COLLEGE OF
INFORMATION
STUDIES

INST335 Teams & Organizations

Spring, 2019

Course Overview

Time:

Section 0103: Monday/Wednesday 1:00 pm -2:15 pm, CSI 2117

Section 0104: Monday/Wednesday 3:00 pm -4:15 pm, CSI 2117

First day of class: January 28, 2019, Last day of class: May 13, 2019

Instructor Information

Susannah Paletz, Ph.D., paletz@umd.edu

Research Scientist & Technical Director for Organizational Behavior and Performance
Applied Research Laboratory for Intelligence and Security (ARLIS)

Teaching Assistants/Graders

Irene Su, both Sections 0103 and 0104, isu@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), as well as for Phil Piety's sections.

Office Hours

Wednesdays 11-12 in Hornbake 0215A. I will also be in CSI2117 2:15-2:45 pm M/W; I may be available for questions during that time, but will need time before section 0104 for prep. If necessary, by appointment (M or W).

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:

- Basic 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 exercises for class discussion will be posted on the course ELMS site.
- Other supplemental readings will be posted on the ELMS site.
- Lectures and case discussion provide for a common background and round out the schedule.

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations

- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

The University of Maryland is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. For assistance in obtaining an accommodation, contact Accessibility and Disability Service at at 301.314.7682, or adsfrontdesk@umd.edu. **After receiving an Accommodations Letter from ADS, as a student you are expected to meet with each course instructor, in person,** to provide them with a copy of the Letter and to obtain their signature on the Acknowledgement of Student Request form. We will discuss a plan for how the accommodations will be implemented throughout the semester for the course, and the plan must be documented, signed, and submitted to ADS. See the above "Accessibility and accommodations" for further details.

In addition, UMD has a nationally recognized *Code of Academic Integrity*. 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

Attendance policy

Students who miss classes may lose the opportunity to earn valuable points. Please be sure to follow the attendance policy mentioned in the UMD site. Depending on the absence, you can see me during office hours or email me at paletz@umd.edu to let me know. Contacting me in advance is important.

Syllabus change policy

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

Peer Evaluations:

Students are expected to work well in teams. This means being responsive to the needs of their teammates and working together and independently to produce high quality work. In cases where there are indications some students are not performing to the level their teammates expect, peer evaluations may be conducted 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

Assignment due dates and extensions

Assignments must be completed using ELMS. Many quizzes and tests will be completed on the ELMS platform. If you have difficulty using ELMS see the tutorial at https://myelms.umd.edu/courses/1157772

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 assignments) 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

Grade Components

The following grade components will be used in this class.

	Individual Tasks	Group Tasks
Tests	20	
Participation	22	
Medium-Scale Team Assignments		20
Discussions	8	
Reflection	5	
Final Presentation		10
Final Team Paper		15
Total Points/Percent	**55**	**45**

Below, I elaborate on each of these grade categories.

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 all count under 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-Scale Team Assignments

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 both presentations and reports; case studies as well as milestones for your team project such as your project plan.

Discussions

There will be threaded online 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.

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.

Final Project

This class will feature a final project that includes both a presentation and a paper that is worth a total of 25 percent of your 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.

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.

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
28-Jan	No prior reading	Introductions: Big questions. Overview of hiring process
30-Jan	Chapter 1 Introduction to Principles of Management	Discussion, activity, possible quiz
4-Feb	Chapter 2 History, Globalization, and Ethics	Discussion, activity, possible quiz
6-Feb	Chapter 7 Organizational Structure and Change	Discussion, activity, possible quiz
11-Feb	Gallagher Chapter 3: Zara (on ELMS)	Discussion, activity, possible quiz
13-Feb	Test 1 (8 points)	
18-Feb	Chapter 12 Managing Groups and Teams	Discussion, activity, possible quiz
20-Feb	Chapter 3 Personality, Attitudes, and Work Behaviors	Discussion, activity, possible quiz
25-Feb	Chapter 13 Motivating Employees	Discussion, activity, possible quiz
27-Feb	Chapter 11 Communication in Organizations	Discussion, activity, possible quiz
4-Mar	Gallagher Chapter 8 Platforms (on ELMS)	Discussion, activity, possible quiz
6-Mar	Teamwork	Work on Proposals
11-Mar	PM: Chapter 2 Introduction to Project Management https://opentextbc.ca/projectmanagement/	Discussion, activity, possible quiz

Date	Read Before Class	Activity
13-Mar	PM: Chapter 3 The Project Life Cycle (Phases) Chapter 4 Project Management Framework	Discussion, activity, possible quiz
18-Mar	*Spring Break*	
20-Mar	*Spring Break*	
25-Mar	Chapter 6 Goals and Objectives	Discussion, activity, possible quiz
27-Mar	Test 2 (12 points)	
1-Apr	Chapter 14 The Essentials of Control	Discussion, activity, possible quiz
3-Apr	Chapter 10 Decision Making	Discussion, activity, possible quiz
8-Apr	Chapter 4 Developing Mission, Vision, and Values	Discussion, activity, possible quiz
10-Apr	Chapter 5 Strategic Management	Discussion, activity, possible quiz
15-Apr	Balanced Scorecards Assignment	Presentations
17-Apr	Watch the World is Flat Video	Discussion of TWIF and projects
22-Apr	Agile and Holacracy (on ELMS)	Discussion/video in class
24-Apr	Chapter 9 Leading People and Organizations Chapter 8 Organizational Culture	Discussion, activity, possible quiz
29-Apr	Gallagher Chapter 12 Sharing Economy (on ELMS)	Discussion, activity, possible quiz
1-May	Organizational Design Assignment	Presentations
6-May	Rogers Diffusion of Innovations	Teamwork, activity, possible quiz
8-May	Fads and Fashions in Management	Teamwork, activity, possible quiz
13-May	FINAL PRESENTATIONS (Part 1)	
Finals Day	FINAL PRESENTATIONS (Part 2)	

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

Holocracy and Other 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

https://opentextbc.ca/projectmanagement/