

INST335: Teams and Organizations-Fall 2018

Syllabus

Course INST 335

Section ESG1

Title **Teams and Organizations**

Time & Place Friday 8-10:45; Building 2 # 3012

Instructor Dr. T. Kanti Srikantaiah

Office hours Before or After the class

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://myelms.umd.edu/courses/1239615>

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. Teams will be selected on the first day of class. The team will prepare a short presentation (about five slides) addressing the case study questions (included in the schedule below). The presentation (in PowerPoint slides) should be posted to the course ELMS site **the day before the case presentation is scheduled**. Each time we will draw from these presentations to discuss the case. Teams may be called to present. Each presentation should have materials for at least 10 minutes, but 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 of all teams (with or without presentation in class) will be graded on a ten-point scale (with all team members receiving the same grade). Slides should be substantive and self-explanatory, as not all presentations will be given in class. 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 **September 28**, each team should submit a one-page project proposal outlining the overall scope of the project and a plan to execute the project. The completed project will be presented orally to the class allowing class discussions and for question and answers. The study will also be reported in a final written report of no more than 5,000 words. The project will be graded based on professional criteria specified in class. 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.).

It is important that you complete your own project assignments, and do not share any work. The best course of action to take when a student is having problems with an assignment is to contact the instructor. The instructor will be happy to work with students while they work on the projects.

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) to complete the evaluations at the end of the semeste

Course Schedule (all sessions are on Fridays)

Date	Topic	Readings
Aug 31	Course Introduction The World of Innovative Management Project ideas	
	Evolution of Management Thinking	Chapter 2
Sept. 7	Designing Organizational Structure	Chapter 10
	Organizations, Team, and Managers	Chapter 3
	Case 1: Management Thinking	
Sept. 14	Ethics and Social Responsibility	Chapter 5
	External Environment	Chapter 4
Sept. 21	Planning	Chapter 7
		Chapter 8
	QUIZ 1	
Sept. 28	Communication	Chapter 9 & Chapter 17
		One-page final project proposal is due.
Oct. 5	Teamwork Case 3: Organizing Project Management	Chapter 18
Oct. 12	QUIZ 2; Entrepreneurship	Chapter 6

Oct. 19	IT Management / Change and Innovation Management	Chapter 11 and Appendix A (pp. 697-713)
Oct. 26	Leadership	Chapter 15
	Case 4: Leading	
Nov. 2	Motivation	Chapter 16
Nov. 9	Control Case 5: Controlling	Chapter 19
Nov. 16	Project Presentation	
Nov. 30	Project Presentation	
Dec. 7	QUIZ 3	

Course Documents

[Daft12ePPT_Ch01.pptx](#)

[Daft12ePPT_Ch02.pptx](#)

[Daft12ePPT_Ch03.pptx](#)

[Daft12ePPT_Ch04.pptx](#)

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