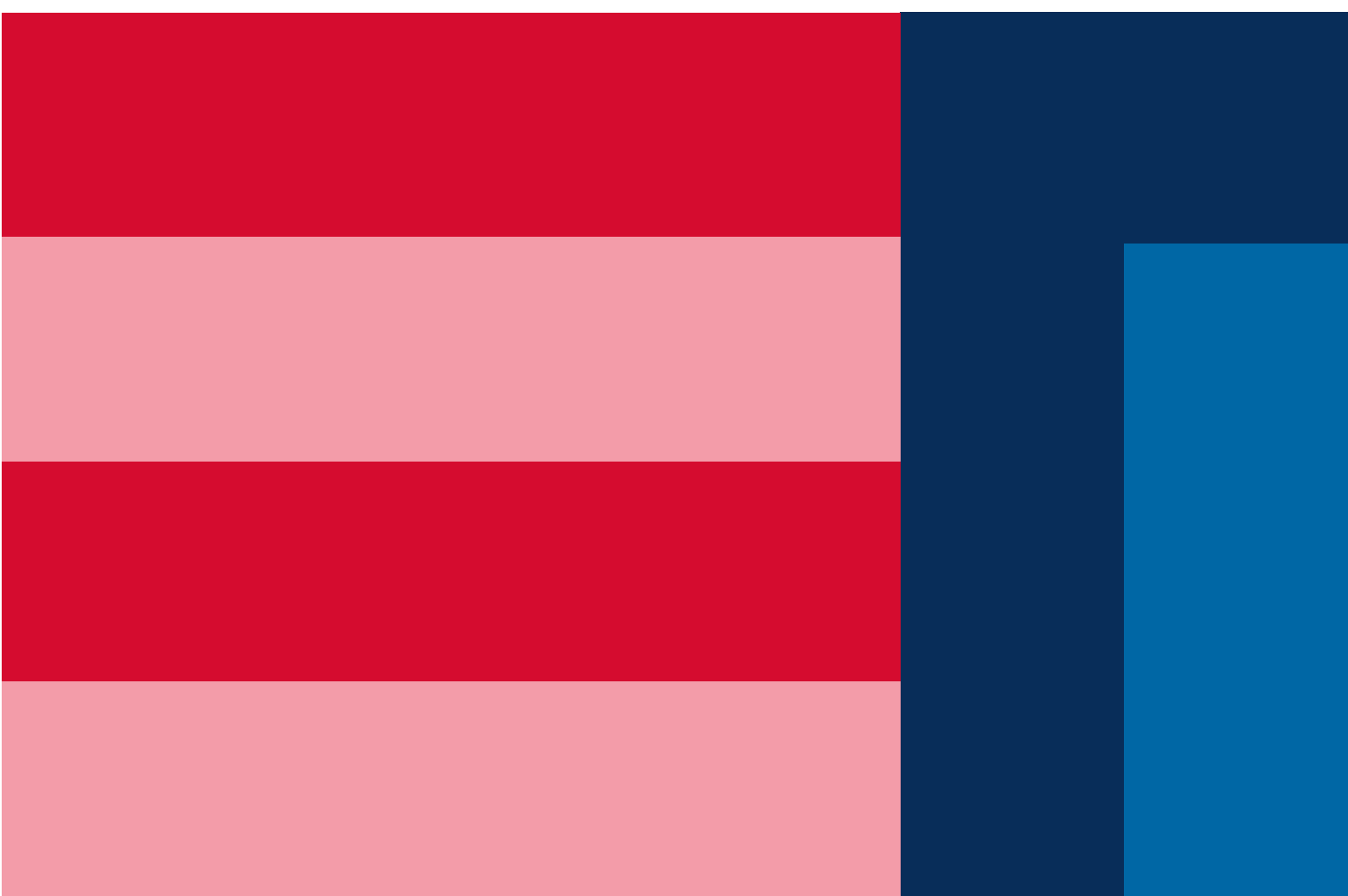


Dr. Phil Hennel

Sustainable Digitalisation and Transformation

Syllabus



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1. Introduction

Dear Students,

Digital innovations are impacting everyone's everyday life. While technological advancements have become increasingly complex and intertwined, transforming the technological landscape, ultimately forcing a cascade of transformations.

Change, as an aspect of transformation, is something that has been studied by organizational scholars for decades. A deep understanding about how to manage change is available, yet many transformations fail. Given the increasing awareness of the importance of sustainability on all kinds of dimensions, these two trends are at odds and solving this dissonance is paramount for becoming a sustainable digital society.

After this seminar, you will have earned...

- An understanding of how digital artifacts are unique compared to physical artifacts.
- An understanding of how sustainability can be interpreted as a broad topic, spanning all areas of everyone's lives and impacts everyone.
- An understanding of how digital artifacts might be key to solving sustainability issues of all kinds and how organizations must adapt and transform.
- An understanding of the UN's Sustainable Development Goals
- The ability to apply various tools to visualize digital artifacts and their environment and impact.
- The ability to develop, evaluate, argue for and against various digital artifacts and necessary transformations regarding their impact on sustainability and the surrounding organization.

A small "*warning*" in advance, to manage expectations for this seminar: this is not a seminar to "sit back and listen." Instead, it is a course that builds on interactive and cooperative learning and requires continuous work throughout the semester. Participation in this seminar involves teamwork, presentations, peer feedback, and intensive exchanges. The course is held in English. If you are not comfortable with this teaching format, I fully understand if you withdraw from the StudIP course. If you are motivated and excited to be actively involved in the course, I look forward to your participation! To facilitate this process, after the initial kick-off, all students will be removed from the course and those still willing to participate need to re-join and organize (autonomously!) into teams.

This syllabus contains all important information about the course: a time schedule, the examination modalities, and much more. Please take the

time to read the syllabus completely. If you have any further questions, please do not hesitate to contact me.

See you soon in class,

Phil Hennel

2. General Information

1.1. Format

This is a hybrid course that contains different kinds of sessions and learning. “Hybrid” does not mean that sessions will be simultaneously available online *and* offline. Rather, some sessions will be online-only, some will be on-site-only.

Teamwork

Teamwork is a big part of this seminar. You are going to work together in teams of about 2-3 students. Together you will prepare a presentation about a self-chosen topic, based upon the contents taught in the first part of the course. As the lecturer, I will be available to the teams as a coach. The StudIP forum serves as a place to exchange ideas and ask questions. The StudIP forum has the advantage (over other communication channels like Slack, Discord, or WhatsApp groups) that all students can benefit from the questions and that I can provide clarification if needed. Receiving and giving peer-feedback is important.

Assignments

Team Introduction

As a first task in team formation, all teams are expected to hand in a brief introduction of themselves. These introductions should include a brief overview of the team members, highlighting different skills and special interests regarding this course, as well as a preliminary topic or area the team is interested in. Finally, the presentation should also include a rough timeline and task-allocation/work-distribution outline.

Presentation sessions

In the presentation sessions, the teams will present their topics to the course audience. During these presentations, the presenting team is tasked with shining a light on a *relevant* problem related to the topics touched upon in class. This shall be done including, but not limited to, a presentation of the current state of research and current trends in practice. *All* students, those presenting *as well as* all other students, are *expected* to not only be present and sit in class, but also to actively engage during Q’n’A by asking questions and challenging the presented contents and topics.

Essay

Besides teamwork, the seminar also contains individual work. Based upon their team’s presentation, individual students shall hand in an essay elaborating on the presented topic and its relevance regarding digital and sustainable transformations.

1.2. Time and Place

The seminar is scheduled for **Wednesdays**, between **14:00** and **16:00**. For a detailed overview of which sessions take place on **campus** (room **WiWi2 F4090**) and which sessions will take place **virtually**, please refer to the time schedule below. The composition of the teams will be arranged at the kick-off session. The students are responsible to form teams themselves. After the kick-off-session, the course will be cleared, and students can re-join the course if they still intend to participate. If necessary, adjustments to the presentation schedule can be arranged.

1.3. Start

The kick-off session will take place on **October 18, 2023**. In order to participate in the course, you must be registered for the course via StudIP. Please use the time before the first session to read this syllabus carefully.

1.4. Literature

Kraus, S., Jones, P., Kailer, N., Weinmann, A., Chaparro-Banegas, N., & Roig-Tierno, N. (2021). Digital Transformation: An Overview of the Current State of the Art of Research. *SAGE Open*, 11(3). DOI: 10.1177/21582440211047576

Gregory Vial. 2019. Understanding digital transformation: A review and a research agenda. *J. Strateg. Inf. Syst.* 28, 2 (Jun 2019), 118-144. DOI: 10.1016/j.jsis.2019.01.003

Stuermer, M., Abu-Tayeh, G. & Myrach, T. Digital sustainability: basic conditions for sustainable digital artifacts and their ecosystems. *Sustain Sci* 12, 247-262 (2017). DOI: 10.1007/s11625-016-0412-2

Serpa, S., & Ferreira, C.M. (2019). Society 5.0 and Sustainability Digital Innovations: A Social Process. *Journal of Organizational Culture, Communications and Conflict*.

Melville, Nigel. 2010. "Information Systems Innovation for Environmental Sustainability," *MIS Quarterly*, (34: 1) pp.1-21.

Watson, Richard T. and Kranz, Johann J. (2021) "Guest Editorial: Moving from Good Intentions to Measurable Sustainability Results," *MIS Quarterly Executive*: Vol. 20: Iss. 2, Article 2.

Kotlarsky, Julia; Oshri, Ilan; and Sekulic, Nevena (2023) "Digital Sustainability in Information Systems Research: Conceptual Foundations and Future Directions," *Journal of the Association for Information Systems*, 24(4), 936-952. DOI: 10.17705/1jais.00825

Wade, Michael and Shan, Jialu (2020) "Covid-19 Has Accelerated Digital Transformation, but May Have Made it Harder Not Easier," *MIS Quarterly Executive*: Vol. 19: Iss. 3, Article 7.

- Ann Majchrzak, M. Lynne Markus, and Jonathan Wareham. 2016. Designing for digital transformation: lessons for information systems research from the study of ICT and societal challenges. *MIS Q.* 40, 2 (June 2016), 267–277. DOI: 10.25300/MISQ/2016/40:2.03
- Seidel, Stefan; Bharati, Pratyush; Fridgen, Gilbert; Watson, Richard T.; Albizri, Abdullah; Boudreau, Marie-Claude (Maric); Butler, Tom; Kruse, Leona Chandra; Guzman, Indira; Karsten, Helena; Lee, Habin; Melville, Nigel; Rush, Daniel; Toland, Janet; and Watts, Stephanie (2017) "The Sustainability Imperative in Information Systems Research," *Communications of the Association for Information Systems: Vol. 40* , Article 3. DOI: 10.17705/1CAIS.04003
- Faik, I., Barrett, M.I., & Oborn, E. (2020). How Information Technology Matters in Societal Change: An Affordance-Based Institutional Perspective. *MIS Q.*, 44.
- Selander, L., & Jarvenpaa, S. L. (2016). Digital Action Repertoires and Transforming a Social Movement Organization. *MIS Quarterly*, 40(2), 331–352.

3. Time Schedule

The table below shows the time schedule of this course, including the teaching format of each session and the deliverables with deadlines.

#	Day	Topic	Format	Deliverables
1	Oct 17	Kick-Off Session & Digital Artifacts	On Campus	
2	Oct 24	Change Management, Organizational Change	On Campus	
3	Oct 31	Digitalisation vs Digital Transformation	On Campus	
4	Nov 7	Kinds and Dimensions of Sustainability	On Campus*	
5	Nov 14	Psychological Effects of Change and Stress	On Campus*	Team-Introduction Slides
6	Nov 21	Teamwork or Special Topic (by vote, e.g., COVID)	Your Choosing virtual*	
7	Nov 28	Teamwork Coaching**	Your Choosing virtual	
8	Dec 5	Teamwork Coaching**	Your Choosing virtual	
9	Dec 12	Teamwork Coaching**	Your Choosing virtual	
10	Dec 19	Teamwork Coaching**	Your Choosing virtual	
11	Jan 9	Presentation Session 1	TBD by vote	Presentation Slides
12	Jan 16	Presentation Session 2	TBD by vote	
13	Jan 23	Presentation Session 3	TBD by vote	
14	Jan 30	Wrap-Up Session	On Campus	Essay

* Subject to change
** on demand

As this course is based on interaction and active discussions, students are expected to not only be present during the sessions but to actively engage with the topic and take part in the discussion.

4. Examination

1.5. General information and form of examination

The course will be graded based on a team introduction (6 pts, 20%) at the end of the course's first part and a team presentation (12 pts, 40%) as well as an essay (12 pts, 40%) at the end of the semester. This essay shall reflect the learnings made throughout the semester, regarding the team's presentation, how it ties into the course's overall topics, and the individual contributions made.

Before starting the actual teamwork, student teams are expected to give a brief introduction of the team members and the (preliminary) research topic. The presentation shall show the different strengths and specializations or interests of the team members. Further, giving a brief introduction into the (envisioned) research area and its relevance is required.

Students are expected to conduct a systematic literature review on the course's topics as a small group. The exact focus of this review can be chosen individually, however, it has to resemble the topics covered in the sessions before. The review does not need to cover the entirety of the selected sub-area, but rather shall give the student an opportunity to have an understanding of the current state of research regarding this specific area as well as the topic's relevance and ties to digital transformation and sustainability. This specialized knowledge shall then be outlined (together with a description of how the review was conducted) in the essay. More information can also be found in the Appendix.

These findings will be presented in the presentation sessions towards the end of the semester. This presentation shall give all participants the chance to learn from the presenting team's research and the covered topic.

1.6. Grading scheme

A maximum of 100 points can be achieved, 20 points from the team introduction, 40 points from the presentation, and 40 points from the essay. The detailed evaluation criteria for the examination components can be found in the appendix of this document. The points achieved for each examination component are added up and evaluated according to the following grading key:

Points	Grade
00.0	5,0
15.0	4,0
16.5	3,7
18.0	3,3
19.5	3,0
21.0	2,7
22.5	2,3
24.0	2,0
25.5	1,7
27.0	1,3
28.5	1,0

5. Contact and Communication



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Appendix A: Assessment of the Essay

	Insufficient	Below average	Average	Above average	Exemplary
Structure and writing <ul style="list-style-type: none"> ▪ Is the essay well-structured and well-written? ▪ Does the essay contain all needed aspects? <ul style="list-style-type: none"> ○ Literature review basics ○ Insights generated ○ ... 	0pts	1pts	2pts	3pts	4pts
Analysis and Integration <ul style="list-style-type: none"> ▪ Is the essay well justified with arguments and explained in a comprehensible way? ▪ Is the essay well-grounded in the theories and models learned? ▪ Does the essay come to meaningful/insightful conclusions (“connects the dots”)? 	0pts	1pts	2pts	3pts	4pts
Critical Look at the Literature and Overall Course <ul style="list-style-type: none"> ▪ Does the essay put reviewed literature in clear and concrete context? ▪ Is the literature looked at critically and cross-linked to the course’s other contents and done so in a comprehensible way? 	0pts	1pts	2pts	3pts	4pts

Maximum 12pts.

Appendix B: Essay: Structure & Form

(Rough) Essay Structure

The essay should (roughly) follow the following structure:

1. Introduction
 - a. Introduce the chosen focus of the literature review.
 - b. Motivate the problem and provide arguments for its relevance.
2. Literature Review
 - a. Objective and Scope
 - i. State the purpose of the literature review.
 - ii. Define the boundaries or specific focus area of the review related to the course topics
 - b. Methodology
 - i. Describe how the review was conducted. This can include search engines, databases used, key search terms, selection criteria, and the number of sources reviewed.
 - c. Main Findings
 - i. Summarize the current state of research in the chosen area
 - ii. Highlight significant discoveries, themes, or patterns.
 - d. Relation to Course
 - i. Explain how the topics reviewed relate to the course's initial sessions.
3. Conclusion
 - a. Recap the significance of the literature review and its implications for the course's topic.
 - b. Offer a perspective on the possible future advancements or research directions based on the findings and insights.
4. References
 - a. List all sources and references used for the literature review and any other information sourced from external materials. Ensure a consistent citation style throughout the essay.
5. Appendices (if necessary)
 - a. Provide any supplementary information, data, or insights that couldn't be incorporated into the main body.
 - b. Ensure to reference where it's mentioned in the text as "(See Appendix A)" or similar.

General Formatting Tips:

- Use clear headings and subheadings to demarcate different sections.
- Ensure consistency in font style, size, and spacing.
- Cite sources properly throughout the essay.
- Keep an eye on the word limit (4 pages or 1,000 words)

Appendix C: Assessment of the Presentation

	Insufficient	Below average	Average	Above average	Exemplary
Style, Structure, Presentation <ul style="list-style-type: none"> ▪ Is the presentation well-structured and well-presented? ▪ Is the presentation appealing? 	0pts	1pts	2pts	3pts	4pts
Analysis and Integration <ul style="list-style-type: none"> ▪ Is the essay well justified with arguments and explained in a comprehensible way? ▪ Is the essay well-grounded in the theories and models learned? ▪ Does the essay come to meaningful/insightful conclusions (“connects the dots”)? ▪ Is the development process described in a clear and concrete manner? ▪ Is the development result presented well? 	0pts	1pts	2pts	3pts	4pts
Overall Content, Precision, and Understandability <ul style="list-style-type: none"> ▪ Does the presentation contain all needed aspects? <ul style="list-style-type: none"> ○ Literature review and insights generated ○ Experiences made during development ○ ... ▪ Are the statements made precise? ▪ Is the core message transported well and the main findings understandable? 	0pts	1pts	2pts	3pts	4pts

Maximum 12pts.

Appendix D: Assessment of the Team Introduction

	Insufficient	Below average	Average	Above average	Exemplary
Introduction of the Team <ul style="list-style-type: none"> ▪ Are all team members introduced briefly <ul style="list-style-type: none"> ○ Name, field of study, special interests or skills ▪ Is the... <ul style="list-style-type: none"> ○ design appealing ○ text readable ○ a balance found between text and illustration 	0pts	0.5pts	1pts	1.5pts	2pts
Introduction of the Preliminary Research Topic <ul style="list-style-type: none"> ▪ Is the preliminary research topic introduced? ▪ Is the problem and motivation clear? ▪ Is the relevance clear? ▪ Is neither too narrow or too wide? 	0pts	0.5pts	1pts	1.5pts	2pts
Workplan <ul style="list-style-type: none"> ▪ Is a rough plan of work shown? <ul style="list-style-type: none"> ○ Including rough to dos ○ Including roles/to do assignments 	0pts	0.5pts	1pts	1.5pts	2pts

Maximum 6pts.

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