

## Syllabus

Course	INST 335
Section	0201
Title	<b>Teams and Organizations</b>
Time & Place	Monday/Wednesday/Friday 1-1:50 pm, Hornbake 0115
Instructor	Dr. Ping Wang [pwang@umd.edu]
Office hours	By appointment in Hornbake 2118B
Catalog Info	Team development and the principles, methods and types of leadership will be a focus with an emphasis on goal setting, motivation, problem solving, and conflict resolution. This course examines the principles of managing team projects in organizations through planning and execution including estimating costs, managing risks, scheduling, staff and resource allocation, communication, tracking, and control.
Description	<p>Whether you pursue a career in government, take a job in a multinational corporation, join an entrepreneurial startup, or start a new non-profit, your success as an information professional will depend on your ability to recognize and capitalize on opportunities to use information to increase efficiency, improve performance, and support innovation within teams and organizations.</p> <p>While billions of dollars are spent each year on information resources and technology, much of it is wasted. Executives purchase irrelevant or inadequate software because they cannot clearly specify their needs and lack the knowledge they need to evaluate vendor's claims. Multi-billion dollar systems and collections are underused because they are not well matched with the processes they are designed to support. Organizations miss opportunities to strategically use emerging technologies and new information resources because they are unable to design and execute information-enabled change. Effectively realizing the benefits of information resources and systems requires you to understand how organizations work, how to form and manage teams, and how to use project management techniques to bring about information-enabled change.</p>
Objective	The overall objective of this course is to provide you with a foundational understanding of different ways of analyzing organizations and experience applying these concepts to plan and execute the initial stages of information-enabled change projects.
Outcomes	<p>Upon successful completion of this course you will be able to:</p> <ul style="list-style-type: none"><li>• Identify, select and apply appropriate perspectives for analyzing organizations' needs and identify opportunities, including approaches such as:<ul style="list-style-type: none"><li>○ Outcome analysis</li><li>○ Stakeholder analysis</li><li>○ Competitive environment assessment</li><li>○ Value chain/network models</li><li>○ Process models</li><li>○ Data and system assessments</li></ul></li></ul>

- Organizational culture assessment
- Risk analysis
- Revenue or cost analysis
- Identify factors that hinder/enhance performance of project teams and implement tools and processes that mitigate/magnify those impacts
- Craft strategies for successfully implementing information-enabled change projects
  - Apply appropriate organizational analysis techniques to identify potential opportunities for information-enabled change
  - Make the business case for information-enabled change projects
  - Identify the challenges that threaten information-enabled change project success
  - Determine ways of mitigating the risks associated with information-enabled change

ELMS Site <https://myelms.umd.edu/courses/1234164>

Textbook Daft, Richard L., Management, 12th Edition, South-Western, Cengage Learning (ISBN-10: 1285861981; ISBN-13: 9781285861982)

Cases Five cases for class discussion are posted on the course ELMS site.

Activity Lectures and case discussion provide for a common background and round out the schedule.

Requirements (i) Class Participation Students are expected to contribute actively in class to the benefit of all. This implies being well prepared for the discussion of the session's reading and/or case. Those with prior background in the subject area are invited to share their knowledge with us as may be appropriate. Students are graded on a two-point scale for their participation in each session: two points are earned for very good participation; one point for satisfactory participation; no point for unsatisfactory participation (i.e., attending the class session but making insignificant or no contribution) or absence. Summed across all the sessions, class participation counts toward 20% of the course grade.

(ii) Quizzes There will be three quizzes during the course of this semester. Each quiz will be a closed-book test, aiming to assess the *extent to which the student is now familiar with basic concepts and terminology on teams and organizations*. Based on the textbook, cases, and lectures, each quiz consists of multiple-choice questions and questions that require short answers. The three quizzes will count toward 30% of the course grade.

(iii) Case Studies This course includes five case studies. Students will conduct these case studies in teams. Each team should have seven students. The team will prepare a short presentation (about five slides) addressing the case study questions (included in the schedule below). The presentation (in PowerPoint slides) should be posted to the course ELMS site by **9 am on the day when the case is scheduled**. Each time we will draw from these presentations to discuss the case. Teams may be called to present. Each presentation should have materials for at least 10 minutes, but the actual length of the presentation may vary depending on the questions raised by the rest of the class and the instructor during the presentation. Slides of all teams (with or without presentation in class) will be graded on a ten-point scale (with all team members receiving the same grade). Slides should be substantive and self-explanatory, as not all presentations will be given in class. Five cases will count toward 20% of the course grade.

(iv) Virtual Team Role-Play Simulation This team-based simulation will be held in the middle

of the semester to give students an opportunity to apply their knowledge and skills of teamwork. A week before the simulation, detailed instructions will be provided in class. The simulation will be evaluated on a 10-point scale and count toward 10% of the course grade.

(v) Final Project Each student team will undertake a final project to craft strategies for successfully implementing information-enabled change in an organization, across organizations, or in society. In this project, each team will apply appropriate organizational analysis techniques to identify potential opportunities for information-enabled change, make the business case for information-enabled change, identify the challenges that threaten information-enabled change project success, and determine ways of mitigating the risks associated with information-enabled change. By **November 6, 2017**, each team should submit a one-page project proposal to the course ELMS site to outline the overall scope of the project and a plan to execute the project. The completed project will be presented orally to the class. The study will also be reported in a final paper of no more than 5,000 words. Oral presentations will be limited to **7 minutes** excluding the Question and Answer session, and will be scheduled at the end of the semester. The project will be graded based on professional criteria specified in class. Additionally, teams should expect to report informally in class on their progress in the second half of the semester. The project will count toward 20% of the course grade.

Grading

Summarizing from above, student grades will be determined as follows:

Class Participation	20%
Quizzes	30%
Case Studies	20%
Virtual Team Simulation	10%
Final Project	20%

Because half of a student's course grade depends on the work performed in a team, we will conduct **team peer evaluation** twice this semester: one at the midpoint and the other at the end of the semester. The peer evaluation criteria will be described both in class and on the ELMS site. If the peer evaluation indicates that a student has not made sufficient contributions to the team's work, his/her grades for ALL team-based assignments up to the point of evaluation will be deducted according to the severity of the problem.

Work completed late without a legitimate reason discussed with the instructor in advance will receive a 10% grade penalty for each day after the due time.

Final Grade:

Cutoffs for final grades will be determined by the distribution of points in the class. The cutoffs are expected to be as follows:

A+	98-100 percentage	C	73-77.99
A	93-97.99	C-	70-72.99
A-	90-92.99	D+	68-69.99
B+	88-89.99	D	63-67.99
B	83-87.99	D-	60-62.99
B-	80-82.99	F	Lower than 60
C+	78-79.99		

In this class, an "A" denotes full achievement of the goals of the class; a "B" denotes good progress towards the learning objectives; and a "C" indicates that you were able to comprehend

the concepts involved but were unable to effectively apply that knowledge.

Since the grading is based on a percentage-based system, an F is not the same thing as a zero. Failing work still earns some points. You are always better off to turn something in and get feedback on what you were able to complete. The percentage-based system also means that you can keep track of your progress and always know what your current grade is in the course in ELMS. You are encouraged to monitor your own performance.

- Honor code 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>.
- Integrity Cases of academic misconduct will be referred to the Office of Student Conduct irrespective of scope and circumstances, as required by university rules and regulations. It is crucial to understand that the instructors do not have a choice of following other courses of actions in handling these cases. There are severe consequences of academic misconduct, some of which are permanent and reflected on the student's transcript. For details about procedures governing such referrals and possible consequences for the student please visit <http://osc.umd.edu/OSC/Default.aspx>.
- It is important that you complete your own project assignments, and do not share any work. The best course of action to take when a student is having problems with an assignment is to contact the instructor. The instructor will be happy to work with students while they work on the projects.
- Special needs Students with disabilities should inform the instructor of their needs at the beginning of the semester. Please also contact the Disability Support Services (301-314-7682 or <http://www.counseling.umd.edu/DSS/>). DSS will make arrangements with the student and the instructor to determine and implement appropriate academic accommodations. Students encountering psychological problems that hamper their course work are referred to the Counseling Center (301-314-7651 or <http://www.counseling.umd.edu/>) for expert help.
- Attendance Students are expected to attend all class sessions. If a session has to be missed, provide the reason and proof to the instructor by email *before* the class. Absence from a session without advance notice or a legitimate reason will result in a zero point for the activities conducted in that session.
- CourseEvalUM Participation in the evaluation of courses through CourseEvalUM is a responsibility that students hold as members of our academic community. Student feedback is confidential and important to the improvement of teaching and learning at the University. Please go directly to the website ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)) to complete the evaluations at the end of the semester.
- Caveat If any issue related to this course is not covered by this syllabus, then please refer to the Course Related Policies at <http://www.ugst.umd.edu/courselatedpolicies.html>.

Course Schedule

<b>Date, Topic, and Activity</b>	<b>Readings and Notes</b>
August 28, 2017 (Monday) <i>Team Building</i>	
August 30, 2017 (Wednesday) <i>Course Introduction</i>	○ Chapter 1
September 1, 2017 (Friday) <i>Team Kickoff Meeting</i>	
September 4, 2017 (Monday)	<b>No class (Labor Day Holiday)</b>
September 6, 2017 (Wednesday) <i>Evolution of Management Thinking</i>	○ Chapter 2
September 8, 2017 (Friday) <i>Case 1 Preparation</i>	<ul style="list-style-type: none"> <li>○ Case: Airbnb (A)</li> <li>○ Lieber, Ron, 2015, Airbnb Horror Story Points to Need for Precautions, <i>The New York Times</i>, August 14.</li> </ul> Study questions: <ul style="list-style-type: none"> <li>○ Is there anything Airbnb could have done to avoid the incidents "EJ" and Jacob Lopez experienced? To reduce the aftermath?</li> <li>○ How should Airbnb further facilitate trust between renters and hosts?</li> <li>○ Airbnb and eBay are similar in that both companies run online marketplaces that match buyers with sellers. How should Airbnb's reputation system differ from that of eBay?</li> </ul>
September 11, 2017 (Monday) <i>Case 1 Presentation</i>	
September 13, 2017 (Wednesday) <i>Organization, Team, and Managers</i>	○ Chapter 10
September 15, 2017 (Friday) <i>Online Discussion Launch</i>	
September 18, 2017 (Monday) <i>Internal Environment</i>	○ Chapter 3
September 20, 2017 (Wednesday) <i>Ethics and Social Responsibility</i>	○ Chapter 5
September 22, 2017 (Friday) <i>Case 2 Preparation</i>	<ul style="list-style-type: none"> <li>○ Case: Building a "Backdoor" to the iPhone: An Ethical Dilemma</li> </ul> Study questions: <ul style="list-style-type: none"> <li>○ What dilemmas did Tim Cook face?</li> <li>○ What were Cook's primary responsibilities, which would have influenced his decision to refuse to succumb to U.S. government pressure to build a backdoor to the iPhone? Is there any contradiction in these responsibilities?</li> <li>○ Assess the ways in which Cook may have resolved these dilemmas.</li> </ul>
September 25, 2017 (Monday) <i>Case 2 Presentation</i>	
September 27, 2017 (Wednesday) <i>External Environment</i>	○ Chapter 4
September 29, 2017 (Friday) <i>Quiz 1 Preparation</i>	
October 2, 2017 (Monday) <b>Quiz 1</b>	
October 4, 2017 (Wednesday) <i>Planning and Strategy</i>	○ Chapters 7 & 8

October 6, 2017 (Friday) <i>Quiz 1 Feedback</i>	
October 9, 2017 (Monday) <i>Making Decisions</i>	○ Chapter 9
October 11, 2017 (Wednesday) <i>Communication</i>	○ Chapter 17
October 13, 2017 (Friday) <i>Case 3 Preparation</i>	○ Case: Prediction Markets at Google Study questions: ○ Why do prediction markets work so well? ○ Under what conditions will prediction markets be successful and yield useful information? ○ If prediction markets prove to be accurate and decisive, what kind of decisions in an organization are prediction markets useful for?
October 16, 2017 (Monday) <i>Case 3 Presentation</i>	
October 18, 2017 (Wednesday) <i>Teamwork</i>	○ Chapter 18
October 20, 2017 (Friday) <i>Virtual Team Simulation Preparation</i>	○ Managing Virtual Teams (A)
October 23, 2017 (Monday) <i>Virtual Team Simulation</i>	
October 25, 2017 (Wednesday) <i>Project Management</i>	
October 27, 2017 (Friday) <i>Quiz 2 Preparation</i>	
October 30, 2017 (Monday) <b>Quiz 2, Midterm Course Evaluation, and Team Peer Evaluation</b>	
November 1, 2017 (Wednesday) <i>Entrepreneurship</i>	○ Chapter 6
November 3, 2017 (Friday) <i>Final Project Proposal Preparation</i>	
November 6, 2017 (Monday) <i>IT Management</i>	○ Appendix A (pp. 697-713) <b>One-page final project proposal is due at 2 pm.</b>
November 8, 2017 (Wednesday) <i>Change &amp; Innovation Management</i>	○ Chapter 11
November 10, 2017 (Friday) <i>Case 4 Preparation</i>	○ Case: Starbucks Canada: The Mobile Payments Decision Study questions: ○ Does Starbucks Canada need to re-assess its mobile payments strategy? Why? ○ Given the shape of the mobile payments landscape in 2013, what are the most important criteria that management should be using to assess the various mobile payment options? ○ What caused the change management issues faced by Starbucks US after their rollout of Square mobile payments? What should they have done to avoid or mitigate these issues? ○ As a senior manager for Starbucks Canada, based on the assessment criteria identified above, what option should you take and how to implement it?
November 13, 2017 (Monday)	

<i>Case 4 Presentation</i>	
November 15, 2017 (Wednesday) <i>Leadership</i>	o Chapter 15
November 17, 2017 (Friday) <i>Final Project Work Session</i>	
November 20, 2017 (Monday) Motivation	o Chapter 16
November 22, 2017 (Wednesday)	<b>No class (Thanksgiving Holiday)</b>
November 24, 2017 (Friday)	<b>No class (Thanksgiving Holiday)</b>
November 27, 2017 (Monday) <i>Control</i>	o Chapter 19
November 29, 2017 (Wednesday) <i>Case 5 Preparation</i>	o Case: Fitbit: The Business about Wrist Study questions: o What are the characteristics of the wearable device market? o What competitive advantage does Fitbit possess in the wearable device market? What advantages do the competitors named in the case have? o How could Fitbit secure its leading position in the market despite the escalating competition?
December 1, 2017 (Friday) <i>Case 5 Presentation</i>	
December 4, 2017 (Monday) <i>Project Presentation (I)</i>	
December 6, 2017 (Wednesday) <i>Project Presentation (II) and Course Conclusion</i>	
December 8, 2017 (Friday) <i>Quiz 3 Preparation</i>	
December 11, 2017 (Monday) <b>Quiz 3</b>	
December 14, 2017 (Thursday) <i>Final Exam Day, Team Peer Evaluation, and Course Evaluation</i>	<b>No in-class final exam</b> <b>Final papers are due at 3:30 pm on December 14, 2017.</b>

Updated August 22, 2017