Organizations, Management, and Teams

Overview
This broad course examines the principles, methods and types behind management, teams, and organizations, with an emphasis on motivation, problem solving, leadership, goal setting, 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; and control.

Learning Outcomes
Upon successful completion of this course, students should understand the following areas:

- Basic organizational approaches and structures.
- The roles of managers and leaders including different kinds of management structures.
- Broad history of organizational and management theory.
- Team dynamics, especially through stages of formation and performance.
- Traditional project management basics.
- Contemporary management approaches, including Agile approaches, as well as control approaches such as Lean and Total Quality Management.
- Two-sided markets and their impact on organizational design and the role of data.
- Sharing economy and its impact on jobs and industries.
- Principles and application of theory on motivation, leadership, groups, personality and individual differences, organizational and national culture, communication, teamwork, and decision making to teams and organizations.
- Basics of diffusion of innovations and management fashions.

Students will also work in teams on several assigned activities in addition to 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 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 these approaches or developed a high-performance approach. 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 to help them achieve a high-quality product they can reference in their job search.

Dr. Susannah Paletz
paletz@umd.edu
Research Professor
(Pronouns: she/her/hers)

Class Meets
Mondays & Wednesdays
11:00am – 12:15pm
PHY 1204

Office Hours
Patuxent (PTX) 1109-E
Wednesdays 9:30-10:30
(except holidays)
and by appointment

Teaching Assistant
Irene Su
isu@terpmail.umd.edu

Prerequisites
1 course with a minimum grade of C- from INST201 or INST301; a minimum of C- in PSYC100

Course Communication
I will send out general announcements via ELMS. But, please email me at paletz@umd.edu to discuss absences, accommodations, and for questions.

First class: August 26
Last class: December 9
Finals period:
8-10 am Friday Dec. 13

Required Resources

Course website: **elms.umd.edu**

- *Principles of Management* By: Talya Bauer, Berrin Erdogan, & Jeremy Short. Version: 4.0 Published by Flatworld Knowledge: November 2018. ISBN: 978-1-4533-9209-6; E-book version available.

  - https://catalog.flatworldknowledge.com/catalog/editions/principles-of-management-4-0

- Other supplemental readings, cases, rubrics, and other exercises will be posted on ELMS.
- Lectures and discussions provide for a common background and round out the course.

Course Communications

To ensure that I receive your message, please write me directly: paletz@umd.edu. Likewise, email Irene Su (TA) directly at isu@terpmail.umd.edu and CC: me.

Do not use ELMS email. Do not rely on the assignment comment box.

It is essential that we all conduct ourselves as professionals, so please visit ter.ps/email for some friendly guidance on writing emails. As the title says, what you write matters.

Please visit me during office hours! Regular office hours may have multiple students present. Individual and group office hours are available by request—email me to schedule an appointment. All office hours are safe spaces to discuss anything related to our class, other iSchool & UMD studies, professional development, or anything else. If you are having trouble in the course, please talk to me as soon as possible. If you do poorly or lower than you expected on an exam, assignment, or anything else, it is imperative that you come **to office hours** so that we can figure out the problem early. I am often not available just before or after class.

I will send out announcements via ELMS and feedback on assignments via comments on the documents and in the comment form on ELMS. I advise you to set your ELMS account notifications to receive course announcements by email. "I did not see the announcement." is not a valid excuse.

Course Utility

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 individuals' experience within them, and experience applying these concepts to plan and execute the initial stages of information-enabled change projects. As a professor, my mission for this class is to help set you up to succeed in future projects and workplaces, or at least to be able to accurately identify dysfunction and its causes when you do encounter it.

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. If any issue related to this course is not covered by this syllabus, then please refer to that link.

In particular, please note:

Academic integrity. You are responsible for upholding the UMD standards for academic integrity for this course. **I take plagiarism VERY seriously.** You may use the Internet, class materials, academic articles, and other articles to help with your assignments. I prefer that you summarize or paraphrase source materials and cite the correct reference rather than copy and paste content (yes, webpages can be cited). If you copy and paste content from **anything** you did not write yourself, I expect you to put it in quotation marks and clearly cite the source. Note, large/long/many direct quotes are poor writing, however, and will be graded as such.

Cheating in **any** form will not be tolerated. It will result in a referral to the Office of Student Conduct irrespective of scope and circumstances, as required by university rules and regulations. Once I have referred your case, the determination and the sanction are out of my hands. It is very important that you are 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. For more information about academic integrity, see tltc.umd.edu/integrity. **While collaboration is allowed and encouraged, representing another's ideas or work as your own is not.**

Some of your assignments will use Turnitin on our course ELMS page. This tool can help you improve your scholarly writing and help me verify the integrity of student work. For information about Turnitin and how it works, visit Turnitin Checker for Students at https://umd.service-now.com/itsupport?id=kb_article&sys_id=c0116d8f0f7ef2007f232ca8b1050e63.

Reasonable accommodation. 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. I strongly agree with this value. For assistance in obtaining an accommodation, contact Accessibility and Disability Service 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.

Course evaluations. Course evaluations are a part of the process by which the University of Maryland seeks to improve teaching and learning. 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 and 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. Please fill out the course evaluation at the end of the semester so we can improve the course and my teaching. For additional information see **Student Fast Facts** at: https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml. I will also be doing informal, confidential course evaluations to improve the course at other points in the semester.

Activities, Learning Assessments, & Expectations for Students

This class involves learning about, but also practicing, teamwork: I will assemble you into teams based on your answers to a survey, so please be honest on that survey. You will be assessed through a combination of quizzes, in-class exercises, tests, presentations, projects, papers, and 'mid-scale' group assignments (more detail below). Most assignments will have a rubric detailing what is expected and the number of points assigned to each aspect. Pay attention to the rubric and ask questions if anything is unclear. In addition, you are expected to attend class having already done the readings so as to gain a deeper understanding of the material. Most classes will be a mixture of lecture, discussion, in-class activities, and/or quizzes, with other classes being solely group presentations or tests.

Assignment Format, 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) 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 for each day late (e.g. a B instead of an A if it is turned in anytime from 12:01 am to 24 hours after the midnight deadline). If you are unable to turn the assignment in on time, contact me **prior** to the due date to arrange an alternative deadline to ensure full credit. ***Please see me privately or email me if you have an emergency.*** Difficulty with technology that makes you late (e.g., turning Word into PDFs, uploading to ELMS) will still result in losing points, so I advise you to turn your assignments in early, or not just before the deadline. Time constraints known in advance can also be solved by early submissions. For certain assignments, I will give a special early deadline if you want feedback in advance.

Our Class Contract

As members of a learning community, we need to have a mutual understanding of what is expected from each of us, and what we have the right to expect from others.

I, as the instructor, agree to…
- ✓ Create and maintain a classroom environment that fosters student engagement and active learning.
- ✓ Establish clear standards, assess your learning & skills in a fair and honest way, and give you helpful feedback.
- ✓ Respond to your questions in a timely manner (although last-minute questions may not get answered in time).
- ✓ Help every willing student to learn.

You, as a student, agree to…
- ✓ Take personal responsibility for your learning.
- ✓ Actively engage the material and our class meetings.
- ✓ Actively monitor email and ELMS announcements.
- ✓ Ask questions.
- ✓ Follow the UMD community standards of behavior at all times in the classroom.
  http://www.president.umd.edu/policies/docs/V-100B.pdf

We, as members of this learning community, agree to…
- ✓ Abide by the course and campus policies.
- ✓ Be respectful and encouraging.
- ✓ Give each other our undivided attention.
- ✓ Be professionals. That means arriving and leaving on time, being prepared, and preventing foreseeable problems.

Computers, Tablets, and Cell Phones

While researchers have found that laptops and tablets are irresistible distractions and detract from the cooperative learning environment, I understand that they can be useful for ADS accommodations, taking notes, and in-class activities. The class tests will take place on ELMS with a lock-down browser, so bringing a laptop on those days is

necessary. That noted, please close all applications on your laptop/tablet except those necessary: no social media, games, etc. I reserve the right to limit computer and tablet use in the class if it becomes too much of a problem.

I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have critical (non-INST335) communication to attend to, please excuse yourself and return when you are ready.

Course-Specific Policies
This course has some specific policies, including that this syllabus is a guide and is subject to change with notice.

Attendance Policy, Class and Campus Cancellations
Students who miss classes may lose the opportunity to earn valuable points. There are legitimate reasons to be absent (see https://faculty.umd.edu/teach/#attend for the UMD policy, but also the Help! section below). You must notify me in a timely manner (advance of the class) and provide documentation via paletz@umd.edu. If you are sick, you can use a self-signed note **once** during the semester (see https://health.umd.edu/sites/default/files/inline-files/Medical_attestation_5-2016.pdf); otherwise, you need a doctor's/UMD health center note documenting that you were ill. **Please do not come to class sick**. For all legitimate absences, including religious observances and military obligations, I will give you an alternate assignment or some other equivalent makeup assignment, quiz, or exam. For extended absences or missing group presentations, please contact me for accommodations. You are expected to attend the class's finals period during final exams, regardless of how bizarrely they've scheduled it. For unexcused absences, you will receive a 0 for whatever occurred that day, be it a presentation, exam, or in-class activity.

If I am unable to teach class on campus on a given day, you will be notified in advance. In some cases, we will have an alternate activity, such as a video and discussion or a guest speaker, or I may use WebEx. If there is a guest instructor, you will be expected to attend class as usual unless you arrange an alternative with me in advance.

Weather and other events may require campus to close and cancel class. Campus closures will be posted on the UMD homepage (www.umd.edu) and many of its social media channels. You may also call the weather emergency phone line: 301-405-7669. See https://umd.edu/weather for more information.

Group Work
Students are expected to work well in teams and apply what they are learning in the class to their own teamwork. This means being responsive to the needs of their teammates and working both 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 me. If a team member is doing no work at all on a group assignment, the rest of the team may choose to leave that teammate's name off the assignment; that student will get a 0 for that assignment. In certain cases, an individual may request or be asked to leave their team; that person will need to complete the group assignments independently, although they have a choice to pick a different topic. Plagiarism rules still apply. If you can, it is better to figure out how to work responsibly and amicably and stay in your team. I (Dr. Paletz) and the TA (Irene Su) are available to help facilitate groups and settle group disagreements if you need us.

Get Some Help!
Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that we can help you find the right approach to success in this course, and I encourage you to visit tutoring.umd.edu to learn more about the wide range of campus resources available to you. In particular, everyone can use some help sharpen their communication skills (and improving their grade) by visiting ter.ps/writing and schedule an appointment with the campus Writing Center.

You should also know there are a wide range of resources to support you with whatever you might need (see go.umd.edu/assistance), and if you just need someone to talk to, visit counseling.umd.edu (301-314-7651) or one of the many other resources on campus (see https://tltc.umd.edu/supporting-whole-student). If you experienced stalking or any kind of sexual misconduct, you can contact Care to Stop Violence (care@health.umd.edu / 24-hour support line, 301-741-3442). Note that I and all faculty are Responsible University Employees and so are required to report all disclosures of sexual misconduct to the Title IX coordinator.

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit go.umd.edu/basic-needs for information about resources the campus offers you; let me know if I can help in any way.

Most services free because you have already paid for it, and ***everyone needs help***… all you have to do is ask for it.

Grades, Grade Components, and Specific Assessments

Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me so that I can offer helpful suggestions for achieving your goal. **All work must be original.**

All assessment scores will be posted on the course ELMS page. Fair, accurate, and consistent grading is very important to me. If you receive a grade different than what you believe you should have received, then within one week of receiving the assigned grade, you must either meet during my office hours and/or submit a written document in which you include the an explanation of what you believe was improperly graded and an explanation for why you think it should be given a different score (and a copy of the graded work if you can attach it). I am happy to discuss any of your grades with you, and if I have made a mistake, I will correct it. That noted, for any re-grade requests, the entire assignment will be regraded, and **your score may go up or down**.

The following grade components will be used in this class.

	Individual Tasks	Group Tasks
Tests	25	
Participation	22	
Medium-Scale Team Assignments		20 (10 Presentations, 10 Papers)
Discussions	8	
Final Presentation		10
Final Team Paper		15
Total Points/Percent	**55**	**45**

Tests
There will be two tests during the course of this semester. Each test will be closed-book, aiming to assess the extent to which the student is now familiar with basic concepts and terminology from the course, including distinctions between related concepts and being able to apply what they have learned. The assessments consist of a mixture of multiple-choice questions and open response (e.g., essay, fill-in-the-blank) questions based on the textbook, cases, lectures, and class activities/discussions. The two tests will count toward 25% of the course grade: 10% and 15% for the first and second, respectively. Students who miss a test because of excused absence (illness or religious holiday) are responsible for promptly notifying me to arrange a makeup exam. It is the student's responsibility to communicate and arrange the makeup; failure to do so can result in a partial credit (ex: 50%) makeup or no makeup opportunity at all.

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 as may be appropriate. Summed across all the sessions, class participation counts toward 22% of

the course grade. Pop quizzes, in-class activities, in-class discussion, in-class group work, and being prepared to contribute all count under this category.

Medium-Scale Team Assignments

The course will feature a number of medium-sized team projects. These are worth **five points each** and teams will be graded according to a published rubric (total 20% of your grade). These projects are designed to have teams exercise their internal processes and encourage them to work together. Students who fail to participate with their teams usually do not earn any points (see above). Teams that do not work well together and those that procrastinate typically do poorly. For Fall 2019, this category includes: a PM (project management) plan; a project proposal for the final project; a balanced scorecard presentation; and an organizational design presentation.

Discussions

There will be threaded online discussions 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 me *before* the deadline. These will add up to a total of 8% of your final grade.

Final Project: Paper and Presentation

This class will feature a final project that includes both a presentation (10) and a paper (15) that is worth a total of 25% of your grade. This project is done in teams and involves students learning about (researching) 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. As with other assignments, you are expected to use good research, writing, presentation, and citation practices.

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	C+	77-79.99	F	Lower than 60
A	93-97.99	C	73-76.99		
A-	90-92.99	C-	70-72.99		
B+	87-89.99	D+	67-69.99		
B	83-86.99	D	63-66.99		
B-	80-82.99	D-	60-62.99		

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 turning something in and getting 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 temporarily 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.

Final letter grades are assigned based on the percentage of total assessment points earned. Do not ask me at the end of the term to consider you for a higher grade based on your hard work and effort or any extraneous factors. It would be unethical to make exceptions for some and not others. To be fair to everyone, I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut (89.99 ≠ 90.00).

Course Schedule and Main 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
26-Aug	No reading required	Introductions
28-Aug	Chapter 1: Introduction to Principles of Management	Discussion, activity, possible quiz
2-Sept	*No class, LABOR DAY*	
4-Sept	Chapter 2: History, Globalization, and Ethics	Discussion, activity, possible quiz
9-Sept	Chapter 7: Organizational Structure and Change	Discussion, activity, possible quiz
11-Sept	Chapter 12: Managing Groups and Teams	Discussion, activity, possible quiz, in-class survey
16-Sept	Gallaugher Chapter 3: Zara (on ELMS)	Discussion, activity, possible quiz
18-Sept	**Test 1 (10 points)**	**Test**
23-Sept	PM: Chapter 2 Introduction to Project Management https://opentextbc.ca/projectmanagement/	Discussion, activity, possible quiz
25-Sept	PM: Chapter 3 The Project Life Cycle (Phases) and PM: Chapter 4 Project Management Framework https://opentextbc.ca/projectmanagement/	Discussion, activity, possible quiz
30-Sept	*Work on PM Plan and Project Proposal at a time of your team's choosing*	
2-Oct	Chapter 11: Communication	Discussion, activity, possible quiz **PM Plan due midnight (11:59 pm) Oct. 1**
7-Oct	Chapters 4 AND 5: Developing Mission, Vision, & Values; Strategy	Discussion, activity, possible quiz
9-Oct	Gallaugher Chapter 8 Platforms (on ELMS)	Discussion, activity, possible quiz *Prof. Piety guest lecture: contact paletz@umd.edu for alternative in advance for religious observance*
14-Oct	Chapter 6: Goals and Objectives	Discussion, activity, possible quiz **Project Proposal due midnight (11:59 pm) Oct. 13**
16-Oct	Chapter 14: The Essentials of Control	Discussion, activity, possible quiz
21-Oct	Chapter 3: Personality, Attitudes, and Work Behaviors	Discussion, activity, possible quiz
23-Oct	**Balanced Scorecards Assignment**	**Presentation** **Slides due midnight (11:59 pm) Oct. 22**
28-Oct	Chapter 13: Motivating Employees	Discussion, activity, possible quiz

Date	Read Before Class	Activity
30-Oct	Conflict & Negotiation (Robbins & Judge Chapter 14 on ELMS)	Discussion, activity, possible quiz **Project Proposal *revisions* due midnight (11:59 pm) Oct. 29**
4-Nov	Chapter 10: Decision Making	Discussion, activity, possible quiz
6-Nov	**Test 2 (15 points)**	**Test**
11-Nov	Chapter 8: Organizational and National Culture, Culture Change	Discussion, activity, possible quiz
13-Nov	Chapter 9: Leading People and Organizations	Discussion, activity, possible quiz
18-Nov	Agile and Holacracy (on ELMS; see links below and ELMS announcement)	Discussion, activity, possible quiz
20-Nov	**Organizational Design Assignment**	**Presentation** **Slides due midnight (11:59 pm) Nov. 19**
25-Nov	Gallaugher Chapter 12: Sharing Economy (on ELMS)	Discussion, activity, possible quiz
27-Nov	No class, happy Thanksgiving!	
2-Dec	Selection, Hiring, Job Analysis; Diversity and IT systems (reading **TBD** on ELMS)	Teamwork, activity, possible quiz
4-Dec	Rogers Diffusions/Fads & Fashions	Teamwork, activity, possible quiz
9-Dec	**FINAL PRESENTATIONS (Part 1)**	**Presentation** **Slides due midnight (11:59 pm) Dec. 8**
Finals Day	**FINAL PRESENTATIONS (Part 2)** *8 – 10 am Friday December 13*	**Presentation** **Slides due midnight (11:59 pm) Dec. 12**

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.

Other Readings

In addition to the main Bauer et al. textbook, the Gallaugher chapters (3, 8, and 12), and the Robbins & Judge chapter 14, here are additional readings.

Project Management: https://opentextbc.ca/projectmanagement/

Agile and Holacracy: 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

Selection, Hiring, Job Analysis: To be determined