COLLEGE OF INFORMATION STUDIES

INST335 Teams and Organizations Fall, 2018

Course Overview

Time: Monday and Wednesday 12:45pm to 2:00pm HBK 0115

First day of class: August 27, 2018 , Last day of class: December 10, 2018

Instructor Information

Aswani Valiveti, valiveti@umd.edu

Adjunct Faculty,
College of Information Studies

Office Hours

Via email or 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-enable change

Course Materials

- *Principles of Management* By: Talya Bauer, Berrin Erdogan, Jeremy Short, and Mason A. Carpenter Version: 3.0 Published: June 2016
- Gallagher is *Information Systems: A Manager's Guide to Harnessing Technology* By: John Gallaugher Published: 2018
- Project Management is: *Project Management: from Simple to Complex* By: Russell Darnall and John M. Preston Version: 2.0Published: February 2018
- 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

Weekly Participation:	30%
Exams:	20%
Cases:	20%
Final Project:	30%

(i) Weekly 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.

(ii) Quizzes/tests There will be three quizzes/tests 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. The assessments consist of a mixture of multiple-choice questions and open response questions based on the textbook, cases, and class discussions. The three quizzes will count toward 30% 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.

(iii) 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 5 points.

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.

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	Due at end of week	Notes	Case Writeup	Quiz &/or Wkly ptcp'n	Exam	Final Project
27-Aug		Introductions: Big questions						
29-Aug	Chapter 1: Introduction to Principles of Management	Discussion and quiz on management and managers	Survey					
5-Sep	Chapter 2 History, Globalization, and Ethics	Discussion, possible quiz				2.5		
10-Sep	Chapter 7 Organizational Structure and Change	Discussion, possible quiz						
12-Sep	**Gallagher Chapter 3:**	**ZARA Case Presentation**	Essay on big questions		5			
17-Sep	The World is Flat	Watch in class		Teams formed		2.5		
19-Sep	Chapter 4 Developing Mission, Vision, and Values	Discuss online retail						
24-Sep	Chapter 5 Strategic Management	Discussion, possible quiz	Project proposal					
26-Sep	Chapter 6 Goals and Objectives	Discussion, possible quiz				2.5		

Date	Topic	Activity						
1-Oct	Chapter 12 Managing Groups and Teams	Discussion, possible quiz	Proposal discussions					
3-Oct	PM Chapter 1 Introduction to Project Management	Discussion, possible quiz		Case Reading reqd		2.5		
8-Oct	PM Chapter 3 Project Phases and Organization & PM Chapter 8 Project Time Management	Discussion, possible quiz		Case Reading reqd			10	
10-Oct	**Teamwork**	**Project Plan Presentation**						10
15-Oct	Chapter 10 Decision Making	Discussion, possible quiz		Case Reading reqd				
17-Oct	Chapter 14 The Essentials of Control	Discussion, possible quiz		Case Reading reqd				
22-Oct	Chapter 11 Communication in Organizations	Discussion, possible quiz		Case Reading reqd		2.5		
24-Oct	**Teamwork**	**CASE**	Case-writeup		7.5			
29-Oct	Chapter 3 Personality, Attitudes, and Work Behaviors	Discussion, possible quiz		Case Reading reqd				
31-Oct	Chapter 13 Motivating Employees, Chapter 9 Leading People and Organizations	Discussion, possible quiz		Case Reading reqd		2.5		

Date	Topic	Activity	Case-writeup	Case Reading				
5-Nov	Chapter 8 Organizational Culture	Discussion, possible quiz		Case Reading reqd				
7-Nov	**Teamwork**	**CASE**	Case-writeup	Case Reading reqd	7.5			
12-Nov	Chapter 15 Strategic Human Resource Management	Discussion, possible quiz						
14-Nov	Rogers Diffusion	Discussion, possible quiz				2.5		
19-Nov	Gallagher Chapter 8 Platforms	Discussion, possible quiz						
26-Nov	Gallagher Chapter 12 Sharing Economy	Discussion, possible quiz					10	
28-Nov	Fads and Fashions	Discussion, possible quiz				2.5		
3-Dec	Agile	Discussion, possible quiz						
5-Dec	Holocracy	Video in class						
10-Dec	FINAL PRESENTATIONS							10
14-Dec	FINAL REPORT							10
	Participation					5		
	Pop-quizzes					5		

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