

Syllabus

Course No.	INST 335
Section	ESG1
Course Title	Teams and Organizations
Time & Place	Friday, 9-11:45 am Building 3, Room 4220, Shady Grove Campus
Instructor	Dr. Ping Wang [ELMS messaging]
Office hours	By appointment
TA	Mr. David Biel [ELMS messaging]
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	<p>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.</p> <p>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.</p>
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	<p>Upon successful completion of this course you will be able to:</p> <ul style="list-style-type: none">• Identify, select and apply appropriate perspectives for analyzing organizations' needs and identify opportunities, including approaches such as:<ul style="list-style-type: none">○ 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://umd.instructure.com/courses/1273132>

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

Coursepack Case studies and simulations are available for purchase in a coursepack.

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 required readings. 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; and zero point for unsatisfactory participation or absence** (detailed grading criteria are described in the first class meeting). Summed across all the sessions, class participation counts toward 20% of the course grade.

(ii) Exams There will be two exams (midterm and final) during the course of this semester. Each exam 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 exam consists of multiple-choice questions and questions that require short answers. The two exams will count toward 30% of the course grade.

(iii) Case Studies This course includes four case studies. Students will conduct these case studies in teams. **Each team should have seven or eight students.** 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 submitted to the course ELMS site by **9 pm on the day before the case is scheduled to be discussed in class.** 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 20% of the course grade.

(iv) Simulations Three simulations will be conducted in the same student teams to apply students' knowledge and skills to nearly real-world scenarios. A week before each simulation, detailed instructions will be provided in class. Each simulation will be evaluated on a 10-point scale. The three simulations count toward 15% of the course grade.

(v) 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 **October 25, 2019**, each team should submit a one-page project proposal to the course ELMS site to outline 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 **12 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 15% of the course grade.

Grading

Summarizing from above, the course grades will be determined as follows:

Class Participation	20%
Exams	30%
Case Studies	20%
Simulations	15%
Final Project	15%

Because half of a student's course grade depends on the work performed in a team, we will conduct **team peer evaluation** three times this semester, approximately once a month. The peer evaluation criteria will be described both in class and on the ELMS site. If the peer evaluation indicates that a student has not made sufficient contributions to the team's work, his/her grades for ALL team-based assignments up to the point of evaluation will be deducted according to the severity of the problem.

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:

Final course grade will be determined according to the following scale:

A+	97-100 percentage	C	73-76.99
A	93-96.99	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		

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>.

Integrity The University of Maryland has a nationally recognized Code of Academic Integrity (go.umd.edu/wdK) 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. As defined by the University of Maryland, Academic Dishonesty includes the following activities:

- a) CHEATING: fraud, deceit, or dishonesty in any academic course or exercise in an attempt to gain an unfair advantage, and/or using or attempting to use unauthorized materials, information, or study aids in any academic course or exercise.
- b) FABRICATION: unauthorized falsification or invention of any information or citation in any academic course or exercise.
- c) FACILITATING ACADEMIC DISHONESTY: knowingly helping or attempting to help another to violate any provision of this Code.
- d) PLAGIARISM: representing the words or ideas of another as one's own in any academic course or exercise.
- e) SELF-PLAGIARISM: the reuse of substantial identical or nearly identical portions of one's own work in multiple courses without prior permission from the current instructor or from each of the instructors if the work is being submitted for multiple courses in the same semester.

Academic dishonesty also includes buying assignments, submitting the same paper more than once, forging signatures, bribery, and other acts that deceive others about your academic work or record. You may also find this Office of Student Conduct definition of academic dishonesty helpful: <https://www.studentconduct.umd.edu/academic-dishonesty>.

The policy on academic integrity in this class is "two strikes and you're out." The first incident will be penalized by reduction of up to one letter grade (i.e., 10%). If a second incident occurs, the student will automatically receive a failing grade and will be referred to the Honor Council. Although these consequences may seem harsh, the consequences for such behavior in a professional setting can be far more devastating to your career and reputation. If you have any questions about this policy or how to properly cite other people's work, please use all available resources, including the library, websites, and the instructor. All assignments must reflect your own original work..

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 register at the College Park's campus' Disability Support Services (301-314-7682 or <http://www.counseling.umd.edu/DSS/>) and contact the Shady Grove campus's Center for Academic Success Disability Support Services (301-738-6384 or

<https://go.umd.edu/wPS>). DSS will make arrangements with the student and the instructor to determine and implement appropriate academic accommodations. Students who need counseling, psychological, and consultative services should contact the Center for Counseling and Consultation (CCC) (301-738-6273 or <https://go.umd.edu/wPT>) for expert help.

Attendance Students are expected to attend all class sessions. If a session must be missed, provide the reason and verifiable proof to the instructor by ELMS messaging *before* the class if possible. This course is in full compliance with the university's policy on excused absence. An excused absence is an absence for which the student has the right to receive, and the instructor has the responsibility to provide, academic accommodation. To request excused absence, please follow the procedures described here: <https://go.umd.edu/wdP>. In addition, it is the student's responsibility to inform the instructor of any intended absences for religious observances within the first two weeks of class (by September 8) to avoid penalties on participation grades.

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 semester.

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>.

Course Schedule

Session 1 August 30, 2019 <i>Introduction and team-building</i>	
Session 2 September 6, 2019 <i>Manager and management</i>	<p>Required reading:</p> <ul style="list-style-type: none"> ○ Chapter 1 ○ Case 1: Alexa: A Pandora's Box of Risks <p>Study questions:</p> <ul style="list-style-type: none"> ○ Which of the risks posed by Alexa are the greatest threats to Amazon and Alexa users? ○ What could—and—should Amazon do to ensure the security of its devices and its customers' data? How much responsibility should the company accept when security breaches occur? ○ How can Amazon improve the accuracy of Alexa responses? ○ How can Amazon improve the monetization of Alexa? <p>Recommended reading:</p> <ul style="list-style-type: none"> ○ Chapter 2
Session 3 September 13, 2019 <i>Management environment</i>	<p>Required reading:</p> <ul style="list-style-type: none"> ○ Chapter 4 <p>Recommended reading:</p> <ul style="list-style-type: none"> ○ Chapter 3
Session 4 September 20, 2019 <i>Ethics and social responsibility</i>	<p>Required reading:</p> <ul style="list-style-type: none"> ○ Chapter 5 ○ Case 2: Building a "Backdoor" to the iPhone: An Ethical Dilemma <p>Study questions:</p> <ul style="list-style-type: none"> ○ What dilemmas did Tim Cook face? ○ What were Cook's primary responsibilities, which would have influenced his decision to refuse to succumb to U.S. government pressure to build a backdoor to the iPhone? Is there any contradiction in these responsibilities? ○ Assess the ways in which Cook may have resolved these dilemmas.

<p>Session 5 September 27, 2019 <i>Strategic planning and managerial decision making</i></p>	<p>Required reading: <ul style="list-style-type: none"> ○ Chapters 8 & 9 ○ Case 3: Prediction Markets at Google Study questions: <ul style="list-style-type: none"> ○ Why do prediction markets work so well? ○ Under what conditions will prediction markets be successful and yield useful information? ○ If prediction markets prove to be accurate and decisive, what kind of decisions in an organization are prediction markets useful for? Recommended reading: <ul style="list-style-type: none"> ○ Chapter 7 </p>
<p>Session 6 October 4, 2019 <i>Teamwork and virtual team simulation</i></p>	<p>Required reading: <ul style="list-style-type: none"> ○ Chapter 18 ○ Simulation 1: Managing Virtual Teams (A) </p>
<p>Session 7 October 11, 2019 <i>Project management</i></p>	<p>Required reading: <ul style="list-style-type: none"> ○ Case 4: Voyager Search: Virtual Workforce, Real Growth Study questions: <ul style="list-style-type: none"> ○ What challenges did Voyager Search face managing a virtual team as it grew from a small startup to small company? ○ Identify the strengths and weaknesses of Voyager Search's current system of workforce management. ○ Should the Voyager Search team invest in an office and co-locate the new hires? </p>
<p>Session 8 October 18, 2019 <i>Midterm exam and managing human resources and diversity</i></p>	<p>Midterm exam Midterm course evaluation Recommended reading: <ul style="list-style-type: none"> ○ Chapters 12 & 13 </p>
<p>Session 9 October 25, 2019 <i>IT management and entrepreneurship</i></p>	<p>One-page proposal for final project is due at 9 am. Required reading: <ul style="list-style-type: none"> ○ Appendix A (pp. 697-713) Recommended reading: <ul style="list-style-type: none"> ○ Chapter 6 </p>
<p>Session 10 November 1, 2019 <i>Organizational design and managing innovation</i></p>	<p>Required reading: <ul style="list-style-type: none"> ○ Chapters 10 & 11 ○ Simulation 2: Organizational Design Simulation: Evolving Structures </p>
<p>Session 11 November 8, 2019 <i>Leadership and motivation</i></p>	<p>Required reading: <ul style="list-style-type: none"> ○ Chapters 15 & 16 </p>
<p>Session 12 November 15, 2019 <i>Communication and Control</i></p>	<p>Required reading: <ul style="list-style-type: none"> ○ Chapters 17 & 19 ○ Simulation 3: Data Analytics Simulation: Strategic Decision Making </p>
<p>Session 13 November 22, 2019 <i>Final exam</i></p>	<p>Final exam Final project workshop</p>
<p>November 28, 2019</p>	<p>Happy Black Friday!</p>
<p>Session 14 December 6, 2019 <i>Project presentations and course conclusion</i></p>	<p>Slides of project presentations are due by 9 am.</p>
<p>December 13, 2019</p>	<p>No class; final project papers are due by 9 am.</p>

Updated November 7, 2019