Northeastern
College of Engineering

INFO 7285 Organizational Change and IT
Fall 2025

Course Information
Course Title: Organizational Change and IT
Course Number: INFO 7285
Term and Year: Fall 2025
Credit Hour: 4
CRN: 17719
Course Format: Traditional
Date/Time: Monday 6:00 pm - 9:30 pm EST
Classroom: Hayden 424

Primary: Zoom Meeting-shared upon approval of missing in-person class

Instructor Information
Full Name: Kelley Gurley Ph.D.
Email Address: k.gurley@northeastern.edu
Office Hours: By Request
Cell: 1(301) 537-1189 (Text for faster responses)

Instructor Biography
Dr. Gurley is an IT executive with over 25 years' experience driving Digital Transformations. She obtained her Ph.D. from the University of Maryland with a focus on Telehealth Technologies to support Aging in Place. Dr. Gurley is also a TEDx Speaker and has spoken at many in-person and virtual events throughout her career, specifically on managing disruptive change. She is thrilled to be here at Northeastern University bringing her depth of knowledge to the classroom.

Teaching Assistant Information
Full Name: TBD
Email Address: TBD
Office Hours: TBD

Course Description
In this course, students will learn what it takes to manage organizational change. The course explores the drivers and technologies most influencing organizational change today. We will focus on the change effort needed to integrate technology into the firm's organizational structure, culture, business, and process metrics. Geared for students undertaking enterprise resource planning systems, or those involved in small or large organizational reengineering projects designed to make IT a primary focus of the firm's business strategy. Topics include management theories and organizational design principles; strategy and critical

success factor formulation; methods to reach information systems maturity; business process modeling techniques; quality mindset, and the problem-solving tools; human resource, cultural, and technical change enablers; planning business reengineering projects and implementation of organizational change.

Course Learning Outcomes

By the end of the course, students will be able to:

1. Understand management theories and organizational design principles;
2. Utilize strategy and critical success factor formulation;
3. Discuss methods to reach information systems maturity;
4. Use business process modeling techniques;
5. Understand the importance of quality mindset, and the problem-solving tools;
6. Utilize the strength of human resource, cultural, and technical change enablers;
7. Plan a business reengineering project;
8. Implement organizational change methodology.

Required Tools and Course Textbooks.

Harvard Course Pack: TBD
COST : $TBD (additional items maybe be added during the semester)
All HBP content is protected by copyright and may not be reproduced or distributed, whether in print or electronic form, without permission of Harvard Business School Publishing. "Sharing" course pack materials with other students without written HBSP permission is a violation of this copyright protection and an academic integrity violation. All students are expected to purchase their own course pack. Additional cases, readings, videos, and exercises may be assigned from class to class. Documents or download links will be posted on Canvas

Course Schedule/Topics Covered

(Scheduled to change)

Week	Date	In Class Topic	Assignment Due day of class 6pm	Readings
1	9/8/2025	Course Overview Introductions Understanding Organizational Change: 1. Types 2. Causes 3. Challenges 4. Importance In Class Discussion/Group Assignment	N/A	N/A
2	9/15/2025	Understanding Organizational Change: 1. Management Theories 2. Design Principles 3. Roles Involved	Discussion Board Topic Organizational Behavior Reading: Leading Organizational Change By: Ryan L. Raffaelli	Readings MBTI_Type and Teams MBTI Handout Intro to Organizational Behavior

		In Class Discussion/Group Assignment		
3	9/22/2025	Design Organizational Change:	Discussion Board Topic	Readings
		1. Organizational Behavior	Are You Change-Ready?: Preparing for Organizational Change By: HBS Press, Harvard Business School Press	Too Far Ahead of the Curve
			Implementing Organizational Change By: David Asch	OAM
				Competing Values Framework
		2. Understanding the customer		
		In Class Discussion/	Verification of each student access of HBP course pack	
		Group Assignment MBTI		
4	9/29/2025	Design Organizational Change:	Discussion Board Topic	Readings
		1. Change Management Strategies (PROSCI)		
		1. Implementing Digital Transformations	Change Management Requires a Change Mindset 2023 April Rinne	Competing Values Framework- QATAR
				Microsoft: Instilling a Growth Mindset
		In Class Discussion/		CSF – Case Study
		Group Assignment ADKAR		
5	10/6/2025	Design Organizational Change:	Discussion Board Topic	Readings
		1. HR and Management- Creating a Digital ready culture	Getting Employee Buy-In for Organizational Change By: Andrea Belk Olson	Intuit: Forces for change
		In Class Discussion/		
		Group Assignment Iceberg		
		Guidance for simulation due over President's Day week		
6	10/13/2025	Indigenous Peoples Day, no classes	SIMULATION ASSIGNMENT	
			Change Management Simulation: Power and Influence V3 By: William Q. Judge, Linda A. Hill https://hbsp.harvard.edu/import/1208846	
			Discussion Board Topic	Readings
			How Leaders Get in the Way of Organizational Change By: Ron Carucci	Technology Driven Transformation at Comair Limited By: Caren Scheepers, Maxine Jaffit, Jabu Maphalala (for case study)

		Design Organizational Change: Change Management Assessments.	Discussion Board Topic	Readings
7	10/20/2025	Deep Dive into Major Assessments Used in Change Management		
		Leadership	How to Communicate Clearly During Organizational Change By: Elsbeth Johnson	AI- Replacement for Change Managers?
		In Class Discussion/Group Assignment		OC and Successful IT Implementation
		Case Study: Comair		
		Final Project Introduction	In Class:	Changing the Culture at British Airways
		Final Project Group Assignment	30-minute ppt presentation/10 min Q&A	
		Review and Being Completing Charter	Groups-TBD	
		In Class Presentation of Project	Peer Review/ Group Review Audience Group Questions	
		Identify Stakeholders	Final Report Submission (Case Review/templates)	
8	10/27/2025	Plan Organizational Change:	Discussion Board Topic	Readings
		1. Define Success	Why Hospitals Don't Learn from Failures: Organizational and Psychological Dynamics that Inhibit System Change By: Anita Tucker, Amy C. Edmondson	An Improvisational Model for Change Management- Orilkowski & Hofman
		2. Define Impact		
		3. Define Approach	In Class:	
		Manage Change:	30-minute ppt presentation/10 min Q&A	
		1. Plan and Act	Groups-TBD	
		2. Track Performance	Peer Review/ Group Review Audience Group Questions	
		3. Adapt Actions	Final Report Submission (Case Review/templates)	
		Final Project Time Availability Collection	Project Charter Review	
		Final Project Discussion		
		Final Project Group Assignment		
		Review and Being Completing Charter		
		In Class Presentation of Project		
9	11/3/2025	Sustain Outcomes	Discussion Board Topic	Readings
		1. Review Performance	Leading Change-Why Transformation Efforts Fail- John Kotter	Critical Success Factors for ERP Consultancies- Case Study
		2. Activate Sustainment		
		3. Transfer Ownership		

		Final Project Group Work:		
		Initiate Project- Readiness Assessment	Final Project Charter DUE	
		Begin drafting report- assign sections etc.		
10	11/10/2025	Final Project Group Work	Discussion Board Topic	Readings
		Stakeholder Analysis/Impact Assessment	Microsoft: Instilling a Growth Mindset	TBD
		Continue drafting Report		
		Begin Draft of Presentation		
		Finalize Report		
11	11/17/2025	Final Project Group Work	Discussion Board Topic	Readings
		Risk Assessment/Communication Assessment	Too Far Ahead of the Curve	TBD
		Finalize Report		
		Presentation Draft Review		
		Finalize Draft of Presentation		
12	24-Nov	Fall Break		
13	12/1/2025	Final Project Due-	Discussion Board Topic	Readings
		Team Presentations- Part 1	AI- Replacement for Change Managers?	TBD
			Changing the Culture at British Airways	
		Finalize Draft of Presentation	Final Project Report Due	
			Presentations & Peer Reviews Due	
			Last Change in the News activity	
14	12/8/2025	Final Project Due-	No Discussion Board	
		Team Presentations- Part 2		
		Class Wrap Up/ Last Day of Class	Final Deliverable- Group Exam	
			Last day of classes DEC 14	

Teaching Methods

The learning methods we will use are as follows:

Attendance/Participation (10%): You will be assessed every class for your active participation and engagement based on questions asked, responses during class. This is a letter grade difference!

Readings- Each week, there will be assigned readings (articles and cases) found on Canvas and Harvard Course Pack as outlined above. These will provide the conceptual framework and background for each topic. In written submissions, you are expected to incorporate theories, models, and/or ideas from the readings into your work. All submissions should reflect an understanding of the readings and their application to your experience in the class.

Weekly Discussion Posts (10%) – Discussion questions will be based on the reading materials in these online discussions, you will be asked to create a new thread with details around your view of the reading and pose a thought-provoking question and reply to two other posts in the group discussion. Periodically you may be assigned questions to respond to as part of your thread posts. All threads and posts should drive and engage in a thoughtful discussion with your colleagues on the issues presented.

In-Class Case Discussions/Assignments (10%)– Your active participation is required for our case discussions. Participation is defined as contributing to the discussions and responding intelligently when asked about the case. Your contributions must show that you have done the background readings/case preparation before class starts.

OCM Simulation (20%)
In the Harvard Course pack, you will be assigned 1-2 simulations utilizing your change management skills to make business decisions.

Change in the News (10%)
Students will present one news article related to Organizational Change and Concepts found in the media or company's website (NOT an academic paper) published in the last 3 years.
Assign Student will present:
   (1) a 5-minute presentation summarizing the article (1-3 slides)
   (2) critically reflect on the content
   (3) present why you think it is interesting
   (4) offers novel insights on Organizational Change, Digital Disruption, Technology Impact, Culture and other Organizational Change Topics
   (5) specify the course objectives this article further enhanced
   (6) include references (article/company website etc.)

   This will be **due at the beginning of each class** (starting Class 2) based on the student assignment on Canvas. If you cannot attend class on the day you are scheduled to present, please let the TA know at least 1 week to allow other students into the time slot.

Technology Team Research Project and Presentation (40%)
Students will choose to work on one of the identified technology teams (see Canvas Group Page). The team will research technological innovation and examples of companies and how they are using that technology. Each team member will select and research a company. Students will also investigate the technological changes going on in that company/industry today. The teams will present their research and findings and submit a written report of the research. Logistics and further details will be provided later in the course.

Assignment Grading
Your grade in the course will be based on your performance in these areas:

Attendance/Participation	**10**
Weekly Discussion Posts	**10**
Assignments/Case studies	**10**
Change in the News	**10**
Simulations	**20**
Technology/Industry Project	**40**

100

For all individual assignments, there should be **no discussion between students outside class** and no sharing of answers/solutions. Any questions should be directed to faculty and teaching assistants **only**.

Grading Scale

95-100% A	87-89.9% B+	77-79.9% C+	69.9% or below F
	84-86.9% B	74-76.9% C	
90-94.9% A-	80-83.9%B-	70-73.9% C-	

Attendance/Late Work Policy

Attendance Policy

Students registered for MGEN courses (INFO, CSYE, and DAMG) are allowed **a maximum of 2 absences per course, with 3 or more absences resulting in an automatic 'F' for that course.** Students are expected to inform their instructors of any absences in advance of the class; if a student is sick long-term or experiences a medical issue that prevents class attendance, it is strongly encouraged that they speak with their Academic Advisor (coe-mgen-gradadvising@northeastern.edu) to learn more about the Medical Leave of Absence. Should a student anticipate being unable to attend 3 or more classes, they should discuss their situation with their Academic Advisor to explore other types of leave in accordance with the University's academic and global entry expectations. International students should review the Office of Global Services webpage to understand their visa compliance requirements.

Teaching Assistants (TAs) or Instructional Assistants (IAs) will be present at each class to collect student attendance.

Late Work Policy

Students **must** submit assignments by the deadline in the time-zone noted in the syllabus. Students must communicate prior to the deadline if they anticipate work will be submitted late. Penalty points may be applied at the discretion of the faculty based on date of submission. Work submitted late without prior communication with faculty will not be graded.

End-of-Course Evaluation Surveys
Your feedback regarding your educational experience in this class is particularly important to the College of Engineering. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this course, please take the time to complete the evaluation survey at **https://neu.evaluationkit.com**. Your survey responses are **completely anonymous and confidential**. For courses 6 weeks in length or shorter, surveys will be open one week prior to the end of the courses; for courses greater than 6 weeks in length, surveys will be open for two weeks. An email will be sent to your Northeastern University Mail account notifying you when surveys are available.

Academic Integrity
A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most

from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors.

Go to http://www.northeastern.edu/osccr/academic-integrity-policy/ to access the full academic integrity policy.

MGEN Student Feedback
Students who would like to provide the MGEN unit with anonymous feedback on this particular course, Teaching Assistants, Instructional Assistants, professors, or to provide general feedback regarding their program, may do so using this survey: https://neu.co1.qualtrics.com/jfe/form/SV_cTIAbH7ZRaaw0Ki

University Health and Counseling Services
As a student enrolled in this course, you are fully responsible for assignments, work, and course materials as outlined in this syllabus and in the classroom. Over the course of the semester if you experience any health issues, please contact UHCS.

For more information, visit https://www.northeastern.edu/uhcs.

Student Accommodations
Northeastern University and the Disability Resource Center (DRC) are committed to providing disability services that enable students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act (ADAAA) to participate fully in the activities of the university. To receive accommodations through the DRC, students must provide appropriate documentation that demonstrates a current substantially limiting disability.

For more information, visit https://drc.sites.northeastern.edu.

Library Services
The Northeastern University Library is at the hub of campus intellectual life. Resources include over 900,000 print volumes, 206,500 e-books, and 70,225 electronic journals.

For more information and for education specific resources, visit https://library.northeastern.edu
Network Campus Library Services: Northeastern University Library Global Campus Portals

24/7 Canvas Technical Help
For immediate technical support for Canvas, call 617-373-4357 or email help@northeastern.edu

Canvas Student Resources: https://canvas.northeastern.edu/student-resources/

For assistance with my Northeastern e-mail, and basic technical support:
Visit ITS at https://its.northeastern.edu
Email: help@northeastern.edu
ITS Customer Service Desk: 617-373-4357

Diversity and Inclusion
Northeastern University is committed to equal opportunity, affirmative action, diversity, and social justice while building a climate of inclusion on and beyond campus. In the classroom, members of the University community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration, and an awareness of global perspectives on social justice.

Please visit http://www.northeastern.edu/oidi/ for complete information on Diversity and Inclusion

Title IX
Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including male, female, transgender students, faculty, and staff.

In case of an emergency, please call 911.

*Please visit **https://www.northeastern.edu/ouec** for a complete list of reporting options and resources both on- and off-campus.*