and is also given as a single subject course.

Huvudområde	*Fördjupning*
Software Engineering	G2F, Grundnivå, har minst 60 hp kurs/er på grundnivå som förkunskapskrav

3. Förkunskapskrav

The course is accessible for students with a minimum of 90 higher education credits of university studies.

4. Innehåll

This course focuses on explanatory and illuminating theories on organizational change and change management. The aim of the course is that students should gain an ample understanding of the phenomenon and concept of change and change management from different perspectives. The ability to change an organization is increasingly important in order to maintain, gain edge and survive in the rapidly changing environment. To meet these challenges, the software industry is moving towards more agile practices, self-managed teams and similar efforts, which emphasizes the need for sufficient understanding of change management on all levels of the organizations. The ability to efficiently and effectively introduce, adopt, manage, and achieve change initiatives is needed from a collective and collaborative perspective in

contemporary software industry organizations.

5. Mål

5.1. Knowledge and understanding
- define the concept of change based on different dimensions and characteristics (e.g. unit of change, mode of change, tempo of change)
- describe essential skills of a change agent
- explain different approaches to change management (e.g. planned change, emergent change)

5.2. Skills and abilities
- discuss implications of different change management approaches for individuals, groups, and organizations
- apply theories included in the course to analyse and explain selected case descriptions of change processes, and explain relevant effects on individuals, groups and organizations
- synthesize the included theories and communicate your insights from the accumulated knowledge
- communicate your analyses and synthesis clearly and apply correct referencing techniques in a written report
- constructively review and reflect upon the works of other students in terms of: appropriateness and correctness of the interpretation of the content, and clarity, completeness and quality of the presentation

5.3. Judgment and approach
- awareness of ethical consequences for involved employees in an organizational change initiative
- awareness of ethical consequences for involved employees of different change management approaches in an organizational change initiative

6. Litteratur

Se bilaga.

7. Former för bedömning

The course is examined by an individual written report that demonstrates sufficient understanding of the selected theories and applies these appropriately to analyze organizational change efforts in described cases.

A student who has failed a test twice has the right to change examiners, if it is possible. A written application should be sent the department.

8. Betyg

Betygsskalan omfattar betygsgraderna Underkänd (U), Godkänd (G), Väl godkänd (VG).

The student is graded individually based on the quality and level of knowledge and learning achievements demonstrated in the final report related to the specified learning outcomes, with the grades passed with honor (VG), passed (G) or failed (U).

To pass the course (G), the student must adequately include all the course literature in the final report and demonstrate correct understanding of these theories by appropriately applying them to analyse and explain selected case descripitons. The report must use appropriate reference techniques.

To pass the course with honour (VG), the student must fulfil the requirements for a G, and in addition the report must demonstrate high quality reflections and syntheses of the knowledge involved, and use relevant and correct language where the totality, structure and layout achieve a good level of quality.

9. Kursvärdering

During the course both a formative evaluation and a summative evaluation will be conducted. Student representatives will work with the course responsible during the course in the formative evaluation to communicate feedback from the class. All students will be asked to evaluate the course by a form as summative evaluation at the end of the course for future improvement and planning. The result of the evaluations is reported to the manager of the program and a summary is made available to students and teachers. for planning and future improvement and planning.

10. Övrigt

Undervisningsspråk: engelska.

Course Literature - DIT035, ht2012

Burnes, B. (2004) Kurt Lewin and the planned approach to change: A re-appraisal. Journal of Management Studies, 46(6), 977-1002.

Ciborra, C., Braa, K., Cordella, A., Dahlbom, B., Failla, A., Hanseth, O., Hepsø, V., Ljungberg, J., Monteiro, E. and Simon, K. *From Control to Drift. The Dynamics of Corporate Information Infrastructures*. Oxford University Press, NY, USA, 2000. (Chapter 1, extract from book provided by course responsible).

Klein, K. J. and Sorra, J. S. (1996) The Challenge of Innovation Implementation. Academy of Management Review, 21(4), 1055-1080.

Kotter, P. J. (2007) Leading Change: Why Transformation Efforts Fail. Harvard Business Review, January. (Re-published from 1995 in the same journal)

Mintzberg, H. and Waters, A. J. (1985) Of Strategies, Deliberate and Emergent. Strategic Management Journal, 6(3), 257-272.

Orlikowski, J.W. and Gash, C.D. (1994) Technological Frames: Making Sense of Information Technology in Organizations. *ACM TransactIons on Information Systems*, 12(2), 174-207.

Orlikowski, W. J., and Hofman, D. (1997) An improvisational model for change management: The case of groupware technologies. Sloan Management Review, Winter, 11(21).

Smith, M. K. (2001) 'Chris Argyris: theories of action, double-loop learning and organizational learning', the encyclopedia of informal education, www.infed.org/thinkers/argyris.htm. Last update: May 29, 2012

Tjørnehøj, G. and Mathiassen, L. (2008) Between control and drift: negotiating improvement in a small software firm, Information Technology & People, 21(1), 69-90.

Van De Ven, A. H. and Poole, M. S. (1995) Explaining development and change in organizations. Academy of Management Review, 20(3), 510-540.

Weick, K. E. and Quinn, R. E. (1999) Organizational change and development. Annual review of psychology, 50, 361-386.

Weinberg, M. G. (1997) Quality Software Management. Dorset House Publishing: New York. (Chapter 2-3). (Extract from book provided by course responsible)