



COLLEGE OF INFORMATION STUDIES

INST335 Organizations, Management, and Teamwork

Spring, 2019

Course Overview

Time(s):

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

Section 0105: Tu/Th 9:30am - 10:45am EDU 331

First day of class: January 29, 2019, Last day of class: May 14, 2019

Instructor Information

Philip J. Piety, Ph.D. ppiety@umd.edu,

Senior Lecturer and Learning Scientist,
College of Information Studies

Teaching Assistants/Graders

Kalpita Raut: Section 0101 (kalpitaraut24@gmail.com)

Parth Boricha, Section 0103 (pboricha@terpmail.umd.edu)

Student Advisor/Advocate

The spring, 2019 version of this course will include a student advisor/advocate who will work with students on understanding how to be successful in the course and what kinds of performance is expected individually and in groups. The Student Advisor/Advocate will be available to assist students in working through teamwork issues.

Janell Coleman for both sections (janell.coleman@yahoo.com)

Office Hours

By appointment. Mondays are typically good.

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, students should understand the following areas:

- Basics organizational approaches, including functional/divisional approaches and span of control.
- The role of managers and leaders including different kinds of management structures
- Broad history of organizational and management theory, including trends for contemporary organizational and task management
- Team dynamics, especially through stages of formation and performance.
- Traditional project management basics, including project planning and scope documents
- Contemporary management approaches, including agile approaches, holocracy, and emergent designs
- Two-sided markets and their impact on organizational design and the role of data
- Sharing economy and its impact on jobs and industries
- How technology is reshaping certain jobs, including the emergence of digital natives
- Basics of process control, including data-informed control approaches such as Lean and Total Quality Management
- Basics of diffusion of innovations and management fashions

Students will also work in teams on several assigned activities culminating in a final project that will have a paper and presentation. The goal of this group work is to build specific competencies in collaboration and joint responsibility. These projects culminating in the final project will require students to be accountable to each other and become a higher performing self-organizing team. While many students enter with some experience with group projects, most have not used a range of team organizational approaches and developed a high-performance approach through deliberate team steps. Rather than being only an end-of-year necessity, the teamwork in this class is designed to teach students how to be good teammates and help them achieve a high-quality product they can reference in their job search.

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 and other readings 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).

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.

Note: students who miss classes may lose the opportunity to earn valuable points in the class.

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>

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.

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

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 (or top 3 students)	C	73-76.99
A	93-97.99	C-	70-72.99
A-	90-92.99	D+	67-69.99
B+	87-89.99	D	63-66.99
B	83-86.99	D-	60-62.99
B-	80-82.99	F	Lower than 60
C+	77-79.99		

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. However, note that the percentages in ELMS may not always be accurate. Students should divide their total points earned by the total number available to know their actual percentage standing.

Note that some assignments in the participation category, including some quizzes may have no score entered if the student was not in attendance on that day. This distinguishes the score from a zero and influences some allocation of participation points.

Grade Components

The following grade components will be used in this class.

	Individual	Group
Tests	20	
Participation	22	
Medium-scale Team Assignments		20
Discussions	8	
Reflection	5	
Final Presentation		10
Final Team Paper		15
Total	55	45

Below, each of these grade categories is elaborated on.

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. Pop-quizzes, in-class activities and being prepared to contribute to class discussions all count towards this category.

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.

Medium-size Team Projects

The course will feature a number of medium-sized team projects. Typically, these are worth five points each and teams will be graded according to a published rubric. These projects are designed to have teams exercise their internal processes and encourage them working together. Students who fail to participate with their teams usually do not earn any points. Teams that do not work well together and those that procrastinate typically do poorly. This category includes case studies and milestones for your team project like your project plan.

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 25 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 Paper(s)

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

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	Activity
29-Jan	No prior reading	Introductions: Big questions. Overview of hiring process
31-Jan	Chapter 1: Introduction to Principles of Management	Discussion, activity, possible quiz
5-Feb	Chapter 2 History, Globalization, and Ethics	Discussion, activity, possible quiz

7-Feb	Chapter 7 Organizational Structure and Change	Discussion, activity, possible quiz
12-Feb	Gallagher Chapter 3: Zara (on ELMS)	Discussion, activity, possible quiz
14-Feb	Test 1 (8 points)	
19-Feb	Chapter 12 Managing Groups and Teams	Discussion, activity, possible quiz
21-Feb	Chapter 3 Personality, Attitudes, and Work Behaviors	Discussion, activity, possible quiz
26-Feb	Chapter 13 Motivating Employees,	Discussion, activity, possible quiz
28-Feb	Chapter 11 Communication in Organizations	Discussion, activity, possible quiz
5-Mar	Gallagher Chapter 8 Platforms (on ELMS)	
7-Mar	Teamwork	Work on Proposals
12-Mar	PM: Chapter 2 Introduction to Project Management https://opentextbc.ca/projectmanagement/	Discussion, activity, possible quiz
14-Mar	PM: Chapter 3 The Project Life Cycle (Phases) Chapter 4 Project Management Framework	Discussion, activity, possible quiz
19-Mar	<i>Spring Break</i>	
21-Mar	<i>Spring Break</i>	
26-Mar	Chapter 6 Goals and Objectives	Discussion, activity, possible quiz
28-Mar	Test 2 (12 points)	
2-Apr	Chapter 14 The Essentials of Control	Discussion, activity, possible quiz
4-Apr	Chapter 10 Decision Making	
9-Apr	Chapter 4 Developing Mission, Vision, and Values	Discussion, activity, possible quiz
11-Apr	Chapter 5 Strategic Management	Discussion, activity, possible quiz
16-Apr	Balanced Scorecards Assignment	Presentations
18-Apr	Watch the World is Flat Video	Discussion of TWIF and projects
23-Apr	Agile and Holocracy (on ELMS)	Discussion/video in class
25-Apr	Chapter 9 Leading People and Organizations Chapter 8 Organizational Culture	Discussion, activity, possible quiz
30-Apr	Gallagher Chapter 12 Sharing Economy (on ELMS)	Discussion, activity, possible quiz
2-May	Organizational Design Assignment	Presentations
7-May	Rogers Diffusion of Innovations	Teamwork, activity, possible quiz

9-May	Fads and Fashions in Management	Teamwork, activity, possible quiz
14-May	FINAL PRESENTATIONS (Part 1)	
Finals Day	FINAL PRESENTATIONS (Part 2)	

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>