

**Module Code:** CMI 3417  
**Module Title:** CHANGE AND PROJECT MANAGEMENT

**School(s) Involved in Delivery:** School of Computing and Engineering  
**Name of Course(s):** MSc Information Systems Management  
MSc Advanced Computer Science  
MSc Network Technology and Management  
MSc Internet Security  
MSc Web Technologies  
**Module Leader:** Dr John Bonner  
**Location for delivery:** Queensgate, Department of Informatics  
**Module Type:** Compulsory  
**Credit Rating:** 15 credits  
**Level:** M - Masters  
**Learning Methods:** Supervised Learning 36 hours.  
Private study 114 hours  
**Pre-requisites:** None  
**Recommended Prior Study:** None  
**Co-requisites:** None  
**Professional Body Requirements:** Required for BCS accreditation  
**Barred Combinations:** None  
**Graded or Non-Graded:** Graded

### Module Synopsis

The management of change has assumed increasing importance for all managers and it can be argued that no manager will be effective if he or she is not capable of leading strategic change and projects originating from the change. Some writers claim that our current period is one in which change and innovation are taking place at an unparalleled rate such that they demand more effective management strategies to handle them. It is suggested that phenomena such as the formidable forces of globalisation, unparalleled social change and other forces that drive organisational change mean only the fittest will survive. In this view Information Technology is at the very heart of change. It is of crucial importance that those with responsibility for the development of IT/IS develop their analytical and evaluative capability in understanding the nature of discontinuous, radical change and the consequent complexities of systems implementation in an unstable organisational world.

Other writers suggest that change and innovation have always been with organisations and that the forces around at this time are not *especially* fiercer than in previous periods for particular organisations. In this context, Information Technology may be seen as part of a *continuous* process of change in organisations with the concomitant need that IT/IS professionals develop their analytical and evaluative capability in relation to issues of the transitional management of change and the human effects of systems implementation. In both these perspectives, discontinuous and planned change, students should be able to synthesise theory and concepts with organisational situations.

Likewise, most IT change will involve addressing specific projects at some point. The module will therefore also cover contemporary project management methods, approaches, tools and techniques, the risks involved and their applicability to given IS/IT project situations.

### Outline Syllabus

- the nature of organisational change and the development of an innovative perspective in organisations: Internal and external triggers for change/ Levels of change/ Networks and globalisation

- the implications of the change process for individuals and groups within the organisation: Change and the individual/ The complexity of the human response to change/ Motivation and resistance/ Culture change
- the relationship between the theory and practice of leadership and management in the processes of change, innovation and projects: Transformational leadership/ Management-led change/ Power and politics in the management of change
- the implications of an approach to change and innovation that is planned and programmatic through the deployment of project work: strategies for the management of planned change/ Key aspects of the many roles both as change and projects managers/ Organisation development
- approaches to project management in IS/IT:
  - structured methods – e.g. PRINCE2 (for IS development); ITIL (for IS maintenance)
  - unstructured methods – e.g. soft systems thinking
- the approaches to risk management and the evaluation of risk management strategies, critically analysing the common elements of the risk management process.

## **Learning Outcomes**

### **1. Knowledge and Understanding Outcomes**

Upon completion of this module the learner will possess, the knowledge to:

- 1.1. Examine the complex nature of organisational change and effective systems implementation, ;
- 1.2. Appraise the relationship between the theory and practice of leadership and management in the processes of change and systems implementation;
- 1.3. Explore the implications of any change and project processes for individuals and groups within the organisation.
- 1.4. Critically analyse the risks associated with change and Implement a risk management strategy for an IT project.

### **1. Ability Outcomes**

Upon completion of this module the learner will demonstrate the ability to:

- 2.1. Make informed judgments about the implications of an approach to project and change implementation that is planned and programmatic;
- 2.2. Critically evaluate emergent themes in the management of change with particular reference to their implications for IT;
- 2.3. Undertake reflexive exploration of their own role as either an agent of change or a participant in the change and project management processes and to synthesise sceptically the above learning outcomes into the context either of their own organisation or to an organisation known to them currently experiencing challenges through IT-related change.

## **Assessment Strategy**

### **Formative Assessment**

Students will be provided with peer feedback on their progress in achieving the desired learning outcomes during the module through the action learning sets already established throughout their course. Also during the course of the module, tutors will provide feedback on the developing presentation and on draft written work, as requested by students.

### **Summative Assessment**

#### ***Assessment Tasks (including assessment weightings)***

There are two components to the summative assessment process. Each part will receive equal marks:

Assignment One: A Group Presentation (50% of the overall assessment for the module)

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In the early weeks of the module the community will be divided into small groups and each group will prepare a presentation (worth 50%). This presentation will focus on the issues confronted by one of the group members in a major future change effort in his/her organisation (or an organisation that is known to the course member). The change effort should be one in which IT plays a significant role either as a trigger or enabler of change. The "problem holder" will be an active and participant client; the other members of the group will be consultants to the client. The presentation should explore the issues involved in all of the stages of the change initiative. It is expected that the presentations should be creative and innovative in the approach within the bounds of organisational "reality". The presentations should also include relevant theory and models to support the analysis of the issues.

The assessment will be based on the analytical content of the presentations on the final day of the module. Each presentation will be assessed by the staff group responsible for the conduct of the module according to an assessment schedule that will be given to the groups at the beginning of the module. Each group member will in principle receive equal marks for this part of the assessment. It will be the responsibility of the groups to ensure equal commitment from each member of the group to the process.

The presentation and how it is conducted and delivered is for the group to decide.

This assignment will assess all learning outcomes except 2.3.

Assignment Two: A Reflective Diary (50% of the overall assessment for the module)  
Assignment two is the final assessment for this module.

During the module each group member should maintain a "reflective diary" (worth 50%). This diary should contain an analysis of "events" (e.g. lectures, workshops, the e-learning pack, formal and informal discussions etc). This analysis should display understanding of the processes of change and project management (PM) in relation to the learning outcomes of the module. The analysis may focus on personal issues of change/PM, and/or throw insight on change at an organisational level. It is essential that there should be a reflection on this "event" and reference to relevant theory.

In order for the student to structure his/her thoughts and insights and to ensure that he/she has integrated reflection and theory into the analysis, but to maintain its spontaneity, the diary should be submitted not more than 10 working days following the module. The reflective diary should be no more than 1500 words.

This assignment will assess learning outcomes 2.3 plus some of 2.2.

### **Assessment Criteria**

Assignment One – Group Presentation: quality of analysis and appropriateness of recommendations.

For Pass level it is essential that there should be an adequately argued exploration of relevant theory, related to the chosen example from practice, with feasible solutions to the problem(s) presented

A Modal level performance will be indicated by the achievement of the aforementioned, PLUS deeper critical assessment of theory etc. and/or clear evidence of perceptive, original thinking fully related to, and grounded in, experiences.

Assignment Two – Individual Reflective Diary: depth of knowledge; application of theory to experiences; quality of reflection in appropriate frameworks.

Pass level will demonstrate ability to relate some of the key issues covered to relevant organisational experiences.

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A Modal level performance will be distinguished by a deeper, possibly innovative, reflexive ability to create dialogue between theories and concepts of CM and PM and personal/organisational experiences.

**Note:**

*Both assignments will be eligible for tutor reassessment.*

*Both assignments will be submitted for marking with an approved cover sheet containing the student's name, identity number and date of submission.*

**Learning Strategy**

Together with an e-learning pack available to the students before the module begins, the module is structured, in principle, on the introduction of major themes of change, projects and system implementation during lectures. These sessions will be designed to provide insights into the learning outcomes from the module by members of staff and practitioners.

The latter sessions will be devoted to a sequence of structured workshops. The community of students will be divided into small groups. They will take a significant change issue of one of the group members (or of a situation that is known to members of the group). Using the theories, concepts and models of change that have been presented either in the lectures or from the learning pack or from their other reading they will analyse the change problem that they have agreed to explore.

Each group will undertake a presentation of their analysis on the final morning of the module

## ***Appendix: Indicative References***

### **Change & Project Management CMI 3417**

**Journals:** Harvard Business Review, MIS Quarterly, Journal of Organisational Change Management.

**Books (Core):**

Burnes B (2004) *Managing change: a strategic approach to organisational dynamics*, Financial Times Publishing

Galliers, R D and Baets, W R J (eds) (1997) *Information Technology and Organizational Transformation: Innovation for the 21<sup>st</sup> Century Organization*, John Wiley & Sons

Paton R A & McCalman J (2007) *Change Management: A Guide to Effective Implementation*, Sage Publishing

Wilson D C (1992) *A Strategy of Change: Concepts and Controversies in the Management of Change*, Routledge

Marchewka J. T. (2006) *Information Technology Project Management*, Wiley

**Books (useful background):**

Buchanan D & Boddy D (1992) *Take the Lead, Interpersonal Skills for Project Managers*, Gower

Cadle, J. & Yeates, D. (2004) *Project management for information systems*, FT/Prentice Hall

Champy, J. and Nohria N. (1996) *Fast Forward: the best ideas on managing business change*, Harvard Business Review Books

Buchanan, D. & Badham, R. (1999) *Power, politics and organizational change: winning the turf game*. Sage Publishing

Daft R. L. (2006) *Organization theory and design* International Thomson Publishing

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- Kanter R. M. Stein B. A. & Dick T. D. (2003) *The Challenge of Organisational Change: How Companies experience it and Leaders Guide It* Free Press
- Knights, D. & Willmott (eds.) (2000) *The reengineering revolution: critical studies of corporate change*, Sage
- Kotter J & Heskett J (1992) *Corporate Culture and Performance*, Free Press
- Mitroff I & Linstead S (1996) *The Unbounded Mind: Breaking the Chains of Traditional Business Thinking*, Oxford University Press
- Morgan G (1997) *Imaginization: the art of creative management*, Sage
- Stacey R (2007) *Strategic Management and Organisational Dynamics: The Challenge of Complexity to Ways of Thinking About Organizations*, FT/Prentice Hall