



COLLEGE OF INFORMATION STUDIES

INST335 Teams and Organizations Fall, 2018

Course Overview

Time:

Section 0101: Thursday Tue/Th 2:00pm -3:15 pm, ARC1103

Section 0104: Thursday Tue/Th 11:00am - 12:15pm, TYD1101

First day of class: August 28, 2018 , Last day of class: Dec 6, 2018

Instructor Information

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Senior Lecturer and Learning Scientist,
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Teaching Assistants

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Office Hours

By appointment.

Catalog Description:

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. 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.

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.

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.

Learning Outcomes

Upon successful completion of this course you will be able to:

- Identify, select and apply appropriate perspectives for analyzing organizations' needs and identify opportunities, including approaches such as:
 - Outcome analysis, stakeholder analysis, competitive environment assessment
 - Value chain/network models
 - Process models
 - Data and system assessments
 - 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

Course Materials

- *Principles of Management* By: Talya Bauer, Berrin Erdogan, Jeremy Short, and Mason A. Carpenter Version: 3.0 Published by Flatworld Knowledge: June 2016
- Cases for class discussion will be posted on the course ELMS site.
- Lectures and case discussion provide for a common background and round out the schedule.

Syllabus change policy

This syllabus is a guide for the course and is subject to change with advance notice.

Students with Disabilities

The University is legally obligated to provide appropriate accommodations for students with disabilities. The campus' [Disability Support Services Office](#) (DSS) works with students and faculty to address a variety of issues ranging from test anxiety to physical and psychological disabilities. If a student or instructor believes that the student may have a disability, they should consult with DSS (4-7682, email Dissup@umd.edu). Note that to receive accommodations, students must first have their disabilities documented by DSS. The office then prepares an Accommodation Letter for course instructors regarding needed accommodations. Students are responsible for presenting this letter to their instructors.

Attendance Policy

University policy excuses the absences of students for illness, religious observances, participation in University activities at the request of university authorities and compelling circumstances beyond the student's control. Students who miss a single class for a medical reason are not required to provide medical documentation, but students who are absent more than once are responsible for providing various forms of documentation, depending on the nature of the absence. Course syllabi should specify the nature of the in-class participation expected and the effects of absences on students' grades. For more information, see University Policy V-1.00G on Medically Necessary Absence

Academic Integrity: What is academic dishonesty?

Academic dishonesty is a corrosive force in the academic life of a university. It jeopardizes the quality of education and depreciates the genuine achievements of others. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act. All members of the University Community - students, faculty, and staff - share the responsibility to challenge and make known acts of apparent academic dishonesty.

Students have a responsibility to familiarize themselves with violations of the Code of Academic Integrity. Among these include:

- **Cheating** "Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise."
- **Fabrication** "Intentional and unauthorized falsification or invention of any information or citation in an academic exercise."
- **Facilitating Academic Dishonesty** "Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty."
- **Plagiarism** "Intentionally or knowingly representing the words or ideas of another as one's own in an academic exercise."

For further clarification or information on the Code of Academic Integrity :

<http://www.studenthonorcouncil.umd.edu/code.html>

Assignment due dates and extensions

Assignments must be completed using Elms. All quizzes and tests will be completed on the

Elms platform. If you have difficulty using elms see the tutorial at https://elms.umd.edu/webapps/portal/frameset.jsp?tab_id=_300_1 Assignments must be turned in on time.

Quizzes and exams not completed on time (e.g. in class for in-person sections or by end of week for online sections) will not continue to be available and may not be completed after the due date.

Other assignments turned in late without prior approval will be docked the equivalent of one letter grade (e.g. a B instead of an A). If you are unable to turn the assignment in by the due date, contact me prior to the due date to arrange an alternative due date to ensure full credit.

Please see me privately or email me if you have an emergency.

Peer Evaluations:

Students are expected to work well in teams. This means being responsive to the needs of their team mates and produce high quality work. In cases where there are indications some students are not performing to the level their team-mates expect then peer evaluations may be done and points deducted as deemed appropriate by the professor.

Classroom Environment

Students are expected to follow the UMD community standards of behavior at all times in the classroom. <http://www.president.umd.edu/policies/docs/V-100B.pdf>

CourseEvalUM

Course evaluations are a part of the process by which the University of Maryland seeks to improve teaching and learning. The University Senate approved the implementation of a standard, online, University-wide course evaluation instrument. Each course evaluation contains a set of universal questions, and some are supplemented by questions from specific colleges. Across the University, course evaluations are being administered through a webbased system dubbed CourseEvalUM. Students who leave no "Pending" evaluations in their Evaluation Dashboard each semester can view the aggregate results of a sub-set of universal items online.

Across the University, course evaluations are being administered through a web-based system dubbed CourseEvalUM. All information submitted to the Evaluation System is confidential. Instructors and academic administrators can only view summarized evaluation results after final grades have been submitted. Instructors and academic administrators cannot identify which submissions belong to which students. This standardized set of evaluation results provides the University with useful information on teaching and student learning across the campus.

For additional info see **Student Fast Facts** at:

https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml

Grade Components

	Total	Knowledge Recall	Final Project	Personal Reflections	Cases	Regular Class Work
Tests	20%	20%	---	---	---	---
Presentations	30%	---	10%	---	20%	---
Written Assignments	25%	---	15%	10%	---	---
Participation	15%	---	---	---	---	15%
Discussions	10%	---	5%	---	---	5%

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 week'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.

Tests

There will be two tests during the course of this semester. Each test 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. The assessments consist of a mixture of multiple-choice questions and open response questions based on the textbook, cases, and class discussions. The two tests will count toward 20% of the course grade. Students who miss an assessment because of excused absence (illness or religious holiday) are responsible for promptly notifying the professor to arrange a makeup exam. It is the student's responsibility to communicate and arrange the makeup and failure to do so can result in a partial credit (ex: 50%) makeup or no makeup opportunity at all.

Case Studies

This course includes several case studies. Students will conduct these case studies in teams. Case study and project teams will be created by the instructor. Each case study is 10 points.

Discussions

There will be threaded discussions used in this course to develop and extend student engagement and knowledge. Each discussion will have specific deadlines that cannot be extended. Students unable to participate for legitimate reasons have the responsibility to communicate with the instructor before the deadline.

Final Project

This class will feature a final project that is worth a total of 30 percent of the grade. This project is done in teams and involves students learning about and explaining the implications of a technology that has (or might) change the way that people work in organizations and/or teams. It will be important for teams to address the project in a way that connects to the lessons learned in this class.

Reflection Papers

The reflection papers will be substantive individual efforts where students will write about their experience, questions, and curricular connections related to the course content.

Typical Grade Distributions

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.

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		

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.

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/courserelatedpolicies.html>.

Schedule and Readings

This is the preliminary schedule for the class. This will be refined in the first weeks of the class as the students and instructor get to know each other.

Date	Read Before Class	Topic
28-Aug		Introductions: Big questions
30-Aug	Chapter 1: Introduction to Principles of Management	Discussion and quiz on management and managers
4-Sep	Chapter 2 History, Globalization, and Ethics	Discussion, activity, possible quiz
6-Sep	Chapter 7 Organizational Structure and Change	Discussion, activity, possible quiz
11-Sep	Chapter 4 Developing Mission, Vision, and Values	Discussion, activity, possible quiz
13-Sep	Test 1	
18-Sep	Gallagher Chapter 3: Zara (on ELMS)	ZARA Case Activity
20-Sep	Watch The World is Flat Video	Discussion of TWIF and projects
25-Sep	Chapter 5 Strategic Management	Discussion, activity, possible quiz
27-Sep	Chapter 6 Goals and Objectives	Discussion, activity, possible quiz
2-Oct	Chapter 12 Managing Groups and Teams	Discussion, activity, possible quiz
4-Oct	Test 2	
9-Oct	PM Chapter 1 Introduction to Project Management (on ELMS)	Discussion, activity, possible quiz
11-Oct	PM Chapter 3 Project Phases and Organization & PM Chapter 8 Project Time Management (on ELMS)	Discussion, activity, possible quiz
16-Oct	Chapter 10 Decision Making	Discussion, activity, possible quiz
18-Oct	Chapter 14 The Essentials of Control	Discussion, activity, possible quiz
23-Oct	Chapter 11 Communication in Organizations	Discussion, activity, possible quiz
25-Oct	Teamwork	CASE: Communication
30-Oct	Chapter 3 Personality, Attitudes, and Work Behaviors	Discussion, activity, possible quiz
1-Nov	Chapter 13 Motivating Employees, Chapter 9 Leading People and Organizations	Discussion, activity, possible quiz
6-Nov	Chapter 8 Organizational Culture	Discussion, activity, possible quiz
8-Nov	Chapter 15 Strategic Human Resource Management	Discussion, activity, possible quiz
13-Nov	Gallagher Chapter 8 Platforms (on ELMS)	Discussion, activity, possible quiz
15-Nov	Agile and Holocracy (on ELMS)	Discussion/video in class
20-Nov	Teamwork	CASE: Organizational Design

Date	Read Before Class	Topic
22-Nov	Thanksgiving	
27-Nov	Gallagher Chapter 12 Sharing Economy (on ELMS)	Discussion, activity, possible quiz
29-Nov	Rogers Diffusion	Discussion, activity, possible quiz
4-Dec	Fads and Fashions in Management	Discussion/video in class
6-Dec	FINAL PRESENTATIONS	
14-Dec	FINAL PRESENTATIONS	

Holocracy Readings

<https://hbr.org/2017/03/case-study-is-holacracy-for-us>

<https://hbr.org/2016/07/beyond-the-holacracy-hype>

<https://hbr.org/2016/08/how-self-managed-companies-help-people-learn-on-the-job>