

## SPRING 2019--INST 335: Syllabus

Course INST 335  
Section Spring 2019 0102  
Title **Teams and Organizations**  
Time & Place Tuesday/Thursday Hornbake 0115: 12:30-1:45 p.m.  
Instructor Dr. T. Kanti Srikantaiah  
Office hours By appointment in Hornbake 4111F

**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** 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.

**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:** 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.

ELMS Site      <https://elms.umd.edu/courses>

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

Cases            Five cases for class discussion are selected from the textbook.

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 will be selected by the instructor. The team will prepare a short presentation addressing the case study questions. 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 discuss issues for discussion from these presentations. 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 should be substantive and self-explanatory. Five cases will count toward 30% of the course grade. Each student should post at least 3 times for each case study on the discussion board to be considered for full points. You can start your posting early, follow up, and read all postings during the last 2 days and interact to receive the full 6 points for each case study.

(iv) 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 **February 12**, each team should submit a one-page project proposal to the course ELMS site outlining 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	30%
Final Project	20%

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> (Links to an external site.) 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> ([Links to an external site.](#)).

**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.

### **Course Schedule**

Date	Topic	Readings
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29-Jan	Thur	Course Introduction	
31-Jan	Tues	The World of Innovative Management Project ideas	Chapter 1
5-Feb	Thurs	Evolution of Management Thinking	Chapter 2
7-Feb	Tues	Designing Organizational Structure	Chapter 10
12-Feb	Thur	Organizations, Team, and Managers	Chapter 3
14-Feb	Thur	Case 1: Management Thinking	Case 1
19-Feb	Tues	Ethics and Social Responsibility	Chapter 5
<b><u>QUIZ 1</u></b>			
26-Feb	Thur	External Environment	Chapter 4
28-Feb	Tues	Planning	Chapter 7
5-March	Thur	Case 2: Planning	Case 2
7-Mar	Tues	Strategy	Chapter 8
12-Mar	Thur	Making Decisions	Chapter 9
14-Mar	Tue	Communication	Chapter 17
SPRING	BREAK	MARCH 17-24	
26-Mar	:	Teamwork	

	Th		Chapter 18 One-page final project proposal is due.
28-Mar	Tue	Case 3: Organizing	Case 3
2-Apr	Th	Project Management	
4-Apr	Tue	<b>Quiz 2</b> , Midterm Course Evaluation	
9-Apr	Th	Entrepreneurship	Chapter 6
11-Apr	Tue	IT Management / Change and Innovation Management	Chapter 11 and Appendix A (pp. 697-713)
16-Apr	Th	Leadership	Chapter 15
18-Apr	Tue	Case 4: Leading	Case 4
23-Apr	Th	Motivation	Chapter 16
30-Apr	Th	Control	Chapter 19
2-May	Tue	Case 5: Controlling	
7-May	Th	Project Presentation	
9-May	Tue	Project Presentation	
14-May	Thus	Wrap-Up and <b>QUIZ 3</b>	